

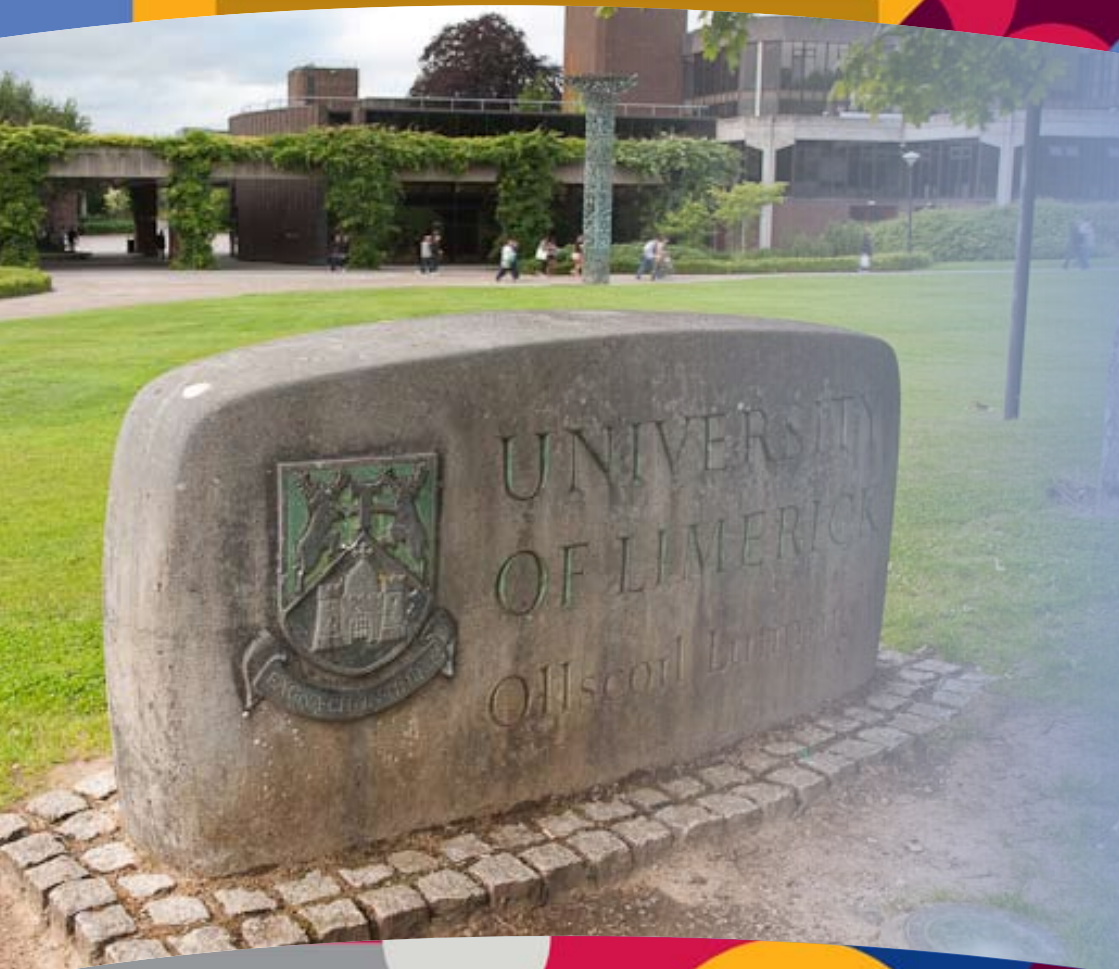


**sociology**   
UNIVERSITY OF LIMERICK

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# Welcome!

The Sociology Department at University of Limerick is the newest department of Sociology in the Republic of Ireland. Sociology is offered at undergraduate level across a range of degree programmes, and at postgraduate level. The Sociology faculty at University of Limerick has a wide range of teaching and research interests which are reflected in the content of modules available to Sociology students. This booklet will introduce you to each of these modules and to the lecturers who teach them. As well as modules in theory and research methods we offer, amongst others, modules that critically examine the media, gender, education, work, youth, development, health and poverty in contemporary society.

The Department of Sociology is committed to excellence in teaching and two members of the department have been awarded university prizes for the quality of their teaching. The Department is committed to encouraging and developing the sociological writing skills of students and publishes its own Sociology journal called *SOICHEOLAS – The Limerick Student Journal of Sociology*. This journal is produced by faculty within the department and showcases the work of undergraduate and postgraduate students.

The Sociology faculty at University of Limerick are engaged in an exciting range of research projects. Faculty have advised a wide range of community and state bodies in the mid-west region and beyond. The department has strong links with Women's Studies. A more detailed account of faculty teaching and research interests can be found in this booklet as well as on the Department website . Our website is updated regularly with information for undergraduate and postgraduate sociology students as are the Department Facebook page and Twitter Feed which keep faculty and students up-to-date with Departmental news.

We hope that you will join us in the study of this exciting, challenging and rewarding discipline at the University of Limerick.

**In this short booklet we:**

- ▶ **Explain what Sociology is all about;**
- ▶ **We answer some frequently asked questions and**
- ▶ **We highlight the kinds of areas that Sociology students study at University of Limerick.**

*We also provide information on*

- ▶ **the research and teaching interests of faculty members ;**
- ▶ **Sociology across different degree programmes;**
- ▶ **outlines of all Sociology modules;**
- ▶ **information on our 3 Masters Degree Programmes and**
- ▶ **information on important departmental policies.**

# Studying Sociology at UL

## **LM002 – Bachelor of Arts**

LM002 is a new Bachelor of Arts programme from the University of Limerick (in conjunction with Mary Immaculate College) commencing in 2017. This new degree greatly increases and expands our selection of subjects and subject combinations. You can study a combination of 19 subjects from across the Faculty of Arts, Humanities and Social Sciences including Sociology, Psychology, English, French, German, History, Geography, Politics and International Relations, Drama and Theatre Studies, Linguistics and many more. On entering the LM002 programme you can choose to study Sociology either as a single honours (i.e. you will study 4 modules in sociology each semester) or as a joint honours (i.e. you will study 2 modules in sociology and 2 modules in your other chosen subject each semester).

## **LM038 – Bachelor of Arts in Psychology and Sociology**

The four year honours degree in Psychology & Sociology provides a broad introduction to both disciplines in the first year, followed by coverage of the core areas of Psychology required for accreditation including: social, developmental, personality, biological and cognitive psychology as well as research methods and statistics. In your final year of study you will specialise in advanced areas of both Psychology and Sociology, in topics including multiculturalism, the media and applied psychology, while undertaking your own independent research project in an area of Psychology. You will also have an opportunity to undertake study abroad as well as work in an area relevant to psychology or sociology during the course of your studies.

**“The teaching staff adopt a diverse range of assessment methods and are very conscientious about the level of feedback provided to the students. I was very impressed by the effort that goes in to devising forms of assessment that assist the students with developing their ability to engage in abstract reasoning across modules. The students benefit from the diversity of assessment methods and the considerable care that goes into developing innovative forms of assessment and feedback.”**

*(Dr. Jane Gray, External Examiner to the Department of Sociology at UL, 2016*

**See <http://www.ul.ie/courses/> for further information on how to study sociology as part of these degree programmes.**



# First Year and afterwards ...

In First Year we concentrate on introducing students to the key concepts within Sociology.

The remaining years allow students to study specific areas of Sociology in greater detail.

You will learn how to do research, as well as gain a familiarity with how Sociology as a discipline understands, for example, families, the media, gender, migration, communities and society as a whole.

