

WELCOME

Welcome to the Department of Sociology & Criminology at UCC! As a new or returning student we hope you will have a great experience here. We are a warm and friendly department made up of world class researchers. Our academic staff and professional services staff are all deeply committed to working together to ensure you have an excellent research led teaching and learning experience, on a variety of topics that seek to both better understand our social world and make a difference. In undertaking your undergraduate or postgraduate programme with us you will develop your sociological and/or criminological imagination and in these times of accelerated social change this is such an important time to engage with social issues and social problems through a sociological or criminological lens.

The Department of Sociology and Criminology is committed to the safety and well-being of all students and staff and will provide as much face to face teaching as is feasible within an evolving situation.

Given the context of the current Covid-19 pandemic restrictions we will be reinforcing public health guidance throughout the year, for example, the importance of physical distancing, wearing masks and frequent hand sanitising. You will see a change to campus with frequent hand sanitising stations and spaces marked out to accommodate social distancing.

Teaching and learning on our programmes will consist of a blended model with as much face to face teaching and learning as is possible alongside online lectures, seminars and directed learning.

All learning materials to be made available online (this will include a combination of recorded lectures, PowerPoint presentations, online learning exercises and readings) and staff will be available for one to one student consultation, as is our practice.

Students are allocated an academic advisor in year 2 who is a helpful point of contact throughout your time in the department.

Those students unable to attend class due to illness, quarantine, or concerns about underlying medical conditions, will have online access to all classes including E-seminars. Please refer to the UCC information pages at the following link: <https://www.ucc.ie/en/emt/covid19/>

The Department office will be open in Askive and we ask that you contact us to make an appointment. Masks are to be worn in the building.

We know you will have a great experience with us, despite the challenges, develop many transferrable skills and especially critical thinking skills that will take you into your future careers and life. We also encourage you to engage with the wider opportunities that UCC has to offer such as the various clubs and societies and we wish you an excellent year ahead!

Professor Maggie O'Neill
Head of the Department of Sociology & Criminology
University College Cork

Welcome to Sociology!

We live in times of unprecedented social change. The transforming effects of the Covid 19 pandemic have brought many questions into sharper focus, such as those on humanity's mistreatment of nature, rapid loss of biodiversity, the interrelationship between class, race and health inequalities, the widening gap between rich and poor, to name but a few. At the same time, we witness the rise in far-right populism and various new forms of social movement resistance, including Black Lives Matter. Is there a better time to study Sociology?

Our programme offers a rich and varied choice of modules on subjects as diverse as social theory, research methods, cities, culture & art, migration, race & ethnicity, crime and deviance, class, gender, sexualities, climate change, sustainable development, media, trauma, memory, health and illness. We deliver research-based teaching that combines theory and practice in ways that encourage students to question the social world as it is and think about the world as it could be.

While Covid-19 does pose some challenges for the traditional delivery of our programme, we will continue to offer a rigorous and scholarly teaching and learning experience to our students through our award-winning teaching and supervision. The Department of Sociology and Criminology remains committed to the safety and well-being of all students and staff and, therefore, will commit to as much face-to-face teaching as is feasible, in line with current Covid-19 pandemic restrictions and public health guidelines.

Teaching and learning in the Department of Sociology and Criminology's programmes will be delivered via a blended model, combining a mixture of face-to-face and online teaching and learning. The programme will include lectures and weekly seminars. Some lectures and seminars will be delivered face-to-face though it is possible for you to opt to do both fully online.

The sections below contain further information regarding the mode of delivery for each module. If you have any queries regarding social theory seminars, please contact our co-ordinator, Dr Amin Sharifi Isaloo (amin.sharifiisaloo@ucc.ie). If you have any questions regarding a particular module, please contact the coordinator of that module. Please do not hesitate to email me if you have any further questions at t.skillington@ucc.ie. We very much look forward to guiding you on your learning journey.

Dr Tracey Skillington
Director of the Undergraduate Programme in Sociology

Welcome to Year 2

Congratulations on making it through to the second year of the programme. We are excited to welcome you to the Second Year of Sociology and we look forward to working with you over the coming academic year.

On this booklet, you will find the 2nd year *roadmap*. This booklet provides you with the information you need about the 2nd year course. It is in place to guide you during your 2nd year and you need to read it carefully.

The 2nd year programme provides two core modules (SC2065 & SC2067) and several elective modules. The department of Sociology and Criminology will deliver face to face seminars for the SC2065 and SC2067 modules:

- SC2067 (semester 1): Most of lectures will be delivered face-to-face (in person) and the recorded lectures will be uploaded on Canvas. A combination of weekly face-to-face and online seminars. Students will have a choice to register either for the face-to-face seminar or online seminar.
- SC2065 (semester 2): A combination of weekly face-to-face and online seminars, group work, directed and self-directed study, including practical research exercises and digital discussion board contributions.

Please note that Covid-19 pandemic is an ongoing & changing situation, in which protocols may eventually enable conventional face to face, or the current 'blended' mode of delivery. Updates on the situation will be communicated through CANVAS.

We would like to take this opportunity to remind you that attendance at face-to-face or online lectures and seminars is crucial. Your lecturers and tutors will introduce you various aspects of what can often be a complex discipline. If you do not attend your lectures and seminars and you do not read readings and materials uploaded on Canvas, you will miss an important opportunity to learn and you will be poorly prepared for the various forms of assessment that appear along the way.

Attendance will be recorded at our lectures and seminars according to University guidance.

Please do not hesitate to email me at amin.sharifiisaloo@ucc.ie if you have any questions. We hope you will have an enjoyable and productive second year learning with the Department of Sociology.

Dr Amin Sharifi Isaloo
Coordinator of the 1st and 2nd Undergraduate Programmes
& Tutors Coordinator in Sociology

MISSION STATEMENT

Sociology & Criminology at UCC is at the cutting edge of teaching and research on the intersection between society, economy, ecology, politics, crime and culture. Staff pride themselves in being leaders in frontier research on sociological, criminological and anthropological theory, participatory, ethnographic and creative methodologies, political and cultural transformation, social inequalities, gender, sexuality, identity, migration, crime, violence and social justice, climate change, sustainable development, health, cities and societies of the future. Embracing the University's ethos of 'independent thinking', the department offers a unique platform to acquire theoretical and methodological skills applicable to a wide range of research areas. Placing a strong emphasis on academic freedom in the interest of community service, social justice and societal relevance, the department of Sociology & Criminology strives to maintain its distinctive profile as a centre of research and teaching excellence, enabling our students to understand our contemporary society in the light of social justice, ideals and core values, so that we may think our way through our present challenges and imaginatively reinvent ourselves.

COVID-19 STATEMENT

Unfortunately, Covid-19 restrictions mean that all visits to the Departmental offices must be by appointment only. Visitors will not be permitted entry without prior appointment. Masks must also be worn in all Department of Sociology and Criminology buildings.

Please note: these are all subject to change and dependent upon the Covid-19 restrictions and public health guidance. Refer to the UCC information pages at the following link: <https://www.ucc.ie/en/emt/covid19/> .

We draw your attention to the Covid Tracker App and also the UniCoV project. Please also view the FAQ's <https://www.ucc.ie/en/emt/covid19/student-faq/>

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INTRODUCTION

The main objective of the Second Year Programme in Sociology is to develop your interpretive, hermeneutic, analytical and critical capacities. The courses offered here seek to develop in the student an awareness of the diversity of theoretical and methodological approaches within the discipline of sociology. This is done in particular in SC2067 by providing a survey of classical sociological theory drawn mainly from the nineteenth and the first half of the twentieth centuries, and in SC2065 by providing an overview of the research methodologies used by social scientists.

Sociology SC2067 and SC2065 also introduce the student to the practice of sociology, that is, the undertaking of sociological research. SC2065 focuses on research methods and on their conceptual, theoretical, and methodological underpinnings. Viewed together, Sociology 2067 and 2065 encourage a synthetic approach to the study of society and social processes among students, with theory and empirical research seen as intertwined and interdependent components. Students will find a similar interdependency of theory and research in the optional courses offered. The other courses on offer seek to develop the same skills but do so through focusing on particular areas of society such as the family, social class, crime, cities, the rural, race and ethnicity, politics, risk society, and health and illness.

The Second Year Programme also seeks to develop students' writing skills. Being able to express oneself clearly, concisely, and logically is a necessary skill for any career. There is a year's work component in most courses, typically an essay. General guidelines for writing and submitting essays are contained in the booklet.