## Undergraduate Sociology Modules at a Glance

INTRODUCTION TO SOCIOLOGY 1

INTRODUCTION TO SOCIOLOGY 2

SOCIOLOGY OF WORK

SOCIOLOGY OF MEDIA

SOCIOLOGY OF MEDIA AUDIENCES

INTRODUCTION TO SOCIAL RESEARCH METHODS

CLASSIC SOCIOLOGICAL THEORY

CONTEMPORARY SOCIOLOGICAL THEORY

GENDER: SOCIOLOGICAL APPROACHES

SOCIOLOGY OF GLOBALISATION

QUANTITATIVE METHODS FOR SOCIOLOGICAL RESEARCH

QUALITATIVE METHODS FOR SOCIOLOGICAL RESEARCH

SOCIOLOGY OF HEALTH & ILLNESS

SOCIOLOGY OF THE WELFARE STATE

SOCIOLOGY OF GENDER AND POPULAR CULTURE





SOCIOLOGICAL APPROACHES TO GENDER AND  
MULTICULTURALISM

SOCIOLOGY OF MENTAL HEALTH AND ILLNESS\*

SOCIOLOGY OF RELIGION\*

SOCIOLOGY OF THE INTERNET\*

SOCIOLOGY OF LOVE AND ITS DARK SIDE\* \*

SOCIOLOGY OF YOUTH\*

SOCIOLOGY OF THE BODY\*

SOCIOLOGY OF POWER, THE RELATIONAL AND PRACTICE\*

SOCIOLOGY OF HIGHER EDUCATION\*

SOCIAL TRENDS AND SOCIOLOGICAL RESEARCH\*

INEQUALITY AND SOCIAL EXCLUSION

GENDER: SOCIOLOGICAL APPROACHES

SOCIOLOGICAL APPROACHES TO GENDER AND  
MULTICULTURALISM

# Brief Module Descriptions (Undergraduate)

## **SO4001 Introduction to Sociology**

This module aims to introduce students to the subject matter of contemporary sociology. It will familiarize students with the key concepts used within sociological analysis and demonstrate, using illustrative materials, the uses and continued importance of sociological analysis in the modern and post-modern world.

## **SO4032 Introduction to Sociology**

This module aims to better acquaint students with the discipline and field of sociology, including the work of contemporary sociologists, and to provide them with strong foundation of knowledge in preparation for further sociology modules. In addition to enhancing student's awareness and understanding of key sociological theories, concepts and issues, this module is oriented to developing students' ability to use sociology as an analytical tool. Finally, this module also seeks to promote valuable skills in critical thinking, writing, referencing, and research. Key themes addressed in this module include:

- ▶ Social Class & Class Inequality
- ▶ Racism, Ethnicity and Multiculturalism
- ▶ Gender, Sexuality & The Body

## **SO4057 Sociology of Health & Illness**

The aim of this module is to introduce students to the important sub-disciplinary field of the sociology of health and illness. The overall objective is to develop the students' analytical ability to examine the concepts of health and illness from a range of sociological perspectives, and critique the structures and processes involved in these within late modern Western society.

The module addresses a number of substantive themes such as embodiment, risk, death, chronic illness experience, mental illness as a contested concept, and the social shaping of human genetics and reproductive technologies in placing the body, health and illness within their social, cultural and political contexts.

### **SO4033 Sociology of Media**

This module aims to provide students with a critical understanding of the mass media from a sociological viewpoint. It will introduce students to key aspects of the debate amongst social scientists about the workings and influence of the media. The course is structured upon an examination of these key areas as well as presenting examples of the various methodological approaches used by sociologists in their analysis of the mass media.

Key themes addressed in this module include:

- ▶ Media Audiences
- ▶ Media Representations of The Social World
- ▶ Media Power
- ▶ Citizen Journalism

### **SO4008 Sociology of Media Audiences**

The module is built around a number of key issues and concerns that exist around studying media audiences and will address the significant theories and debates on media audiences. Emphasis will also be placed on the development of practical audience research skills which students will be asked to demonstrate and apply to the tasks outlined in their course assignments.

### **SO4063 Introduction to Social Research Methods**

This module provides an introduction to the fundamentals of social research by comparing the approaches of several different research methods. Focusing on research design, data-collection, data analysis, and the ethics of research, the course explores the strengths and weaknesses of the different methods. The ultimate goal of the course is for students to be able to conceptualise and design their own research project.

## SO4073 Classical Sociological Theory

This module examines a range of key classical sociological theorists (Karl Marx, Emile Durkheim, Max Weber, Georg Simmel, Alfred Schutz, and George Herbert Mead). Their work comprises different analyses of the emergence and development of capitalism and the money economy; the division of labour; social solidarity; rationalisation and religious life. Debates concerning the role of conflict and consensus in society, as well as economic interests and ideologies, are discussed, alongside how sociologists have sought to understand and explain social life. The module considers analyses of historically unfolding macro-social structures, mesosocial formations (e.g. bureaucratic organisation) and the vicissitudes of mental life in the newly developing metropolis.

## SO4036 Contemporary Sociological Theory

This module is based on a selection of modern and contemporary sociological theories following on from the Classic Sociological Theory course in order to show how sociology has developed to reflect changing social and intellectual contexts. The module examines how selected theories draw on, modify or radically alter key classical presuppositions about the nature and scope of sociological inquiry in understanding the social world. As a way of elucidating these issues, substantive topics will be discussed in relation to the different theoretical perspectives.

## SO4002 Gender: Sociological Approaches

This module examines the sociological concept of gender introducing debates about how it is defined and performed in the context of everyday life. The module introduces the main theoretical frameworks in the study of gender and society, developing a framework for understanding and analysing how sociological theory can help us to interpret our gendered society. The module critically addresses key debates regarding the social construction of gender and sexuality, feminist theory, the study of masculinity and Critical Men's Studies, heteronormativity and queer theory as well as offering sociologically informed perspectives on substantive topics such as the body, work, education, sport, media and popular culture in the context of these frameworks. The module will also examine the intersection of gender with major social divisions such as social class, age, sexuality, ethnicity, and 'race'.

The primary aim of the module is to introduce students to the main sociological perspectives on gender and to equip students with a critical understanding of the ways in which important aspects of society are gendered.

### **SO4088 The Sociology of Globalisation**

This module examines Globalisation from a Sociological standpoint. Key themes include: Globalisation, transnational processes and the world of the twenty-first century; Global cultures and practices of consumption; Global risk society: impact and effects; Globalisation and contemporary urban cultures; Globalisation and religion; Gender, development and international women's movements; Global changes and women's lives and work; Globalisation, technology and the media; Sociology of globalisation and cyber-space; globalization and migration.

### **SO4046 Quantitative Research Methods for Sociological Research**

This module provides a systematic introduction to quantitative approaches to data collection and analysis in sociology. The course focuses both on the theoretical and methodological implication of quantitative methods, and on the practical skills required for the collection, processing, statistical analysis and presentation of quantitative data, including the use of statistical software packages such as SPSS.

### **SO4037 Qualitative Methods for Sociological Research**

This module introduces students to Qualitative Research Methods. It asks: What is qualitative research? What are the different paradigms, which fall within the parameters of qualitative research?. It facilitates students in considering a qualitative perspective, generating qualitative ideas, defining cases, analysis and interpretation. Students are introduced to doing qualitative interviews and conducting qualitative analysis.

### **SO4067 Sociology of Work**

The module will introduce theories of social change and perspectives on work as well as examining contemporary changes in work practice. The effects of class, gender and ethnicity on access to and experience of work will be examined. The changing organizational context of work will be explored. Other themes include sectoral decline, development and relocation as well as

an examination of globalization and the rise of the transnational corporation. The continuance of hierarchical and vertical segregation in the midst of organisational, societal and cultural change will be explored, as well as organisational culture. A number of Irish case studies will be examined e.g those related to the semi-state and educational sectors. The course concludes with a consideration of the future direction of socioeconomic change and its impact on the distribution, structuring and experience of work.