Sociology 2067 and 2065 are core courses and all sociology students (excluding those taking sociology as a minor subject) are required to take them. They then make up the required number of options from the list offered for the current year. In addition to the options offered by the Department of Sociology, the Department of Statistics offers a specially-designed course on Statistics for the Social Sciences, ST2001. Students are encouraged to take ST2001 in their second year. A solid grounding in statistics is essential for certain types of sociological research and is a requirement for many careers.

Head of Department: Professor Maggie O'Neill

Email: maggie.oneill@ucc.ie

**1st & 2nd year co-ordinator &
tutor co-ordinator:** Dr Amin Sharifi Isaloo

Email: amin.sharifiisaloo@ucc.ie

MAIN OFFICE

The main office is located on the First Floor, Askive, Donovan Road.

The office is currently closed to visitors. You must only come to the department if you have a prior appointment and you will be required to wear a mask.

Please contact Ms. Gemma McCarthy (gemmamccarthy@ucc.ie) and Mrs. Caroline Healy (caroline.healy@ucc.ie) for making an appointment.

RESOURCE CENTRE

The Department of Sociology has a Resource Centre that provides reading materials for all courses in Sociology.

Opening Hours during Semester:

Paula Meaney (P.meaney@ucc.ie) from the Resource Centre will be available online. Email your queries and they will be responded to from Monday to Friday 9.30 to 1pm.

TUTOR COORDINATOR

The Coordinator and Tutor Coordinator of Second Year teaching is Dr Amin Sharifi Isaloo and his office is located on the first floor of the Askive building on Donovan Road, across from Honan Chapel. If you have any queries regarding the course, please contact him on amin.sharifiisaloo@ucc.ie.

UNDERGRADUATE STUDENT EXPERIENCE COMMITTEE

The Department has an Undergraduate Student Experience Committee which consists of elected student representatives for the different courses and years, and a number of members of staff. The committee meets twice each semester and enables students to contribute to the business of the Department. Students are urged to exercise their right to do this by direct participation on the committee or by channelling suggestions, comments and/or complaints through their representatives. The Department is proud of the fact that it was one of the first departments at UCC with such a committee, but its effectiveness depends upon the importance given to it by students.

ACADEMIC ADVISOR

You will be assigned an academic member of staff as your Academic Advisor. We advise that you try and meet them early in the 1st semester and then on a regular basis to discuss your academic progress during their office hours.

Your Academic Advisor can advise on any academic problems you may have, such as timetable clashes or choosing modules. The relationship between the advisor and student means that they are often the person to approach for a reference.

The Academic Advisor will undertake this role for the duration of your degree and will refer you on to student well-being services if you encounter personal or family problems. Your Academic Advisor and individual module coordinators do need to know of any problems which are affecting your studies. However, UCC Student Well-being (<https://www.ucc.ie/en/students/wellbeing/>) is better placed than academic staff to offer support on physical and mental health, finances and queries about student living.

COURSE REQUIREMENTS

- (a) Single Subjects (i) 50 credits (Sociology) (ii) 10 credits (other subject)**

Students take 50 credits as follows:

SC2065 (10 credits), SC2067 (10 credits)

plus 30 credits from:

SC2003, SC2004, SC2017, SC2018, SC2021, SC2034, SC2051, CR2002, CR2003, ST2001¹ (5 credits per module), SC2066, SC3059 (10 credits per module).

- (b) Major Subjects (i) 40 credits (Sociology) (ii) 20 credits (other subject)**

Students take 40 credits as follows:

SC2065 (10 credits), SC2067 (10 credits)

plus 20 credits from:

SC2003, SC2004, SC2017, SC2018, SC2021, SC2034, SC2051, CR2002, CR2003, ST2001¹ (5 credits per module), SC2066, SC3059 (10 credits per module).

- (c) Joint Subjects (i) 30 credits (Sociology) (ii) 30 credits (other subject)**

Students take 30 credits as follows:

SC2065 (10 credits), SC2067 (10 credits)

plus 10 credits from:

SC2003, SC2004, SC2017, SC2018, SC2021, SC2034, SC2051, CR2002, CR2003, ST2001¹ (5 credits per module), SC2066, SC3059 (10 credits per module).

- (d) 20 Units of Sociology (40 Units other subjects)**

Students take 20 credits from the following:

SC2003, SC2004, SC2017, SC2018, SC2021, SC2034, SC2051, CR2002, CR2003, ST2001¹ (5 credits per module), SC2066, SC2067, SC3059 (10 credits per module).

- (e) 10 Units of Sociology (50 Units other subjects)**

Students take 10 credits from the following:

SC2003, SC2004, SC2017, SC2018, SC2021, SC2034, SC2051, CR2002, CR2003, ST2001¹ (5 credits per module), SC2066, SC2067, SC3059 (10 credits per module).

Notes:

- Students taking ST2001 as a compulsory part of another subject may not take ST2001 as part of Sociology.

- **Students who fail SC2065 should apply to the Department for guidance on how to fulfil this requirement for repeat examinations.**

MODULES OFFERED 2021/2022

2nd ARTS and 2nd SOCIAL SCIENCE

NB. All Courses Represent One Unit [5 Credits], except SC2065, SC2066 & SC2067 [10 Credits]

SC2003 - Sociology of Class	TB /RM
SC2004 - Political Sociology	POM
SC2017 - Sociology of Education; Sociology for Education	KK
SC2018 - SC2018 - Sociology of Culture and Art	KK/TB
SC2021 - Sociology of Crime and Deviance	MON/RM
SC2027 - Sociology of the Body, Health and Illness	MB
SC2034 – Sociology of the City	KK
SC2065 - Research Project I (10 credits)	TOK/ EG/MON/TB
SC2066 - Race, Ethnicity, Migration and Nationalism (10 credits)	ASI/EG
SC2067 - 19th & early 20th Century Social Theory (10 credits)	KK/TB/MON/EG/POM
CR2002 - Women, Confinement and Social Control in Ireland	JW/HR
CR2003 - Crime, Urbanization and Cities	JW
ST2001 – Statistics	

Guide to Abbreviations: Staff

ASI	Dr. Amin Sharifi Isaloo
EG	Dr. Egle Gusciute
GM	Dr. Gerard Mullally
HR	Dr. Hellen Russell
JW	Dr. Jame Windle
KK	Prof. Kieran Keohane
MON	Prof. Maggie O’Neill
MB	Dr. Myles Balfe
POM	Dr. Patrick O’Mahony
RM	Dr. Richard Milner
TB	Dr. Tom Boland
TOK	Dr. Theresa O’Keefe

SEMINARS (the SC2067 and SC2065 modules will be given academic tutors)

Students will need to sign up online on Canvas for seminars. All seminars will accompany the 2067 and SC2065 modules. Students should consult the module description and Canvas for further details on how seminars. Over the years, we have noticed a positive correlation between seminar attendance and participation, and high end of year marks. At the seminars, the tutors will discuss the material covered in class and develop writing and referencing skills. The timetable and tutors’ details will be uploaded on the Sociology website before the introductory lecture.

Timetable

Please check the Department Timetable in the Undergrad Section of our website, <https://www.ucc.ie/en/sociology/> .

YEAR'S WORK REQUIREMENTS

The modules offered may contain a year's work component, i.e. work to be carried out during the year. The requirements for individual modules can be found in the outlines contained in this booklet. This work is an integral part of the module concerned, and it is also an indispensable source of feedback for the student. Please check the Book of Modules for full details.

You are strongly advised to ensure that you fulfil all module work requirements, and that you do so in accordance with the deadlines laid down. Past experience shows that students who neglect to fulfil year's work requirements either fail or get poor results.

Presentation of Work

All essays must be submitted through Canvas for semester 1 and 2. Some modules may require hard copies of your work. If it is necessary to submit a hard copy of your essay, your lecturer will advise you on submission instructions. The hard copy must have a cover sheet detailing:

Student's name

Student's ID number

Year of Student, i.e. 1st, 2nd or 3rd year.

Title of Degree e.g., BA, or BSocSc.

Level of Study, Joint Honours, Single Honours (honours or minor), Language and Cultural Studies

Course Title, e.g., Sociology of Deviance, Social Theory, etc.

Essay Title

Date of Submission

A *signed* departmental *cover sheet* which can be downloaded from our website at <https://www.ucc.ie/en/sociology/undergraduate/current/#d.en.856758> must be submitted with all written work. and in hard copy.

We regret that we are unable to accept work that does not contain this information.

All written works should contain margins sufficient to allow for the lecturer's comments. Where possible, students should type or word-process their assignments. We also recommend that students keep a copy of the work they submit, as it may need to be resubmitted at the end of the year for inspection by the external examiner.

Avoiding Plagiarism

Plagiarism is the presentation *as one's own* material taken from another source – typically a book, article, an online / internet source or another student's work. You may of course draw on other people's work – it is an essential part of intellectual activity – and students are often unsure how much they are entitled to do this. There are two key points to remember. First, your essay should be substantially your own work. If you find that it consists largely of material taken from other sources, you may be in danger of plagiarism; at the very least it suggests that your essay is highly derivative and lacking in originality. Second, when you draw on the work of another, you must acknowledge your source and indicate clearly how you have drawn from it and how much. If you are quoting directly, you must use quotation marks and address it within parentheses; if you are summarising (it may be relevant to your own argument to do so), you must make this clear and also clearly distinguish those sections which are your own and which come from another source. The consistent use of one specific reference system is essential throughout the project. The Department recommends the currently most widely used system, the Harvard system of referencing.

Guidelines for the use of this system are to be found on Canvas and at: <http://libweb.anglia.ac.uk/referencing/harvard.htm>

Plagiarised work will be given a mark of 0%.

Bibliography

You are required to provide a bibliography with every written academic assignment. A bibliography is a list of all the sources you have found useful in the preparation of the assignment. Full bibliographic details of each source cited in the body of the text must be given in the bibliography. The ordering of the items and the format of your bibliography are important. It is recommended that you follow the format used by the Harvard system.

Guidelines for the use of this system are to be found on our website:

<https://www.ucc.ie/en/media/academic/sociologydepartment/ReferencingHarvardDeptofSociologyUCCfinalSeptember2017.pdf> , on Canvas and at: <http://libweb.anglia.ac.uk/referencing/harvard.htm>

Deadline and Penalties

All course work must be submitted by the stated deadlines. The deadlines for each course are either set out in the course description or will be communicated in class. A *signed* departmental *cover sheet* which can be downloaded from our website at

<https://www.ucc.ie/en/sociology/undergraduate/current/#d.en.856758>

must be submitted with all written work. A standardised set of penalties will be applied to late work. These are:

1-3 days late:	a 5% deduction will be made from the assigned mark
4-7 days late:	a 10% deduction will be made from the assigned mark
8-14 days late:	a 20% deduction will be made from the assigned mark

Example: If a piece of work is given a mark of 60% by the lecturer and the work is 1-3 days late the mark recorded for examination purposes will be 57%. If the work is 4-7 days late the recorded mark will be 54% and if 8-14 days late it will be 48%.

We regret that we cannot accept work that is submitted 14 days or more after the submission deadline.

In the interest of fairness, and as required by the terms of the Arts Faculty Staff-Student Handbook (1997:14), these rules will be rigorously enforced. Exceptions will be made only on production of a medical certificate relating to the period preceding the deadline.

Return of Work: In the Arts Faculty's Staff-Student Handbook (1997:15) "it is suggested that work normally be returned not later than two weeks after submission". The department is committed to complying with this, but it may not always be possible in every case if the number of essays received by an individual lecturer is unusually large.

GUIDANCE ON SELF-DIRECTED STUDY

Due to Covid-19 health and safety requirements all it is expected that all Sociology modules for 2021-22 will be delivered either partially or wholly online. This may in fact change throughout the course of the academic year as this is an evolving situation. Each module will therefore require some individual or self-directed study. Here is some tips on how you might spend your study time:

- ***Required reading:*** Be sure to complete any required reading for the week it is assigned. If you neglect to do the reading or leave it for subsequent weeks you may have difficulty catching up or understanding the remaining module material.
- ***Further reading:*** Make use of the further reading list that many module co-ordinators and lecturers provide. Using the reading list selectively will help you not only to deepen your understanding of key issues, but will also allow you to make connections across readings and themes. This will improve your ability to write critically and analytically.
- ***Keep a learning journal.*** It is a good idea to take notes on the readings and what is covered in the module. Keep your ideas and reflections on module material in one place by starting a learning journal. Following the lecture you should be looking over any relevant lecture notes and link these to the required reading. More importantly and in addition, you should be reading and taking notes from relevant texts cited in the reading list (or using material you have found yourself) so that you can extend your understanding of the subject.
- ***Find your own sources:*** No reading list can be exhaustive and there is always scope to use material gained from other sources. The most likely sources of relevant information, which you can locate for yourself, are to be found in the library, books and journals as well as newspapers, scholarly blog, podcasts and online magazines.
- ***Essay preparation:*** Greater depth of reading will better prepare you for essays. You should spend time not only reading texts and taking notes, but also planning the structure and development of your essay so that the final product is coherent, well-argued critical and analytical, and soundly organised. The notes you've taken on module material are an important resource to draw on too.

What follows in this booklet are outlines for the modules that are being offered in 2nd Year. Please note that more detailed information about individual modules will be available on the Canvas system. All students are advised to sign on for this.

They are also advised to open their UCC email accounts as this is the means the department will use to communicate important information to students.

MODULE OUTLINES 2021-2022

SC2003 SOCIOLOGY OF CLASS: Dr. Tom Boland
Work & Welfare in the 21st Century. Dr. Richard Milner

(Semester 1)

Module Objective

This module will introduce students to classical and contemporary theories of the formation of class and how institutions of work and welfare structure contemporary society. While social class is considered a social structure, it is experienced culturally through identities which are sites of negotiation and resistance against dominant ideologies. Thus, this module is less about ‘class formations’ as static measurable entities than the processes of ‘classing’ or ‘classification’ which occur within society. Processes of social mobility and the politics of class are seen as actively recomposing and transforming social class; from the distinction between the middle-class and the working-class we now see the growth of precarious workers and global super-rich elites.

While official sources of information about social class such as state-level statistical measures are important, this course will examine how governmental bodies reveal and conceal class through their measurements. Indeed, an equally important source of information is popular culture is important – from representations of class in film and TV to class-based cultures, for instance, in the *Young Offenders* or *Derry Girls*, or within resistant sub-cultural music. Furthermore, the course will examine education, ostensibly a resource for social mobility, but equally a mode of reproducing class-based advantage or ‘cultural capital’.

Having examined theoretical models of class, from structural, cultural and experiential perspectives, this module turns to examine the forces which shape class: Central here are the economic institution of work and career and the state regulation of the labour market and welfare. Understanding these constituent elements of class-formation allow us to make sense of contemporary phenomena such as flexible, precarious and remote work and the intersection of class inequality with other forms of discrimination such as race and gender.

While the ‘death of class’ as a meaningful category for sociological analysis has been announced on numerous occasions by different intellectuals, arguably economic stratification is more important now than ever. Older markers of working and middle class culture are becoming blurred by ideas around meritocratic individualism, yet upward social mobility is declining. Work itself is being reconstituted so that full-time life-long jobs are replaced by short-term contracts or enforced self-employment, for instance, Uber or Deliveroo. Digital, project-based, remote work provides opportunities for flexibility but also digital monitoring and algorithmic forms of discrimination.

Alongside these changes in the wider economy, the labour-market is becoming more competitive, so that individuals must constantly sell themselves via on-line platforms, and even through self-conscious self-presentation on social media. Meanwhile, states across the EU are implementing more punitive welfare-systems, making support conditional on individuals accepting any jobs whatsoever, which

drives the drift towards precarity. As property ownership and education become increasingly expensive 'privileges', class re-emerges as a key force shaping society.

Amid this social complexity, how we think about class matters. Rather than a group or a fixed category, 'class' can be considered as an on-going and contested process of 'classification'. Whether a personal situation is interpreted as an individual economic challenge, a collective political problem or a source of identity is crucial to both sociological analysis and how society is shaped. Different conceptions of class as 'status' or 'structure' or 'privilege' matter: Thus, sociology recognises class as simultaneously economic, cultural and experiential – and students will be encouraged to reflect on how social class shapes their lives and perspectives, and consider possibilities for transformation.

Teaching Method

This module will be delivered face-to-face and online.

Covid 19 is an evolving situation, updates on the situation will be communicated through CANVAS. All materials for the module are on CANVAS. Each weekly lecture will be delivered face-to-face and online with weekly readings and links to additional resources. The weekly class will be as interactive as possible with short lectures and exercises built into the session.

- All materials for the module will be uploaded weekly on CANVAS.
- 3 individual folders, each containing:
 - (a) Powerpoint slides, with audio.
 - (b) Readings
 - (c) Links to films / videos, and web resources.
- ALL communications concerning the module will be through CANVAS.

Discussion board on CANVAS for sharing In-Class exercises.

Occasional (bi-weekly/monthly) Live Discussion Board on CANVAS by arrangement

Reading List: Key Texts

Boltanski, L. & Chiapello, E. (2005) *The New Spirit of Capitalism*. London, Verso.

Bottero, W. (2005) *Stratification: Social Division and Inequality*. London: Routledge.