### **SO4047 Sociology of the Welfare State**

This module aims to provide students with an understanding of the welfare state. Students will be familiarised with debates, definitions and theoretical frameworks pertaining to the concept of the welfare state, the different models of welfare in existence, and the need for a rigorous analysis of the welfare state. Specifically the module will focus on the Irish context as it seeks to examine the structural, cultural and ideological dynamics underpinning the Irish model of welfare provision.

### **SO4118 Sociology of Gender and Popular Culture**

Focusing on Sociological understandings of Popular Culture this module's key themes include the First, Second and Third Wave feminist perspectives on sexuality and popular culture; feminist perspectives and the pornography/erotica debate; theories of objectification and visual culture; debates on postfeminism ; theories of masculinity; metrosexual, marginalized and subordinated masculinities; Foucault and cosmetic surgery; and celebrity culture and governmentality. technological culture; Queer theory and popular culture; nationalism, transnational feminisms and representation.

### **SO4108 Sociological Approaches to Gender and Multiculturalism**

This module examines theoretical approaches to multiculturalism and how different multicultural approaches construct cultural difference in gendered ways; it offers a comparative approach by considering different gendered cultural practices and different national approaches to multiculturalism; it offers a framework for understanding how gender relations affect and are affected by multicultural strategies for negotiating difference.

### **SO4168 The Sociology of Mental Health and Illness\***

This module introduces students to a selection of classical modern and contemporary sociological theories on the contested meaning of mental illness and the broader social impact of psychiatric ideas and practices. Students are also introduced to key ideas within the philosophical and politics debates within psychiatry, which have a strong resonance with different sociological critiques. The challenges posed by the mental health service/survivor movement will also be addressed, as well as sociological accounts of this new and emerging social movement.

### **SO4138 Sociology of Religion\***

This module addresses the relationships between modernity's and religion by: Considering religion in the work of Marx, Weber, Durkheim and Simmel as a basis for investigating the relevance of their work at the start of the twenty-first century; exploring the focus on religion's integrative function in the work of American sociologists such as Parsons and Berger's work on pluralisation and secularisation, and Warner's rational choice theory; examining secularisation theory and process with reference to contemporary debates about post-secular society and global modernity; applying these debates to substantive questions relating to gender, sexuality, migration, globalisation and religion.

\*Elective Modules are run subject to the availability of faculty

### **SO4128 Sociology of the Internet\***

This module engages students with sociological debates, theory and research regarding the social impact of and social influences on the Internet. In doing so, students will become acquainted with both macro and micro sociological perspectives on the Internet, including conceptualizations of the internet; identity and community online; e-participation and digital exclusion. Through these discussions students will also become familiar with new methods emerging from Internet research.

\*Elective Modules are run subject to the availability of faculty

## **SO4208 Sociology of Love and its Dark Side\***

This module explores a number of key themes as they relate to the search for love and family formation: Trends in family formation and their competing theories; classifications and functions of the family; love, sex and courtship; exploring issues of partner choice; work and families, analysing power relations within the family; the domestic division of labour; the family, state and social policy. The module has a particular focus on contemporary empirical studies of love and relationships, marriage and the family.

\*Elective Modules are run subject to the availability of faculty

## **SO4077 Sociology of Youth\***

This module introduces the social theory of youth. It addresses a number of critical theoretical questions which are rooted in traditional sociological concerns about power, inequality and representation. In addressing these questions, students will learn to analytically engage with theoretical perspectives on youth through discussion of key categories of social class, of gender, of sexuality, of religion and of ethnicity. Young people's experiences and interactions with the key social structures of the community, the family, education and work will be explored through examples of classic and contemporary empirical research.

\*Elective Modules are run subject to the availability of faculty





### **SO4178 The Sociology of the Body\***

This module examines social theory and the body; the obesity debate; disordered eating; cosmetic surgery; sport, physical activity and fitness; bodybuilding and drug-taking; tattooing; piercing; working bodies; sexualities; virtual bodies and cultures of technological embodiment (cyborgs); ageing; disability, chronic illness and healthcare; death and dying; embodied ethnography.

\*Elective Modules are run subject to the availability of faculty

### **SO4148 Sociology of Power: The Relational and Practice\***

This module centrally addresses one of the abiding and core concerns of sociology that is, the nature of social order, and the most appropriate methods to get at this phenomenon. Sociologists have long debated the micro/macro binary and yet it offers sociology students the prime possibility of engaging in an intensive logical exploration and elucidation of key sites that are hugely problematic. Bourdieu' theory of practice will be used to explore and elucidate key issues and concerns.

\*Elective Modules are run subject to the availability of faculty

### **SO4158 The Sociology of Higher Education\***

Nature and purpose of higher education; processes impacting on it including globalisation, massification; managerialism and masculinisation; policies related to it in Ireland; relationship with the state and the economy; feminisation at student level but continuing masculinisation at senior academic level; student's class background and issues surrounding access; issues related to managerialism versus collegiality; career paths; organisational culture; leadership styles; the factors explaining such variation; the international context; similarities and differences between universities and other higher educational institutions; the future of higher education.

\*Elective Modules are run subject to the availability of faculty

## **SO4087 Social Trends and Sociological Research\***

This course applies students' existing theoretical knowledge to contemporary society and social change, focusing on themes such as changing gender roles, the life course, inequality, the labour market, and values and attitudes, using a variety of existing data sources to address key issues, enhancing data-analytic skills and enabling students to develop a critical, theoretically - and empirically - grounded sociological insight into contemporary life.

\*Elective Modules are run subject to the availability of faculty

## **SO4078 Inequality and Social Exclusion**

The aim of the module is to provide students with a conceptual and operational understanding of the dynamics of inequality and social exclusion. It introduces students to the central approaches to measuring inequality and social exclusion and the implications of that diversity. A key focus is on the relationships between poverty, inequality and social exclusion. The module explores the continued significance of class, gender and 'racial' / ethnic divisions as bases for both social exclusion and inequality. Specifically the module focuses on the Irish context as it examines the implications of inequality & exclusion, the structural, cultural and ideological issues underlying these phenomenon and their reproduction, and the resultant implications for individuals and groups within Irish Society. Additionally it examines the social construction of social exclusion with particular reference to media discourses about those who are excluded.

## **SO4108 Sociological Approaches to Gender and Multiculturalism**

This module addresses sociological debates about multiculturalism in western liberal democracies and the ways in which these debates are gendered. The contradictions and complexities of multiculturalism are addressed in relation to disputes about the position of women in society and debates about the relationship between feminism and multiculturalism. Feminists have argued not just that multiculturalists have neglected gender injustices within cultures, but also that multiculturalism may facilitate the persistence of such injustices. At the end of this course students will be able to position themselves in relation to these complex debates and apply them to contemporary issues and contexts including questions regarding the hijab and burkha, abortion and genital cutting.

## **SO4056 Hate Crime: Roots, Realities And Redress**

The purpose of this module is to explore the phenomenon of hate crime through a sociological and legal lens. Specifically the module aims to unpack hate crime as a social construct; to examine its structural roots; to explore the social consequences of legal formulations and legislative lacunae; to critically evaluate the potential for legal, civic, and educational solutions; to familiarise the student with the field of hate studies as an interdisciplinary project drawing on both sociology and legal scholarship and to critically interrogate the hate crime paradigm.

## **SO4042 Violence In Society**

The purpose of this module is to provide students with the conceptual tools to develop a critical approach to understanding violence in society. The module surveys theoretical approaches to understanding the social, cultural and political dynamics of institutional and individual violence. It introduces students to the variety of ways in which violence may be conceptualized and asks students to consider the relative merits and limitations of such definitions. The module invites students to consider the place of state coercion in modern governance. Equally, students are invited to consider modes of political protest in the contemporary period and the relationship between violence and popular legitimacy. The module gives attention to the relationship between institutional and interpersonal violence and societal inequality. Finally, students are invited to critically consider arguments regarding the association of modernity with a decline in violence in society.