Bourdieu, P. (1984) [1979] *Distinction: A Social Critique of the Judgment of Taste*. London: Routledge and Kegan Paul

Gershon, I. (2017) *Down and Out in the New Economy: How people find (or don't find) work today*. Chicago, University of Chicago Press.

Standing, G. (2014) *Precariat: The New Dangerous Class*. London, Bloomsbury.

Skeggs, B. (1998) *Becoming Respectable: Formations of Class and Gender*. London, Sage

Tyler, I. (2020) *Stigma: The Machinery of Inequality*. London, Zed Books.

Weeks, K. (2011) *The Problem with Work: Feminism, Marxism, Anti-work politics and post-work imaginaries*. Durham: Duke University Press.

*The **Resource Centre** is ONLINE this College Year 2021-22, please email p.meaney@ucc.ie with request for readings.

Assessment

Total Marks 100: Continuous Assessment 90 marks (1 x 3000 word Essay),
Participation 10 marks (In-class exercises- see Teaching Method)

SC2004

POLITICAL SOCIOLOGY

Dr. Patrick O'Mahony

(Semester 2)

Module Objectives

Political Sociology is often defined as a study of the relationship between society and politics. Political sociologists have traditionally focused on the issues such as the types of socio-political orders, the theories of the state or political culture. However, with recent developments in the field, the attention has shifted to relatively new topics such as revolution, political change, war, power, political legitimacy, authority, ideology, civil society, sociological theories of citizenship, new social movements, nationalism and ethnicity. The aim of this course is to introduce students to the study of both classical and contemporary issues in political sociology. The intention is to review the leading approaches in the field by supplementing existing theories with concrete empirical examples and case studies. The first section of the course will examine changing definitions of politics and power in political sociology, the impact of globalization and the growing importance of social movements and cultural politics. The second part of the course will examine new direction in political sociology that re-examine the classical political sociological question of the mutual dependence of state and society. Politics is here regarded as a creative space rather than assuming with some sociological accounts that modern social conditions have rendered it unimportant.

This section of the course will therefore begin by introducing students to those historical and contemporary sociological accounts that emphasize the acute contemporary question of how political ideologies, institutions and practices continue to shape the boundaries of state and society. These accounts tell two stories about modern politics; one in which the public is manipulated by creative political elites and the other in which the public remains active and politics remains a force for wider social change.

Teaching Method

Due to Covid-19 protocols this module will be delivered ONLINE.

Covid-19 is an ongoing & changing situation, in which protocols may eventually enable a conventional face to face or a 'blended' mode of delivery. Updates on the situation will be communicated through CANVAS.

Recommended Reading*

Nash, K. 2000. *Political Sociology*. London: Blackwell

*Some readings available in the **Resource Centre**, ONLINE this College Year 2021-22, please email p.meaney@ucc.ie with request for readings.

Assessment

Total Marks 100: Continuous Assessment 100 marks (2 x 1,500 word essays 50 marks each).

Prof. Kieran Keohane

(Semester 2)

Module Objective

The aims of this module are to introduce students to some fundamental moral practical issues in the Sociology of education by exploring some theory and research on what it is to ‘learn’ and what it is to ‘teach’. The module is designed as a reflexive, discursive and interactive forum based on curated readings and materials, providing a variety of self-directed learning opportunities, facilitating the acquisition of knowledge, competencies and flexible & transferrable skills.

Module Content

This module on Education will take up the challenge of re-imagining and reinvigorating the core ideals of education as the life-long cultivation of wisdom and civic virtue. Education that enables human flourishing and a healthy body politic means something more than ‘skills training’ to be utilized for work. The etymological roots of ‘education’ are *educare* (to bring up) and *educere* (to lead out), so education means to cultivate, to lead forth, to draw out from within; and wisdom is derived from *vis* in vision and *dom* meaning judgment and authority. When we consider the challenges of the 21st century we realize that it is not just enterprise and innovation in economy and technology -education for work- that is at issue, but more fundamentally the work of education must be to bring about a revitalization of our political, cultural and moral institutions. Our individual and collective abilities to be innovative and creative, to adapt to change and to reinvent the moral foundations of our society and our economy to face the challenges of the future, whether in the fields of science & technology, industry & economy, law and politics, culture and the arts will come primarily from vision and the exercise of judgment based on good authority, inspired and guided by the light of higher values and ideals.

This general theme will be explored and developed over ten classes, as follows:

Themes

1. ‘Education’, ‘training’, ‘teaching’, ‘learning’, ‘wonder’, ‘astonishment’, ‘dwelling’, ‘thinking’: reflexive exercises.
2. Education and the Greeks: Socrates: education as dialectic, *maieutic aporia* and *aletheia*. Plato: education as ‘turning the soul’; Aristotle: education as imitation. Readings: on Socrates as teacher in the *agora* passages from Plato’s *Republic* and *Symposium*; Aristotle -from *Ethics*; on Thrasymachus the Sophist and on Alcibiades the *pleonexic*. Phillips (2012) ‘*Socrates Café*’
3. Education as ‘experience’, ‘rite of passage’ and ‘transformative journey’ (the Oracle; ‘Truth coincides with the path towards truth’; pilgrimage and *metanoia*). Victor Turner “Betwixt and Between: the Liminal Period in *rites de passage*.” Education as ‘gift exchange’ and Education as ‘community’ (Readings: passages from Marcel Mauss and from Tim Ingold.
4. Education as spirit of discipline, membership of a group, and autonomy. Science, History, and Art as ‘rational substitutes for religious education’ (Reading: passages from Emile Durkheim, *Moral Education*).

5. Education as ‘showing’, and ‘doing’, and ‘giving tips’ (Wittgenstein -good teacher, bad model! (Reading: passages from *The Duty of Genius*)
6. Education as ‘modelling’ (Rene Girard); Education as learning to desire the model’s desires. (Readings: passages from Girard *Things Hidden Since the Foundation of the World*; Films: *The Prime of Miss Jean Brodie* and *Whiplash*.)
7. Education as ‘banking’ and education as emancipation: ‘critical pedagogy.’ (Readings from Paulo Freire and Henry Giroux). Music as emancipation: *El Sistema*.
8. Education, [classical] Liberalism and [contemporary] neo-liberalism: economism, materialism, instrumentalism, utilitarianism, individualism: educating the ‘masters’ and training the ‘natives’: education as ‘decapitation’. (Readings passages from Charles Dickens’ *Hard Times* Roald Dahl’s *Boy*, James Joyce’s *A Portrait of the Artist*)
9. Education as Power: creating and reproducing inequalities of Class, Race, Gender (Readings: passages from Althusser, *Ideological State Apparatus*; Willis, *Learning to Labour*; Giroux “Higher education under siege”; and Education as reproduction of cultural capital and social inequality (Reading: Bourdieu, “Cultural capital and social reproduction”).
10. “Propaganda, Education and Critical pedagogy’: keeping the promise of democracy alive in an age of GAMAFA [Google Amazon Microsoft Apple Facebook]”: Goebbels and Walter Benjamin; Dr Seuss and Donald Trump: education and as vaccination against the meme machine (Readings: Benjamin “The Storyteller”; *Radio broadcasts for children*; Dr Seuss *The Sneeches and Other Stories*; film clips from historical and recent political rallies.

Teaching Method

Due to Covid-19 protocols this module will be delivered ONLINE.

NB: Covid 19 is an ongoing & changing situation, in which protocols may eventually enable a conventional face to face or a ‘blended’ mode of delivery. Updates on the situation will be communicated through CANVAS.

- All materials for the module are on CANVAS.
- (a) Recorded lectures, Powerpoint slides, with audio.
- (b) Readings
- (c) Links to films / videos, and web resources.
- ALL communications concerning the module will be through CANVAS.
- There will be a weekly live online seminar on ‘Teams’ at the scheduled lecture time, Fridays 1-3pm.

Readings will include selected passages from the following books, articles and websites: (This list is indicative only; more will be added).

Readings will be available on Canvas (as PDFs and / or as weblinks); and from the Boole Library; and in the Sociology Resource Centre, ONLINE this College Year 2021-22, please email p.meaney@ucc.ie with request for readings.

Aristotle *Nicomachean Ethics* ‘Table of Contents’ and Book One: “The End” [Aristotle Ethics](#)

Benjamin, W. “The Storyteller”. [Benjamin "Storyteller"](#)

Benjamin, W. (1929-1932) “*Radio Broadcasts for Children*” (‘Bootleggers’; ‘Railway disaster at the Frith of Tay’ ‘Postage stamp swindles’). Complete audio recordings [in English] are available here: [Benjamin Radio Broadcasts](#)

Bourdieu, P.(1973) “Cultural reproduction and social reproduction” in R. Brown ed *Knowledge, Education and Cultural Change*. London: Tavistock [Bourdieu Reproduction](#)

Dahl, R. (1984) *Boy*. London: Penguin.