## **SO4045 Gender And Popular Culture**

This module explores the twin themes of bodies and sexualities in the spaces of contemporary Western culture. Utilising a range of popular cultural forms, sites and events which are most accessible television, cinema, magazines; households, shops and workplaces; and popular understandings of medicine, science and technology the module involves students in a series of critical engagements. The module addresses a number of issues; why the subjects of sexualities and the body become the focus of so much interest across a broad range of disciplines; How we can de-naturalise and problematise normative gender categories by setting gendered identities in cultural contexts; What important contributions have been made to the field by recent work on masculinities; How the practices of everyday life can be interrogated to yield insights about the relationships between the body, gendered identities and prevailing cultural norms.

# Post Graduate Sociology Modules at a Glance

- ▶ QUALITATIVE RESEARCH METHODS I
- ▶ QUANTITATIVE RESEARCH METHODS I
- ▶ QUALITATIVE RESEARCH METHODS II
- ▶ QUANTITATIVE RESEARCH METHODS II
- ▶ THE SOCIOLOGY OF REGENERATION
- ▶ THE SOCIOLOGY OF YOUTH AND COMMUNITY
- ▶ RESEARCHING SOCIAL CHANGE
- ▶ RESEARCHING HEALTH AND ILLNESS
- ▶ RESEARCHING IRISH MEDIA AUDIENCES
- ▶ SOCIOLOGICAL DEBATES
- ▶ FEMINISM(S) DIASPORA AND MULTICULTURALISM
- ▶ FEMINIST APPROACHES TO RESEARCH
- ▶ MA DISSERTATION PROPOSAL WORKSHOP



# Brief Module Descriptions (Postgraduate)

## **SO5031 Qualitative Research Methods I**

The qualitative paradigm; major traditions of inquiry; the role of literature and previous research in inductive research; differences between sampling in qualitative and quantitative research; research procedures/data collection methods; methods of data analysis; ethical considerations in qualitative research; writing qualitative reports and research proposals

## **SO5041 Quantitative Research Methods I**

This course provides the basic grounding in quantitative methods needed by all social researchers, focusing both on its theoretical and methodological implications, and on the practical skills required, especially methods for the collection, processing, statistical analysis and presentation of data, including the use of standard software such as spreadsheets and Stata.

## **SO5032 Quantitative Research Methods II**

This course takes students with a basic grounding in quantitative methods and introduces them to the tools and data required for professional survey analysis, with special focus on multivariate methods appropriate for social science research, and extensive hands-on experience of real survey data, with a longitudinal and comparative focus.

## **SO5042 Qualitative Research Methods II**

The aim of this course is to build on students understanding of qualitative methods and to develop the capacity to engage in critical and rigorous conceptualisation and writing practices. Designed to complement the introductory course, an emphasis is placed on how theoretical, methodological and political concerns are worked through empirical understandings. It challenges the purpose of classification (where those who are classified fail both to recognise themselves and gain little in this process) and returns to the importance of context in understanding and interpreting both the practice and product of qualitative research. Students will be

enabled to engage with issues around the philosophical, epistemological and ethical implications of methodological decisions in qualitative research. Issues around explanation, causal inference, reflexivity, trustworthiness, credibility and generalisability will be addressed.

## **SO6012 The Sociology of Regeneration**

This module provides students with an understanding of the social aspect of urban Regeneration. Students are familiarised with debates, definitions and theoretical frameworks pertaining to the concept of Social Regeneration. While the module focuses on the Irish context, as it seeks to examine the structural, cultural and ideological implications of both inequality and social exclusion for particular individuals and groups involved in the process of Social Regeneration, it will be set against a backdrop of international theoretical frameworks, e.g. Critical theory, Neo-Marxism, Post-Structuralism, Postmodernism, Globalisation. We engage with current and established sociological theories and debates as a means of interpreting and understanding the implications these issues have for the distribution of power, the concept of and the operation of citizenship, processes of social exclusion, the role of social policy, and public discourse, in the process of Social Regeneration.

## **SO6011 The Sociology of Youth and Community**

This module is focused on the study of social theory of youth and community. It addresses key debates within the field of Youth Studies in conjunction with a series of critical theoretical questions which are rooted in traditional sociological concerns about power, inequality and representation. In addressing these questions, students will be asked to analytically engage with theoretical perspectives on youth and community as they intersect with the material categories of social class, gender, sexuality, and ethnicity. Young/people's experiences and interactions with the key social structures of the community, the family, education and work will be explored through classic and contemporary empirical research.

## **SO5051 Researching Social Exclusion**

The concept of exclusion forms the central focus around which this module is organised, it offers the possibility of considering how finely tuned are the mechanisms whereby we are integrated or cut off from full involvement in the wider society. Exclusion as a concept has enormous potential

as it facilitates the possibility of understanding how a complexity of interrelated processes disadvantage or discriminate against different groups or individuals. The course critically interrogates the concept examining its economic, social, cultural, political and ideological underpinnings. It focuses in particular on the process of 'othering' as a practice of domination and the subtle ways in which privilege is reproduced. Through the course students will be enabled to untangle the notion of exclusion, its dynamics, processes involved, the implications of exclusion and the structural, cultural and ideological issues underlying this phenomenon and its reproduction.

### **SO5061 Researching Social Change**

Defining social change; the concept of progress and social engineering; contingency reflexivity, risk society and postmodernism; periodisation of change; world trends; socio-economic theory and structural change; changing aspects of Irish society; institutional change in Western Europe; identity formation and cultural change; problematising the concept of class in theories of change; citizenship in a changing world; power and contestation.

### **SO5072 Researching Health and Illness**

This module addresses the theoretical developments and empirical themes of the sub-disciplinary field of the sociology of health and illness and seeks to connect these to the pressing issues relevant to public and policy interests, and reflective professional practice. The topic areas change from year to year and span such broad themes as professionalization, power and knowledge, health knowledge and authority, chronic illness experience and narrative research, social aspects of ageing, the challenge of the social model of disability for health professionals, and service user involvement in mental health research and practice.

### **SO5002 Researching Irish Media Audiences**

Using a wide range of examples from both 'old' and 'new' media, the module examines Irish media audiences in an age of media globalization and 'localization'. There will be a strong focus in the module on how meaning, in a media context, is generated in everyday life. Students will engage with the key theoretical and methodological approaches to mass media audiences. The module will draw upon a wide range of illustrative materials from Irish print, broadcast

and newer media genres At the conclusion of the module students will have undertaken two substantial pieces of audience based research – one quantitative and one qualitative.

### **SO5092 Sociological Debates**

Idea of society and roots of sociological theory; modernity and social change; Marxism and the historical materialist approach, Weber and the rise of interpretive sociology; Durkheim and debates on positivism; First, second and third- wave Feminist theory; Symbolic interactionism and ethnomethodology; Agency, structure and structuration theory; Risk and reflexive modernity; Postmodernism and the death of the subject/ metanarrative; Risk society and globalisation; Individualisation, secularisation and theories of post-secular society;

### **SO6042 Feminism(s), Diaspora and Multiculturalism**

This module addresses the emergence of culture as a significant area of political debate in contexts of global diasporas and multiculturalisms and why the most divisive struggles over cultural difference take place in relation women's lives and bodies. It also examines the connections and disconnections between multicultural politics of identity and difference and feminist politics of gender justice and equality. In this module we examine the key sociological and political theories and debates about diaspora and multiculturalism and address in particular the ways in which the theorisation of multiculturalism has been critiqued from feminist perspectives. In this way, the module provides students with a theoretical framework for understanding how social and ethical questions of gender rights and justice are linked to forms of social and political membership in contexts of diaspora and multiculturalism.