Dickens, C. *Hard Times* pps 3-12. [Hard Times](#)

Dufour, D.R. (2008) ‘Homo zappiens goes to school’, *The Art of Shrinking Heads: on the New Servitude of the Liberated in an Age of Total Capitalism*. Cambridge: Polity Press.

Dr Seuss (1961) “The Sneeches” and “What Was I Scared of?” *The Sneeches and Other Stories*. New York: Random House.

Durkheim, E. (1925) “*The elements of morality*” in *Moral Education*: [Moral Education](#)

Foucault, M. (1977) ‘*The means of correct training*’ from *Discipline and Punish: The Birth of the Prison*. London: Pantheon.

Freire, P. (1970) *Pedagogy of the Oppressed* “The banking concept of education” (pps 71-87)[Freire Pegagogy](#)

Giroux, H. “Lessons to be learned from Paulo Freire as Education is being taken over by the mega rich” and various other pieces available from: [Giroux website](#)

Ingold, T. (2018) *Anthropology and / as Education*. London: Routledge.

Joyce, J. *A Portrait of the Artist as a Young Man*.

Mauss, M. (1925) *Essay on the Gift* [Gift](#)

Meres, M. (2018) “Classical education concepts”

Plato *Symposium* [Symposium](#)

Plato *Republic* [Republic](#)

Phillips, C. (2012) Socrates Cafe [Cafe](#)

Turner, V. “Betwixt and Between: the Liminal Period in rites de passage” [Turner Liminality](#)

Assessment

Total Marks 100: Continuous Assessment 100 marks:

1 x 3,000 word essay

(Semester 2)

Module Objective

The objective of this module is to offer a theoretically and methodologically informed sociological analysis of culture & art, the role of culture & art in social life, and various manifestations of art & culture in historical & contemporary societies.

Module Content

(i) Prof. Kieran Keohane

This part of the course will ask questions such as What is 'Art', and how is Art different (or is it different) from 'art' and the output of the 'culture industry' (Hollywood, HBO, HMV & the 'music industry')? Can film and photography be Art, and if so by what measure may we make such distinctions as between 'classic' films and 'popcorn'? What is the relationship between Art, the life of an artist, and the history of their society? How are artists related to cities and their arts' 'scenes', and to patrons, critics, and curators? In what ways may Art be 'affirmative' of the status quo, celebrating convention and adorning power; or / and may Art be 'critical', 'transgressive', 'radical' and 'progressive'? Can a work of Art have these qualities simultaneously, and does such Art have utopian and redemptive power? Is appreciation of Art a private experience, a personal preference; or does Art have qualities that are generalizable, even universal? When works of Art are re-worked & re-circulated in the service of advertising, tourism, or the digital creative commons of the internet does everyone become an 'artist', or does art become lost and devalued in these milieux? Can photography be Art? What about cuisine; or couture? Is David Bowie an artist? What about Beyonce, Lady Gaga, Bjork or Banksy? Is the character Don Draper of *Mad Men* an artist? How is art valued: by the Art market; by its commercial or other utility; or are there other criteria? How is Art essential to Civilization, and essential to what it is to be human? What can Art show us about our contemporary society and emerging forms of humanity? Should Art be beautiful? Is beauty 'in the eye of the beholder' (merely a personal opinion or convention); or is Beauty a universal Idea? What about art that is ugly, and music that is discordant? (and would art that is banal and cloying be even worse?)

Questions raised in this part of the course will be illustrated by examples that are 'famous' and 'familiar', 'iconic' works of Art by famous artists, from the 'canon', as well as *avant garde*, naïve, and 'outsider art', including, for instance: Rembrandt's 'Night Watch' and Beethoven's Symphony no. 9; the French Impressionists' Paris and German expressionists' Berlin; Goya's 'black paintings' and Picasso's modern primitivism; Ellen Grey's architecture & interior design; James Joyce's *Portrait of the Artist as a Young Man*; Cubism, Dada, photomontage, Surrealism and the *avant garde*; portraits, and self-portraits, from Velazquez to Frida Kahlo; artistic 'scenes' from Paris' bohemia to Andy Warhol's 'Factory'; Marina Abramovic's performances; Damian Hirst's 'For the Love of God', 'classic' films, by Welles and Hitchcock, amongst many others, including artists & works suggested by yourselves. The aim of the course is to approach art as a 'way in', pathways towards understanding some of the most fundamental problems of contemporary society and suggesting ways of imaginative & creative reinvention.

Teaching Method

This module will be delivered face-to-face and online.

Covid 19 is an evolving situation, updates on the situation will be communicated through CANVAS. All materials for the module are on CANVAS. Each weekly lecture will be delivered face-to-face and online with weekly readings and links to additional resources. The weekly class will be as interactive as possible with short lectures and exercises built into the session.

- All materials for the module are on CANVAS.
- (a) Recorded lectures, Powerpoint slides, with audio.
- (b) Readings
- (c) Links to films / videos, and web resources.
- ALL communications concerning the module will be through CANVAS.

Reading List:

Adorno, T. & M. Horkheimer (2002) [1947] 'The Culture Industry: Enlightenment as mass deception' in *Dialectic of Enlightenment*. Stanford: Stanford UP.

Benjamin, W. (1968) "The Work of Art in the Age of Mechanical Reproduction" in *Illuminations: Essays and Reflections*. New York: Random House. And "The task of the critic"....

Blum, A. (2003) 'Scenes', in *The Imaginative Structure of the City*. Montreal: McGill-Queen's University Press.

Gombrich, E. (1995) *The Story of Art*. New York: Phaidon.

Herbert, R. (1991) *Impressionism: Art, Leisure, & Parisian Society*. New Jersey: Yale UP.

Jameson, F. (1991) 'Postmodernism, or the cultural logic of late capitalism?' In *Postmodernism*. Chapel Hill, NC: Duke University Press.

Teaching Method

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(ii) Culture: Values & Critique – Dr. Tom Boland

All art is socially produced, yet culture is not simply an expression or reflection of fixed and static values, it is not merely functional or escapist or ideological. Rather, art should be understood as a reflexive interrogation of our experiences and history, an exploration of the tensions within a complex culture, and even in certain cases, a critique of social norms or institutions. Art is alive, active, agentic, transforming society in diverse ways.

This section of the course will introduce students to key sociological and anthropological concepts which facilitate the interpretation of art-works as both reflective of society and potentially transformative – whether literary, cinematic, musical, or whatever sort – specifically liminality and social performativity. Effectively, these suggest that by creating imaginative spaces of narrative and symbolism, art can consider elements of society, and variously re-think and re-evaluate them, or even critique them.

Furthermore, we will examine the practice of critique within art and how it is interpreted: In contemporary society, the term 'critical' is ambivalent, but rather than merely 'complaining', critique

is often considered as a revelation of truth and spur to political action. Strikingly ‘critique’ once merely meant ‘judgement’ in the sense of an appreciation of a work. Yet, we are drawn to works we consider as critical, even though there is hardly consensus on what constitutes ‘critique’ – taking the ‘red-pill’ or ‘waking up’ are both clichés and highly contested in contemporary culture. Reflexively we must recognise that not only is art produced socially, but equally our modes of interpretation and evaluating art are shared. Hence, beyond high quality art, whatever that means, we are drawn to ‘ground-breaking’ or ‘provocative’ works which challenge how we think, or would challenge others!

For this section of the course, students will be invited to interpret art of their own choosing – a film, play, novel, album, artwork, or a series of suchlike – as a reflection upon society, but also challenged to explore how this work is interpreted critically.

Reading List:

Alexander, J. (2004). Cultural Pragmatics: Social Performance between Ritual and Strategy. *Sociological Theory*, 22(4), 527-573.

Beckman, Frida & Blake, Charlie, (2019) “We’ve been Paranoid Too Long to Stop Now,” with Charlie Blake, *New Directions in Philosophy and Literature*. Co-edited by Ridvan Askin and David Rudrum. Edinburgh: Edinburgh UP, 2019.

Felski, Rita. (2011) Suspicious Minds. *Poetics Today* 32 (2): 215–234.

Fish, Stanley, (1980) ‘What makes an interpretation acceptable?’ Pp 338 - 355 *Is there a text in this class? The Authority of Interpretative Communities*. Boston, Harvard UP.

Stallybrass, Peter and Allon White. “Bourgeois Hysteria and the Carnavalesque”. *The Cultural Studies Reader*. 3rd ed. Ed.

Turner, V. (1969) *The Ritual Process: Structure and Anti-Structure*. London, Routledge – chap 3-5 on-line.

Turner, V. (1980) Social Dramas and Stories about Them. *Critical Inquiry*, 7(1), 141-168.

* The **Resource Centre** is ONLINE this College Year 2021-22, please email p.meaney@ucc.ie with request for readings.

Assessment

Total Marks 100: Continuous Assessment 100 marks:

- (i) 1 essay (1,500 words) for Prof. Keohane’s part.
- (ii) 1 essay: 1 x 1,500 word essay for Dr. Tom Boland part

[(50 marks each part);].

Coordinator: Prof. Kieran Keohane

Prof Maggie O’Neill

Dr Richard Milner

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[Office Hours by appointment: 1.00-2.00pm Tuesday](#)

(Semester 2)

MODULE OBJECTIVES

Aims: The objective of this module is to provide students with an insight into the key theories, studies and research methods in the sociology of crime and deviance. We will also locate these theories, studies and methods within their historical contexts.

Module Content: This module describes and assesses the main sociological theories of crime and deviance on the basis of theoretical approaches, research evidence and research methods. You will also gain an understanding of the historical development of criminology, social order and social control.

Intended Learning Outcomes

On successful completion of this module, students should be able to:

- understand the main explanations and interpretive frameworks in the sociology of crime and deviance;
- evaluate the main explanations and interpretive frameworks in the sociology of crime and deviance;
- demonstrate an ability to critically assess key empirical studies;
- demonstrate an analytic skill set in critical thinking about complex moral phenomena;
- locate sociological theories of crime and deviance within their socio-historical context and within the history of the field.

In terms of intellectual, practical and transferrable skills, students should be able to:

- Communicate effectively in speech and writing
- Undertake information retrieval and analysis
- Carry out independent study and further reading using traditional and electronic resources
- Engage in critical reasoning and informed debate.

Teaching Method

This module will be delivered face-to-face and online. Covid 19 is an evolving situation, updates on the situation will be communicated through CANVAS. All materials for the module are on CANVAS. Each weekly lecture will be delivered face-to-face and online with weekly readings and links to additional resources. The weekly class will be as interactive as possible with short lectures and exercises built into the session.

GUIDANCE ON PRIVATE STUDY

Here is some advice on how you might spend your study time on this module

Further reading: Using the reading list selectively will help you not only to deepen your understanding of key issues, but also will allow you to see where and how some of those issues may be interlinked. This will improve your ability to write critically and analytically. For instance, while you may see policing and prisons and punishment as separate topics, they are also related. Indeed, you might ask if certain groups – ones deemed to be in need of greater control – are subject to greater police attention and, therefore, whether their members are more at risk of being jailed.

More importantly and in addition, you should be reading and taking notes from relevant texts cited in the reading list (or using material you have found yourself) so that you can extend your understanding of the sociology of crime and deviance.

Finding your own sources: No reading list can be exhaustive and there is always scope to use material gained from other sources. The most likely sources of relevant information, which you can locate for yourself, are to be found in the library, books and journals as well as newspapers.

Essay preparation: Greater depth of reading will better prepare you for the essay and class test assessment. You should spend time not only in reading texts and taking notes, but also in planning the structure and development of your essay so that the final product is coherent, well-argued critical and analytical, and soundly organised.

Recommended Course Texts:

- *Becker, H. S. (2008). *Outsiders*. London: Simon and Schuster.
- Cohen, S. (1972) *Folk Devils and Moral Panics*. London: Paladin.
- Downes, D. and Rock, P. (2007) *Understanding Deviance*, (5th ed.) Oxford: Oxford University Press.
- *Lanier, M. and Henry, S. (2010) *Essential Criminology* Westview Press.
- Lilly, J.R., Cullen, F.T., and Ball, R.A. (2011) *Criminological Theory*, (5th ed.) London: Sage.
- Maguire, M. Morgan, R. and Reiner, R. (eds.) (2007) *Oxford Handbook of Criminology*, (4th ed.) Oxford: Oxford University Press.
- *Muncie, J. and Mclaughlin, E. (2001) *The Problem of Crime*. London:Sage
- Muncie, J. Mclaughlin, E. and Langan, M. (1998) *Criminological Perspectives: a Reader*. London:Sage.
- *Newburn, T. (2013) *Criminology*. Willan Publishing: Abingdon.
- Newburn, T. (2009) *Key Readings in Criminology*. Willan Publishing: Abingdon
- *O'Brien, M. and Yar, M. (2008). *Criminology: The Key Concepts*. Abingdon: Routledge.
- *O'Neill, M. and Seal. L. (2012) *Transgressive Imaginations*. London:Palgrave.

O'Neill, M (2020) Biographical Research On the Move: Theorising, experiencing, imagining (the Chicago School reloaded) in *Polish Journal of Sociology* <http://czasopisma.ltn.lodz.pl/index.php/Przeglad-Socjologiczny/article/view/626>

* Seal, L. and O'Neill, M. (2019) *Imaginative Criminology: of spaces past present and future*. Bristol: Policy Press.

Tierney, J. (2006) *Criminology*, Hemel Hempstead: Prentice Hall/Harvester Wheatsheaf.

Williams, K.S. (2008) *Textbook in Criminology*, (6th ed.) Oxford: Oxford University Press.

*Signifies Core Texts

Required reading to be confirmed. Please consult Canvas.

Assessment Continuous Assessment: In-class test mid-semester (50 marks) , 1 x 1500-word essay at end (50 marks).

Lecture Outline (subject to change)

1. Introduction and Module Overview: Crime, Social Pathology, Deviance and Social Control (15th January)

Reading: Eugene McLaughlin and John Muncie (2001) *The Sage Dictionary of Criminology*. London: Sage. **Read Entries on: Deviance, Social Control and Pathology.**

2. Crime, Deviance and Historical Change (22nd January)

Reading: **Chapter 3. Crime, Order and Social Change** in Muncie, J. and McLaughlin, E. (2001) *The Problem of Crime*. London: Sage.

Chapter 3. Classical, Neoclassical and Rational Choice Theories in Lanier, M. and Henry, S.(2010) *Essential Criminology* Westview Press.

3. Criminal Minds: Psychological & Psycho-social perspectives (Born to be Bad?) (29th January)

Reading: **Chapter 5. Madness and Liminality: psycho-social and fictive images** in O'Neill, M. and Seal, L. (2012) *Transgressive Imaginations: crime, deviance and culture*. Palgrave.

Chapters 4 and 5 'Born to be Bad' and 'criminal minds' in Lanier, M. and Henry, S. (2010) *Essential Criminology* Westview Press.

4. Durkheim, Anomie and Strain Theories (5th Feb)

Reading: Chapter 8, Durkheim, anomie and strain in Newburn, T. (2013) *Criminology*. Willan Publishing: Abingdon

Chapter 3. 'Understanding Irish Suicides' in Keohane, K. and Kuhling, C. (2014) *Collision Culture* The Liffey Press.

Chapter 9. The sick society in Lanier, M. and Henry, S. (2010) *Essential Criminology* Westview Press.

Chapter 5. in Downes D. and Rock P. (1988) *Understanding Deviance*. Oxford: Clarendon Press

5. Chicago Sociology: Crime and the City (Disorganization Theory) (12th Feb)

Chapter 9. 'The Chicago school' in Newburn, T. (2013) *Criminology*. Willan Publishing: Abingdon
AND Chapter 4. 'Dangerous Places: crime and the city' in Muncie, J. and Mclaughlin, E. (2001) *The Problem of Crime*. London: Sage.

Park, R.E. (1915). The city: Suggestions for the investigation of human behavior in the city environment. *American Journal of Sociology*, 20(5), 577-612.

Park, R. E., Burgess, E. W., & McKenzie, R. D. (1984). *The City*. University of Chicago Press.

6. The social construction of crime: labelling and control theories (19th February)

Chapter 10 and 11 'Labelling and subcultural theory' and 'Control theories' in Newburn, T. (2013) *Criminology*. Willan Publishing

Becker, H. S. (2008). *Outsiders*. London: Simon and Schuster.

7. Capitalism as Pathological? Radical and Critical Criminology (26th Feb)

Reading: Chapter 12 in Newburn, T. (2013) *Criminology*. Willan Publishing

Chapter 10 Capitalism as a Criminogenic Society in Lanier, M. and Henry, S. (2010) *Essential Criminology* Westview Press.

Chapter 4. Criminal Biographies two case studies in Hall, S. Winlow, S and Ancrum, C. (2008) {eds} *Criminal Identities and Consumer Culture*. Willan Publishing.