### **SO6031 Feminist Approaches to Research**

In the first part of this module we examine the ways in which gender influences conceptions of knowledge, the knowing subject, and practices of inquiry and justification. We identify how conventional conceptions and practices of knowledge attribution, acquisition, and justification disadvantage women and other subordinated groups. Therefore, the central focus of module is on the different ways in which feminist theorists rethink traditional conceptions of knowledge and how it is acquired so that the interests of women and subordinated groups are addressed in research practice. The module covers feminist empiricism, feminist standpoint and



feminist postmodernism. The final four lectures on this module addresses putting together a viable research question and a sound research proposal. Students are assisted through a model type proposal, which incorporates all of the expected key headings and themes and which in and of themselves are central elements in the process of initiating good research.

## **SO6021 Theoretical Approaches to Gender Culture and Society**

This course will review and critically examine the main theoretical approaches to gender, sexuality and the position of women and men in society, starting in the late eighteenth century, but concentrating on the period from the 1970s onwards. The module will analyse theories about the social and cultural construction of gendered identities, their origin, maintenance and representation. It will pay attention to intersectionality, the connection between gender and other identity markers like age, ethnicity, race, ability, sexuality, class etc. Of central importance is the practical application of different theoretical positions to specific topics like gender and employment, gender and childhood, gender and the body, gender and nationalism, gender and the media, gender and the family.

## **SO6001 MA Dissertation Proposal Workshop**

In this module we offer practical, hands on assistance in putting together a viable research question and a sound research proposal. Students will be assisted through a model type proposal, which incorporates all of the expected key headings and themes and which in and of themselves are central elements in the process of initiating good research. The objective in writing a proposal is to describe what you will do, why it should be done, existing theory and how you will do it with some indications of potential findings. Being clear about these things from the beginning will help you complete your thesis in a timely fashion. A vague, weak or fuzzy proposal can lead to a long, painful, and often unsuccessful thesis writing exercise. Investment in the preliminary process of proposal writing cannot be underestimated. A clean, well thought-out, proposal forms the backbone for the thesis itself. It begins the process of bounded 'putting boundaries' on what is and is not to be studied and how. A good thesis proposal hinges on a good research question. There are no easy ways to come up with good research questions, ideally you should be passionate and intensely curious about the question and then read, ask questions, figure out the key dynamics of what bounds your question, what is contained within it and how it might all fit together.

# What is sociology?

The study of society and social life as forces that influence people and contribute to shaping their lives.

Sociology is the study of society and social life as forces that influence people and help shape their lives. Sociologists believe and have demonstrated that what we do, how we act, the opportunities and challenges we face, the paths of our lives are not just determined by individual will or even individual effort. Society shapes what we do, how we do it, and how we understand what others do. It opens some doors and closes others on the basis of our gender, our age, our sexuality, our ethnicity, or our class background, for example. "In the game of life, we may decide how to play our cards, but it is society that deals us the hand" (Macdonis and Plummer, 2005: 9).

Sociologists want to understand society and social life. They study the groups that make up society; be they composed of two individuals or two thousand; they are the means by which we experience life as social beings, not just as individuals. They want to know about the ties between people in these groups, the nature of their relationships. They want to know in particular how those relationships act to organise us and how they impact us. In what ways do they affect our lives? Do they affect distinct groups differently? Do they advantage some groups and disadvantage others? What does that say about how we relate to each other as human beings?

As a student of sociology, you will be challenged to re-evaluate your understanding of your own autonomy. We are taught to see ourselves as masters of our own fate, free agents, charting our own course through life, creating our own success and failures. Sociology challenges that understanding. Sociologists accept that individuals have power to influence their own lives, but they do not believe that that power is complete. We are not just individuals, we are also social beings, part of and influenced by our society, our culture, our class grouping, our ethnic group, our gender, our family, our peer group for example.



That is not to say that sociologists don't value individual will. On the contrary, sociologists believe that people can be empowered by an understanding of the social forces that constrain, influence and advantage them. How can you navigate (or alter) the system if you don't understand it?

If you choose to study sociology, you will find that it's a subject which appeals to those who are ready to have their assumptions challenged. You will be asked to look at the familiar with fresh eyes, to interrogate your 'common sense' understandings of the world, to critically evaluate widely held ideas that you may never before have questioned. If you are ready to be challenged, choose sociology!

# Frequently Asked Questions

## What aspects of society and social life do sociologists study?

The range of specialisms available to sociologists is very wide. Some of these include:

- ▶ Class
- ▶ Gender
- ▶ Ethnicity
- ▶ Age
- ▶ Sexuality
- ▶ Social Inequality
- ▶ Work
- ▶ The mass media
- ▶ The family
- ▶ Religion
- ▶ Organisations and bureaucracy
- ▶ The environment
- ▶ The body
- ▶ Health and Illness
- ▶ The global/national/local economy

## What kind of careers do graduates of sociology go into?

Professional sociologists commonly work as:

- ▶ Social researchers
- ▶ Social policy analysts
- ▶ Statisticians
- ▶ University lecturers

Graduates of sociology are also in demand in a variety of related fields and, with an appropriate postgraduate qualification; many have gone on to work as,

- ▶ Social workers
- ▶ Community workers
- ▶ Youth workers
- ▶ Probation officers
- ▶ Welfare officers
- ▶ Planners
- ▶ Journalists
- ▶ Market researchers
- ▶ Public relations officers
- ▶ Human resources officers
- ▶ Housing officers
- ▶ Police officers
- ▶ Teachers
- ▶ Occupational therapists

This is because students of sociology have the opportunity to develop many marketable skills which are transferable to a range of professional contexts, e.g.:

- ▶ Problem-solving
- ▶ Desk research
- ▶ Primary research including:
  - ▶ Quantitative, e.g. surveys and statistics
  - ▶ Qualitative, e.g. interviewing and observation

## Are there opportunities to go on to further studies in sociology at UL?

The Department of Sociology at UL offers three, one-year, taught Masters of Arts programmes in Sociology. These are:

- ▶ Applied Social Research
- ▶ Gender, Culture and Society
- ▶ Youth, Community and Social Regeneration

Graduates may also opt to study for a PhD or a research based Masters Degree in Sociology. Graduates from these programmes have gone on to work for private, public and voluntary sector organisations.

Some of the organisations that graduates have gone on to work with include:

- ▶ Combat Poverty Agency
- ▶ Vincentian Partnership for Social Justice
- ▶ OPEN - (a national anti-poverty network representing lone parent groups in Ireland)
- ▶ PAUL Partnership
- ▶ Health Services Executive
- ▶ Dept. of Epidemiology and Public Health, UCC
- ▶ Centre for Housing Research

The Department also offers Masters and Doctoral degrees by research.

## Where are we?

The Sociology Department Office is located in the Foundation Building in Room F1003. This is located on the floor overhead the Allegro Restaurant next to the UL Concert Hall.

The Department's Administrator is Ms Anne McCarthy. The Sociology Department may be contacted on (061) 202445 or **e-mail: [anne.mccarthy@ul.ie](mailto:anne.mccarthy@ul.ie)**

**Web: [www.ul.ie/sociology](http://www.ul.ie/sociology)**

The Head of Department is Dr. Brendan Halpin. You are welcome to email him at **[brendan.halpin@ul.ie](mailto:brendan.halpin@ul.ie)** if you have any questions about Sociology at UL.