8. Crime, Subcultures and Moral Panic (5th March)

Reading: Chapter 4. Crime and the Media in Newburn, T. (2013) *Criminology*. Willan Publishing

Chapter 6. Culture and Subculture in Downes D. and Rock P. (1988) *Understanding Deviance*. Oxford: Clarendon Press

Chapter 2, Subcultures, Cultures and Class in Hall, S. and Jefferson, T. (1993 & 2006) *Resistance through Rituals: youth subcultures in post war Britain*. London: Routledge

Chapter 7 Outlaws, Borders and Folk Devils in O'Neill, M. and Seal, L. (2012) *Transgressive Imaginations: crime, deviance and culture*. Palgrave

Hobbs, D. (2006) *East Ending; Dissociation, De-industrialization, and David Downes*

9. Transgressive Imaginations: youth, crime and justice (12th March)

Reading: Chapter 2 Children as Victims and Villains: the school shooter in O'Neill, M. and Seal, L. (2012) *Transgressive Imaginations: crime, deviance and culture*. Palgrave
10. Transgressive Imaginations: gender, crime and justice (19th March)

Reading: Chapter 3. Violent Female Avengers in Popular Culture in O'Neill, M. and Seal, L. (2012) *Transgressive Imaginations: crime, deviance and culture*. Palgrave.

Chapter 7. Sex work, censure and transgression in Amatrudo, A. (2017) *Social Censure and Critical Criminology After Sumner*. London: Palgrave

Chapter 1 and 2 in Walklate, S. (2011) *Gender, Crime and Justice*. Willan.

Chapter 4. Transgressing Sex Work in O'Neill, M. and Seal, L. (2012) *Transgressive Imaginations: crime, deviance and culture*. Palgrave

11. Dangerous Liaisons: the family as a site of crime (26th March)

Chapter 5. Dangerous Places: The Family as a Site of Crime in Muncie, J. and Mclaughlin, E. (2001) *The Problem of Crime*. London: Sage.

See also: O'Keefe, T. (2017) Policing Unruly Women: the state and sexual violence during the Northern Irish troubles in *Women's Studies International Forum* 62 (2017) 69 –77

12. Cultural Criminology and the Pleasures of Crime (2nd April)

Chapter 2. The Pleasures of Crime: Interrogating the Detective Story in Muncie, J. and Mclaughlin, E. (2001) *The Problem of Crime*. London: Sage.

Chapter 2, 'Why they went bad' in Rafter, N. (2000) *Shots in the mirror: crime films and society* London: Oxford.

You may also like to read: Jock Young's Chapter Voodoo criminology and the numbers game and O'Neill's chapter 'Crime, Culture and Visual Methodologies: Ethnomimesis as Performative Praxis' in Ferrell et al (2003) *Cultural Criminology Unleashed* London: Glasshouse

*The **Resource Centre** is ONLINE this College Year 2021-22, please email p.meaney@ucc.ie with request for readings.

ASSESSMENT

This module will be assessed by
1x 3000 word essay.

Essay presentation: All essays must be word processed. The essay must be double spaced. Your font must be: Times New Roman (12 point) Aerial, (11 point), or Cambria (12 point). All essays must be properly referenced and conform to academic convention.

(Semester 1)**Module objective**

To enable students to understand and interpret the symbolic order and imaginative structure of the city.

Module content

This module on the sociology of the city will help you to understand and interpret the symbolic order and imaginative structure of the city. As modern life is city life, by extension this module addresses broader questions of the culture(s) of modernity, and more particular questions pertaining to our own city, Cork. We begin by considering some general parameters outlined by recent writers on the city, Mike Davis and Sharon Zukin, for example: the form of human life on a planetary level is predominantly and increasingly urban life; the vast gulfs in contemporary cities between precarious existence in slums, bland life in the suburbs, and the elite enclaves of the global plutonomy; the homogenization of cities by processes of globalization and at the same time how cities retain their particular character; cities as theatres of social conflict, and as repositories of the cultural resources that enable people to transcend differences. From these general parameters we will focus on a more specific question, developed first by Jane Jacobs and lately Lynn Lofland, namely what makes some cities or city districts livable, enjoyable, sustainable, and others dangerous and deathly?

We develop an understanding of the city of the present and cities of the future by time traveling to other cities and other worlds, but especially with Walter Benjamin back to 'Paris: Capital of the Nineteenth Century', where, as flaneurs (& flaneuses) and in the company of Baudelaire and the Impressionists we do some 'political dream analysis' of Haussman's boulevards, Belanger's sewers, Garnier's Opera, the world exhibition, the shopping arcades, specialty boutiques and department stores. We then move to Berlin, and with Georg Simmel we look at the philosophy of fashion, the psychology of money, metropolitan life and the development of modern mind, before eventually 'coming home' as it were to James Joyce's Dublin of *Ulysses*, a phenomenology of the modern metropolis as phantasmagoria, real and imagined, timeless, universal, but yet irreducibly particular, and its heroic-familiar couple, Leopold and Molly Bloom, flowers of the city. With these lenses and mirrors we will clarify methodological principles and parallax perspective(s) with which we may understand and interpret the symbolic order and the imaginative structure of contemporary urban culture in an age of globalization, and especially as it is represented in film, pop culture and everyday life. Finally, we will turn our attention to some of the major challenges facing our city of Cork - climate change and flooding; de-centering and urban sprawl; the ageing city.

Teaching Method

This module will be delivered ONLINE.

NB: Covid 19 is an ongoing & changing situation, in which protocols may eventually enable conventional face to face or a 'blended' mode of delivery. Updates on the situation will be communicated through CANVAS.

- All materials for the module are on CANVAS.
- (a) Recorded lectures, Powerpoint slides, with audio.
- (b) Readings
- (c) Links to films / videos, and web resources.

- ALL communications concerning the module will be through CANVAS.
- There will be a weekly live online discussion forum on 'Teams', Monday, 16.00 -17.00.

Reading List (indicative)

Berman, M. (1998) *All that is Solid Melts into Air: The Experience of Modernity*. London: Penguin
 Davis, M. (2006) *Planet of Slums*. London: Verso.

Gilloch, G. (1996) *Myth & Metropolis: Walter Benjamin and the City*. Cambridge: Polity Press

Jacobs, J. (1961) *The Death and Life of Great American Cities*. New York: The Modern Library
 Joyce, J. (1985) *Ulysses*, New York: Vintage.

Mumford, L (1961) *The City in History*. New York: Penguin.

Simmel, G. (1971) *On Individuality and Social Forms*. Chicago: University of Chicago Press

*Some readings available in the **Resource Centre**, ONLINE this College Year 2021-22, email p.meaney@ucc.ie with request for readings.

Assessment

Total Marks 100: Continuous Assessment 100 marks (1 x 3,000 word essay (100 marks)).

SC2051: University Wide Module – The Walking Classroom: Walking as Critical Pedagogy (Draft)

Credit Weighting: 5

Semester(s): Semester 2

No. of Students: Min 10, Max 60.

Pre-requisite(s): None

Co-requisite(s): None

Teaching Method(s): 5 x 2hr(s) Seminars Discussions; 5 x Walking Seminars/Walkshops; 1 x 2hr(s) Reflection on Learning Presentations – review of the group project; Reflective Learning; Online Resources.

Module Co-ordinator: Prof. Maggie O’Neill, Department of Sociology.

Lecturer(s): Prof. Maggie O’Neill, Dr Ger Mullally, Prof. Kieran Keohane, Dr Egle Gusciute and new staff in the Dept Sociology & Criminology

Module Objective: To provide students with a broad based interdisciplinary module on learning (theory, concepts and mobile methods) through walking the anthropocene - as critical pedagogy in practice.

Module Content: Indicative Module Content: 1.Histories of walking. Researching and theorising walking in the sociological /criminological imagination:walking in context. 2.Walking and Making: Biographies of People and Place. 3.Walking and transitions to sustainability. 4. Walking as re-formative and transgressive: pilgrimage, trespass and marching. 5. Migration, memory and place in urban and rural landscapes. 6. The phenomenology of walking: critical dialogues and interdisciplinary imaginaries. The module will end with a session on sharing reflective learning based on the group poster/map projects. It is expected that the focus of the group projects will be sparked by the walking classroom as encompassing a range of foci, such as: crime in the city; feminist theories and methods - past and present of the future, based upon the creation of a feminist walk in the city; sustainability; equality, diversity and inclusion; dwelling and urban space..... ..

Learning Outcomes: On successful completion of this module, students should be able to:

- Show basic literacy and understanding of walking as a method of critical pedagogy;
- Appreciate the application of theories, methods and their complex inter implications (social, environmental, economic, political, historical, SDG’s) in walking as critical pedagogy.
- Demonstrate an understanding of interdisciplinary walking research methods involved in the walking classroom
- Assess the benefits and challenges of walking to research, theorise and apply knowledge in action.