## Where can I go for more information?

**[www.ul.ie/sociology](http://www.ul.ie/sociology)**

- ▶ Contact Admissions for details of all undergraduate programmes,  
**Tel: 061-202015 Email: [admissions@ul.ie](mailto:admissions@ul.ie)**
- ▶ Contact the Graduate Studies office for details of all postgraduate programmes,  
**Tel: 061-233273 [www.graduatestudies.ul.ie](http://www.graduatestudies.ul.ie)**

For further information on sociology at UL see:

**www** <http://ulsites.ul.ie/sociology/>

**Twitter** @ULSociology

**Facebook** Sociology@Limerick

You can also find out more about the Department by following us on Facebook (**<http://www.facebook.com/pages/SociologyLimerick>**) and on Twitter @ **[www.twitter.com/ulsociology](http://www.twitter.com/ulsociology)**

## What Our Students Say:

Ciara came to UL as an undergraduate student:

*"I graduated from the University of Limerick in 2003, majoring in Sociology. Currently, I am manager of a not-for-profit, locally based agency, with a focus on children that are experiencing isolation and social and economic deprivation.*

*As a leaving cert student the concept of Sociology meant nothing to me, however, after attending my first lecture I was hooked! For me, Sociology is not just a subject; it is a way of thinking and looking at the world around us. It gave me the skills and capacity to contemplate our local communities within the context of a global world and the belief that communities have the capacity to affect real positive change. The uniqueness of studying Sociology at the University of Limerick is that students leave with not just a new way of thinking but also with a 'trade', of which I have been able to build a productive and enriching career."*

## Some famous people who majored in sociology

- ▶ Emily Balch, winner of the Nobel Peace Prize 1946.
- ▶ Frances Perkins, first woman to hold a Cabinet post in the U.S. Government.
- ▶ Rev. Martin Luther King, Civil Rights Leader.
- ▶ Jesse Jackson, Civil Rights Leader.
- ▶ Michael D. Higgins, President of Ireland
- ▶ Robin Williams, Comedian/Actor.
- ▶ Ruth Westheimer, Sexologist.
- ▶ Joe Duffy, Broadcaster

# Department of Sociology Faculty Profiles: Research and Teaching interests

## Dr Brendan Halpin (Head of Department)

I specialise in quantitative sociology, with a particular focus on longitudinal data, such as panel and cohort surveys (such as the Growing Up in Ireland Survey), and life history data. Over the years I have worked at the ESRI, the University of Oxford (where I did my doctorate) and the University of Essex, where I was involved with the British Household Panel Survey. The research topics that interest me are varied, but a unifying theme is how social processes generate outcomes, particularly outcomes related to inequality. These topics include stratification and social mobility, longitudinal processes like family formation and dissolution or labour market entry, marriage patterns (particularly the extent to which education affects partner choice), and educational attainment in third level. I enjoy teaching quantitative research methods, at every level from complete beginners and intermediate level to undergraduates and postgraduates here in UL, to more specialised and esoteric topics to winter and summer schools in UL and internationally.

## Professor Eoin Devereux

I am from Limerick City. I studied Sociology at NUIG (BA and MA) and Communications at Dublin City University (PhD). I teach courses on the Sociology of Media and on the Sociology of Media Audiences. My main research interests lie in cultural and economic sociology, focusing on a variety of strands of media analysis, social exclusion and poverty. The unifying theme in all of my research and writing is the fact of social - and especially class based - inequality. Since the mid 1990s my research has been concerned with media representations of poverty and social exclusion in the print and broadcast media in Ireland. My most recent collaborative research (with Amanda Haynes and Martin Power) on social exclusion and the mass media examines media coverage of Moyross in Limerick City. This work investigates how mass media serve to stigmatise working-class neighbourhoods. I am also researching in the area of the sociology of popular culture - with a particular emphasis on fan culture(s). Intellect Books (Bristol) published my co-edited book '**Morrissey: Fandom, Representations and Identities**' (with Aileen Dillane and Martin J. Power). I have published in academic journals such as *Journalism: Theory and Practice*; *Media, Culture and Society* and *Housing and the Built Environment*.



### Dr Breda Gray

Before joining the Department of Sociology at UL, I worked at UCC and part-time at Lancaster University, University of Central Lancashire and Edge Hill College while researching my PhD at Lancaster University. My research interests and publications address the following topics: gender politics; diaspora/migration; religion in the public sphere; and changes to work/life in the 'new' knowledge economy. I am director of the MA in Gender, Culture & Society at UL, convene the Gender, Culture & Society PhD Forum, and am co-convenor of the UL-NUIG research consortium *Gender ARC*. I enjoy teaching at undergraduate and postgraduate levels on the above topics but also on questions of theory and methodology.

### Dr Carmel Hannan

I came to the University of Limerick in 2009 after earning my Ph.D. in Sociology from the University of Oxford and completing a number of teaching and research appointments within the University of Oxford, the University of Essex and the ESRI, in Dublin. I am a family sociologist and my research focuses on stratification issues within the Irish family. My research areas are children and families, stratification issues and demography. I have two co-authored books which examine the Irish educational system (Liffey Press 2002, 2004). My current research focuses on the Growing up in Ireland study and it offers a window into the development of children in one-parent families (Family Support Agency 2013). My research agenda is supported through funding from the Irish Research Council and the Family Support Agency. I serve on the Editorial Board for the *Socheolas*, the student journal of Sociology and I am a reviewer for Manchester University Press, Sage, the *Comparative Education Review*, *Research in Social Stratification and Mobility*, and the *European Journal of Women's Studies*.

### Dr Amanda Haynes

I am a senior lecturer in sociology at the University of Limerick. My research interests centre on the analysis of physical, discursive and classificatory violences, particularly those motivated by prejudice. I am the co-director of both the Hate and Hostility Research Group and the Power, Discourse and Society Research Group at the University of Limerick. My research in the areas of hate crime, migration studies and stigma have been published in high ranking journals such as the *Journal of Housing and the Built Environment*, *Journalism: Theory, Practice & Criticism* and *New Media and Society*. I am a two time winner of the University of Limerick Teaching Excellence Award and have been named among those faculty members recognised by incoming students as having the most positive effect on their learning and adjustment in beginning their studies at the University of Limerick. I am a past President of the Sociological Association of Ireland.

### Dr Carmen Kuhling

A native of Canada, I came to Ireland in the 90's, and completed my PhD from York University, Toronto in 1998. My dissertation was an ethnographic study of anticonsumer subcultures in North America and Europe, and my current research interests include the relationship between cultural and economic transformations in Irish society with specific reference to the particular ways in which the Celtic Tiger economic boom and the recent economic crisis have impacted on collective identity and on social exclusion. My research has included a range of topics relevant to social change in Ireland including globalization, identity, multiculturalism, consumption, subcultures and the rise of New Religious Movements. My 6th co-authored book, *The Economic, Political and Moral Economy of Post- Celtic Tiger Ireland* was published by Manchester University Press in 2014. More recently, my research interests have shifted to include debates on gender, postfeminism, neoliberalism and popular culture. I am currently teaching in the areas of gender, popular culture, social change, cultural theory, and globalization.

## Dr Orla McDonnell

I teach the sociology of health and illness to nursing and occupational therapy students, as well as to undergraduate and postgraduate sociology students. My ongoing teaching and research interests are in social theory, bioethics, and the politics of health, including mental health, reproductive politics, and the politics of healthcare provision. My recent publications include *Social Theory, Health and Healthcare* (co-authored with M. Lohan, A. Hyde and S. Porter) (Palgrave, 2008); 'Striving towards a normative identity: The social production of the meaning of assisted reproductive technology in Ireland' in A.C. Bastos, K. Uriko and J. Balsiner (eds) *Cultural Dynamics of Women's Lives* (Information Age Publishing, Charlotte, NC: 2011). 'Private Health Insurance as a Technology of Solidarity? The Myth of "Community" in Irish Healthcare Policy' (co-authored with O'Donovan, O), *Irish Journal of Sociology*, 17(2) (Special Edition on Health) (University of Manchester Press, 2010); 'Thomas Szasz's *The Myth of Mental Illness*' in R. Dukelow & O. O'Donovan (eds) *Mobilising Classics: Reading Radical Writing in Ireland* (University of Manchester Press, 2010); 'From Biopolitics to Bioethics: Church, State, Medicine and Assisted Reproductive Technology in Ireland' (co-authored with J. Allison) in R. DeVries *et al.* (eds) *The View from Here: Bioethics and the Social Sciences* (Blackwell, 2007); *Sociology for Health Professionals in Ireland* (co-authored with Hyde, A & Lohan, M) (Institute of Public Administration: 2004).

## Dr Lee Monaghan

Most of my current teaching is on The Sociology of Health & Illness, The Sociology of the Body/ Embodiment and Social Theory. I have also taught undergraduate modules on The Sociology of Risk, Studying Social Problems and Qualitative Research Methods. My research has included ethnographic and other qualitative methods to explore issues relating to the sociology of the body, risk, gender, neoliberalisation, health and illness. Much of my research to date has explored the multi-dimensional body as lived, experienced and understood in various social contexts. These 'studies in embodied sociology' are grounded in particular substantive areas and cultural domains, such as the gym, the nighttime economy (specifically, the occupational culture of door supervisors or 'bouncers'), and a mixed sex-slimming club. More formally and generally, that research advances the case for an embodied sociology, complementing and extending theoretical calls to take bodies seriously. Current research includes a qualitative study of (1) childhood asthma (2) male heterosexualities and (3) financial activism, notably how people seek to monetise their dissent and resist global neoliberalisation. The latter study also advances the case for public sociology in 'crisis' times.

### Mary O'Donoghue

As a Lecturer in sociology I specialize in teaching qualitative research methods at graduate and undergraduate level and in the conceptualisation and teaching of issues around exclusion, and the construction of classed and gendered identities. My research interests include Bourdieu's conceptual frameworks, most distinctly; conceptualising the habitus, field, class condition or location in social space, understanding the persistent social class/ education intersection, time and habituated practice, the construction of classed subjectivities, the ethics of researching 'the poor' and the colonisation of their life experiences. Furthermore I'm particularly interested in the methodological demands of class as a concept, the difficulties associated with the use of Bourdieu's theory of practices and a discussion of the potential of his conceptual system.

### Dr Martin Power

I am a Lecturer in Sociology, with a specific focus on the sociology of urban regeneration. I have published widely on the persistence of class inequality in Irish society and on media representations of stigmatised housing estates in Ireland. My publications include the co-authored 'Scapegoating during a time of crisis: A critique of post-celtic Tiger Ireland' in *Sociology*, 48:5 (2014). I teach 'sociology of the welfare state' and 'inequality and social exclusion' at undergraduate level and 'Sociology of youth and community' and 'Sociology of Regeneration' at postgraduate level. I have taught on the 'Sociological Perspectives on Irish Society' Summer School at UL from 2006 - present. I am a member of the editorial board of *Socheolas*, the Limerick Student Journal of Sociology. At faculty level I sit on the Faculty of Arts Humanities and Social Sciences E-Learning Committee.



# Master of Arts in Sociology (Applied Social Research)

## Introduction

The MA in Sociology has been designed specifically to cater for students interested in the social research field. The courses main focus is on sociological research methods, applied to an examination of research on important questions, such as the nature of stratification, inequality, social exclusion and the sociology of health and illness. It also includes issues relating to social change and how contemporary society is developing.

Modules on qualitative and quantitative research methods form the core of the course, which focus on computer aided analysis of qualitative data and the statistical analysis of large-scale survey datasets. Optional advanced modules in both methodologies allow student researchers to go even further.

## *Project-based: your own research*

A research dissertation is a key element of the course, providing an opportunity for students to exercise and deepen their research skills. The Faculty in the Sociology department at the University of Limerick have extensive research experience in a variety of sociological areas giving students a wide range of knowledge and support from which to base their individual innovative research upon. These areas include the sociology of the; media, social exclusion, stratification and inequality, migration, restructuring of work, feminist methodologies, community development, education, marriage and divorce, health and illness.

## Objectives

If you want to do research in the public, private or voluntary sectors, this course will give you a solid foundation in contemporary sociological research methods. With a focus on state-of-the-art quantitative and qualitative methods, and the exploration of relevant issues surrounding contemporary research, such as, social change, social exclusion and health adequacy. The course provides students with the necessary tools for professional sociological research.

## Programme of Study

The MA is available as a one-year full time or two-year part-time programme of study, beginning in September. Students are required to take three core modules in the first and second semesters. An additional and substantial research element includes: Assessed course research papers; and work towards a dissertation begins in the second semester of 15,000 words written on a topic of choice under the guidance of an appropriate supervisor.

## Careers

The MA aims to equip students with the skills required in social research and government agencies. The interdisciplinary nature of the MA means that it encourages intellectual flexibility, as well as, the essential imaginative and conceptual abilities that an academic is required to have. The program also provides a sound basis for doctoral research.

## Entrance Requirements

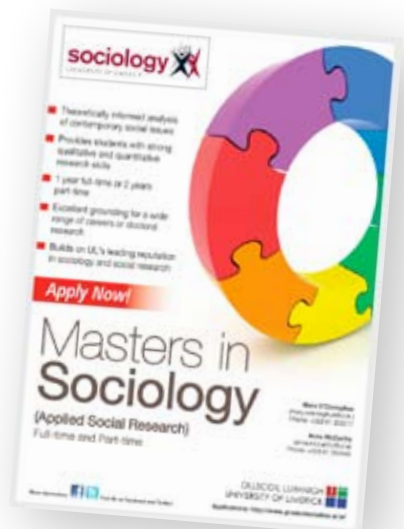
- ▶ Primary degree in a relevant discipline with First or Second Class Honours or an approved equivalent qualification, with a substantial component of sociology.
- ▶ Persons with qualifications in cognate areas, or appropriate professional experience are also encouraged to apply.
- ▶ Candidates must be proficient in English.

## Additional information

For further details and an in depth programme outline you can refer to <http://www.ul.ie/sociology/ma.html>

## Contact

Applicants who wish to discuss detailed elements of the programme should contact the Course Director, Mary O'Donoghue, Department of Sociology,  
**Tel. +353 61 202317/ 202445,**  
**Email: [mary.odonoghue@ul.ie](mailto:mary.odonoghue@ul.ie)**



# Master of Arts in Gender, Culture & Society

## Introduction

The MA in Gender, Culture and Society has been designed specifically to cater for students interested in the interdisciplinary study of gender in the modern world. This interdisciplinary programme in the study of gender and sexuality crosses the humanities and social sciences (See <http://www3.ul.ie/gcs/>). Alongside core theoretical modules, students can specialise in social scientific or cultural studies approaches to gender. This programme is located in a wider research culture on gender-related topics so that study and research takes place in a lively learning environment that encourages students to pursue their own areas of interest. The MA programme also forms part of our collaboration with colleagues at National University Galway in the Advanced Research Consortium on Gender – Gender ARC (See <http://www.genderarc.org/>). The MA is available on both a full-time and a part-time basis.

## Objectives

- ▶ To provide students with an advanced understanding of gender and sexuality as a social and cultural constructs
- ▶ To provide students with knowledge of current historical, cultural, sociological, and/or political approaches to the study of gender and sexuality
- ▶ To enable students to critically evaluate theoretical approaches to gender and sexuality
- ▶ To provide students with the opportunity for independent self-directed learning
- ▶ To enable students to enhance their intellectual and generic skills in preparation for further academic/and or professional work
- ▶ To enable students to develop knowledge and skills to design and conduct independent research

## Programme of Study

The MA is available as a one-year full time or two-year part-time programme of study. Students are required to take four core modules and four optional modules in a combination of lectures and seminar discussion. An additional and substantial research element includes: Assessed course





research papers; and a dissertation of 15,000 words written on a topic of choice under the guidance of an appropriate supervisor.

## Careers

The MA aims to equip students with transferable skills which will be attractive to employers in a wide range of occupation areas. The interdisciplinary nature of the MA means that it encourages intellectual flexibility, good imaginative and conceptual abilities, as well as strong interactive, communication, team-working and social skills. Students with this MA find employment in education, media, NGOs, national and international government organisations, research and other contexts. The program also provides a sound basis for doctoral research.

## Entrance Requirements

- ▶ Primary degree in a relevant discipline with First or Second Class Honours or an approved equivalent qualification.
- ▶ Candidates must be proficient in English.

## Additional information

For further details and a programme outline you can refer to

<http://www.ul.ie/womensstudies>

## Contact

Applicants who wish to discuss detailed elements of the programme should contact the Course Director, Dr Breda Gray, Department of Sociology,

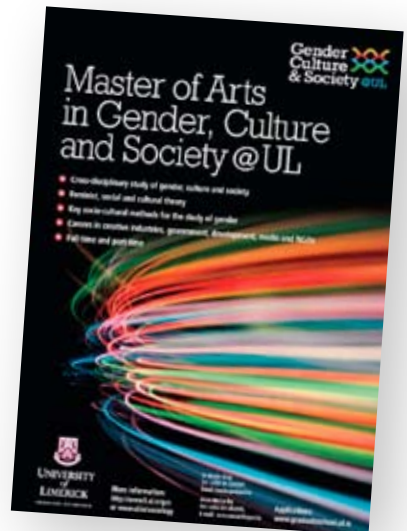
**Tel. +353 61 20427/202445, Email: [breda.gray@ul.ie](mailto:breda.gray@ul.ie)**

## How to apply for postgraduate courses

Application forms may be obtained from and should be returned (with certified results / relevant certificates of qualification) to: Postgraduate Admissions Office, Graduate School, Foundation Building, University of Limerick. **Tel: +353 61 234377 Fax: +353 61 233287**

**Email: [postgradadmissions@ul.ie](mailto:postgradadmissions@ul.ie)**

The last date for the receipt of completed applications is the second Friday in June. Applications received after the closing date may be considered if there are places available on the course.



# Master of Arts in Sociology (Youth, Community & Social Regeneration)

## Introduction

The MA has been designed specifically to cater for students interested in the study of youth and community in the context of urban regeneration. The programme will also provide students with state of the art Quantitative or Qualitative Social Research skills. The MA is available on both a full-time and a part-time basis.

## Objectives

- ▶ To provide students with a conceptual and operational understanding of key issues, objectives and processes pertaining to the social aspect of Regeneration
- ▶ To provide students with in depth knowledge of theoretical, policy, and practical issues related to the study of youth and youth experiences in the context of Community
- ▶ To provide students with the transferable skills necessary to conduct highquality social research in community settings
- ▶ To facilitate learning and personal educational development by offering a range of teaching and assessment approaches, together with excellent research supervision
- ▶ To assist students in designing, conducting and writing up high-quality research which will be of benefit to themselves, the Department of Sociology and the relevant communities
- ▶ To provide a core foundation, for those students, who on completion of the MA wish to embark on a PhD in this area
- ▶ To provide a sound basis for moving from an academic setting into different areas of the labour force by helping students to identify the transferable skills gained during the MA programme

## Programme of Study

Students are required to take six core modules and two optional modules in a combination of lectures and seminar discussion. An additional and substantial research element includes: Assessed course research papers; and a dissertation of 15,000 words written on a topic of choice under the guidance of an appropriate supervisor. The MA may be completed on a full-time basis over one year or on a part-time basis over two years.

## Careers

The MA aims to equip students with transferable skills which will be attractive to employers in a wide range of occupation areas. The cross-disciplinary nature of the MA means that it encourages intellectual flexibility, good imaginative and conceptual abilities, as well as strong interactive, communication, team-working and social skills. Many students go on to work in the creative industries, government and public administration, development, human rights, media and communications and NGOs. A high proportion of students progress to PhD level and the programme is designed to provide a sound basis for doctoral research.

## Entrance Requirements

- ▶ Primary degree in a relevant discipline with First or Second Class Honours.
- ▶ Applicants with approved equivalent qualifications or substantial relevant professional experience may also be considered for admission at the discretion of the course board.
- ▶ Candidates must be proficient in English.
- ▶ Applicants will be short listed and required to undergo an interview.

## Additional information

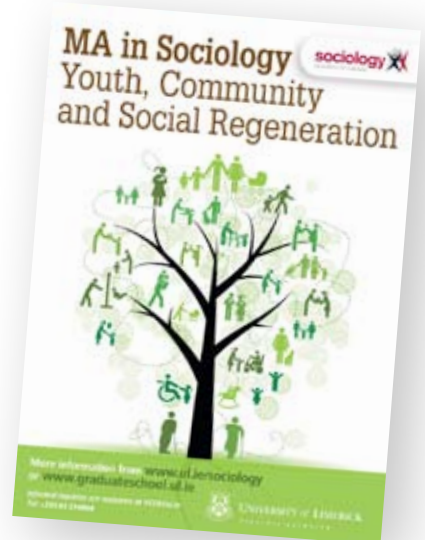
For further details and a programme outline you can refer to <http://www.ul.ie/sociology/>

## Contact

Applicants who wish to discuss detailed elements of the programme should contact the Course Director, Dr Martin J. Power, Department of Sociology,  
**Tel. +353 61 234968, Email: [martin.j.power@ul.ie](mailto:martin.j.power@ul.ie)**

The last date for the receipt of completed applications is the second Friday in April.

Applications received after the closing date may be considered if there are places available on the course.



# Important Information on Department of Sociology Policies

## 1) Department Policy on Plagiarism

The Department has a strict policy about plagiarism. Please take time to read and understand the Departmental Plagiarism Policy Statement which is available on the Department Website in the section headed Student Resources before you hand in any material for assessment.

## 2) Department Policy on Late Submission of Assignments

Students are required to submit assignments by the due deadline set by the Department of Sociology, using the submission procedure specified for that assignment.

### **What penalties are imposed if this deadline is missed?**

Where an extension has not been agreed in advance, or where a student submits an essay after the agreed extensions has expired, the Department will impose a penalty for late submission. For the first day that elapses between the expiration of the deadline and the receipt of the work by the Department, *5 percentage points* will be deducted from the student's mark for that assignment. *Assignments received after the 24 hour period has lapsed will attract a mark of zero.*

### **How can students apply for an extension?**

The Department may at its discretion and for good cause sanction an extension to individual students. In order to be granted an extension, students will be required to present a medical certificate or other evidence of a compelling reason for late submission. This must be in writing. In the first instance, students seeking an extension should contact the staff member who is convenor of the relevant module. On submission of the assignment, the written authorisation for an extension should be attached to any such late assignments.



### **When should students apply for an extension?**

Students can apply for an extension a *minimum* of 24 hours in advance of the deadline by submitting a written request by e-mail for such an extension. This is so that students can be informed in writing prior to the assignment deadline whether or not the extension has been granted.

### **What about further extensions?**

On a discretionary basis, the department may allow further extensions.



## Assessment Grading Scale:

Letter	Award Equivalent	Quality Point Value (QPV)	Percentage Equivalent	Remarks
<b>A1</b>	First Honours	4.00	75+	
<b>A2</b>	First Honours	3.60	70-74	
<b>B1</b>	Honours 2.1	3.20	65-69	
<b>B2</b>	Honours 2.1	3.00	60-64	
<b>B3</b>	Honours 2.2	2.80	55-59	
<b>C1</b>	Honours 2.2	2.60	50-54	
<b>C2</b>	Third Honours	2.40	45-49	
<b>C3</b>	Third Honours	2.00	40-44	
<b>D1</b>	Compensating Fail	1.60	35-39	
<b>D2</b>	Compensating Fail	1.20	30-34	
<b>F</b>	Fail	0.00	Less than 30	no credit awarded
<b>NG no credit</b>	No Grade	0.00		no credit awarded