Assessment: Total Marks 100: Continuous Assessment 100 marks. Online WIKI/digital essay (80 marks) Group project poster/map (20 marks).

Compulsory Elements: Continuous Assessment.

Penalties (for late submission of Course/Project Work etc.): None.

Pass Standard and any Special Requirements for Passing Module: 40%.

Formal Written Examination: No Formal Written Examination.

Requirements for Supplemental Examination: Marks in passed element(s) of Continuous Assessment are carried forward, Failed element(s) of Continuous Assessment must be repeated (as prescribed by the Module Co-ordinator).

*The **Resource Centre** is ONLINE this College Year 2021-22, email p.meaney@ucc.ie with request for readings.

Key Readings (a complete list will be made available on Canvas)

Ambrose, A. (2020) 'Walking with Energy: Challenging energy invisibility and connecting citizens with energy futures through participatory research', *Futures*. Elsevier Ltd, 117(May 2019), p. 102528. doi: 10.1016/j.futures.2020.102528.

Horváth , A. and Szokolczai, A. (2017) *Walking Into the Void: A Historical Sociology and Political Anthropology of Walking*. London:Routledge

O'Neill, M. & Roberts, B. (2019)*Walking Methods: Research on the Move*. London: Routledge.

O'Neill, M.Penfold-Mounce, R.Honeywell, D. Coward-Gibbs, M. Crowder, H. and Hill, I. (2020) Creative Methodologies for a Mobile Criminology: walking as critical pedagogy. *Sociological Research Online*.<https://journals.sagepub.com/doi/abs/10.1177/1360780420922250>

O'Neill, M. and McHugh, C. (2017) Walking with Faye from a direct access hostel to her special place in the city: walking, body and image space. A visual essay, *Journal of Social Work Practice*, 31:2,207-223, DOI: [10.1080/02650533.2017.1298576](https://doi.org/10.1080/02650533.2017.1298576)

O'Neill, M (2020) Biographical Research On the Move:Theorising, experiencing, imagining (the Chicago School reloaded) in*Polish Journal of Sociology*<http://czasopisma.ltn.lodz.pl/index.php/Przeglad-Socjologiczny/article/view/626>

Einashé , I. & O'Neill , M. (2019) Walking Borders, Risk and Belonging in *Journal of Public Pedagogies*:<http://www.publicpedagogies.org/wp-content/uploads/2019/11/04-ONEil.pdf>

SC2065* RESEARCH PROJECT I: INTRODUCTION TO SOCIAL RESEARCH

Dr. Theresa O’Keefe
Prof. Maggie O’Neill

(Semester 2) 10 Credits

Module Objective: How do we know about the social world? Study it? Analyse it? What questions and techniques provide a greater understanding of the social world? The primary objective of this module is to provide an overview of the various methodological approaches within Sociology and to explore the theoretical, practical, political, and ethical dimensions of the research process. It seeks to enable students to critically and reflectively evaluate the different epistemological and ideological foundations of contrasting research paradigms.

The module is designed to give a broad overview of the logic of social research and the dominant research traditions, the process of research design, the major types of data collection techniques and methods of data analysis. Some of the types of social scientific methods to be explored include in-depth interviews, focus groups, participant-observation, surveys, surveys, participatory action research and documentary research. The module will introduce students to the techniques, strengths and weaknesses of these types of research methods, as well as their 'appropriateness' for answering questions about the social world. The module will also enable students to design and critically evaluate/ assess a research project proposal.

Teaching Method

Due to Covid-19 protocols the lectures of this module will be delivered ONLINE. Weekly seminars will be delivered either face-to-face or online. Students will be asked to choose a preference at the start of Semester 2.

Covid-19 is an ongoing & changing situation, in which protocols may eventually enable a conventional face to face or a 'blended' mode of delivery. Updates on the situation will be communicated through CANVAS.

There will be a combination of weekly online seminars, group work, directed and self-directed study, including practical research exercises and digital discussion board contributions. Lecture and learning materials will be uploaded in the form of: PowerPoint slides, readings, links to films, videos, podcasts and other web resources

- All materials for the module will be uploaded on CANVAS.

Make sure you are signed up to a weekly seminar, starting 20th September. Please see the timetable on Page 45.

Assessment: Total Marks 200: Continuous Assessment 200 marks (1 x 2000 words research proposal 80 marks; 1 poster 80 marks; Participation assessed through class exercises 40 marks)

Reading: Required weekly reading will be assigned from the course textbook and supplementary readings and resources. Please consult the syllabus on Canvas.

There are a number of textbooks that serve as a useful guide throughout the completion of this module and Final Year Research Projects. These include:

- Bryman, A., 2016. *Social research methods*. Oxford university press.
- O'Leary, Z., 2017. *The essential guide to doing your research project*. Sage.

- Reinharz, S. and Davidman, L., 1992. *Feminist methods in social research*. Oxford University Press.
- Schutt, R.K., 2018. *Investigating the social world: The process and practice of research*. Sage Publications.

*The **Resource Centre** is ONLINE this College Year 2021-22, please email p.meaney@ucc.ie with request for readings.

SC2066 RACE, ETHNICITY, MIGRATION AND NATIONALISM

Dr Amin Sharifi Isaloo
Dr Egle Gusciute

(Semester 1) 10 Credits

Module Objective

This module will employ sociological and anthropological theories and concepts to examine race, ethnicity, migration and nationalism from historical and contemporary perspectives.

Module Content

This module will examine the historical trajectories and contemporary interpretations of the concepts of race, ethnicity and nationhood. Through critical engagement with classical and contemporary theories of race, ethnicity and nationhood the course will examine the role that these play in the construction of social and political identities, and in the development of the modern nation-state and nationalist politics. The module will then proceed to investigate the co-constitutive relationship between interpretations of race, ethnicity and nationhood, and historical and contemporary migration. Emphasis will be placed on the role of migration in the constitution of the modern nation-state, the relationship between migrant and minority politics, and the manner in which contemporary migration continues to be affected by discourses of race, ethnicity and nationhood. \

Learning Outcomes

On successful completion of this module, students should be able to:

- Demonstrate an understanding of the central theoretical perspectives on race, ethnicity and nationhood;
- Demonstrate an understanding of the origins and significance of racial, ethnic and national divisions, and their co-constitutive historical and contemporary relationships;
- Demonstrate an understanding of the relationship between interpretations of race, ethnicity and nationhood and the politics of migration and citizenship.

Specifically, students should be able to:

- Identify sociological theories and concepts and apply them to particular problems, issues and phenomena related to Race, Ethnicity, Migration and Nationalism.
- Critically evaluate and synthesise aspects of contemporary society and evaluate issues and debates on Race, Ethnicity, Migration and Nationalism

Assessment Method

Total Marks 200: Continuous Assessment 200 marks (1 x 3,000 word assignment (100 marks), 1x1,000 word film/documentary review (60 marks); Participation (40 marks)).

Pass Standard and any Special Requirements for Passing Module: 40%.

Lectures: (24 hours (12 x 2hrs Lectures)

This course will be delivered in two sections:

(i) Dr Egle Gusciute

Lecture 1: What's in the name? Introduction to the module

- Introduction
- The concept of 'migrant' and 'otherness'

Lecture 2: Explaining the migratory process

- Theories of migration

Lecture 3: Migration in Europe

- Ethnicity and migration in Europe
- Ethnicity and migration in Ireland

Lecture 4: Ethnic Minorities and Society

- Economic, social and cultural integration

Lecture 5: Public attitudes towards migrants

- Key concepts and theories
- Empirical studies on anti-immigration sentiment

Lecture 6: Prejudice and discrimination

- Prejudice and stereotypes
- Detecting discrimination through field experiments

Mode of Teaching

Due to Covid-19 protocols this section of the module will be delivered ONLINE. PowerPoint slides with audio will be provided and some lectures may be live streamed. Online live group discussions will also take place at the conventionally scheduled lecture time. All materials for the module will be uploaded on CANVAS; including:

- PowerPoint slides, with audio.
- Essential and supplementary readings
- Additional materials and resources

(ii) Dr Amin Sharifi Isaloo

Lecture 7

- Historical context –
- Theories and concepts-

Lecture 8

- Liminality, Schismogenesis, Scapegoats and Imitation
- Institutional Racism

Lecture 9

- Movements and Flows
- Migration and liminality

Lecture 10

- Migration and the Public sphere
- Case study

Lecture 11

- Ethnicity and Nationalism

Lecture 12

- Review and Conclusion

Teaching Method

Due to Covid-19 protocols this section of the module will be delivered ONLINE. All materials for the module will be uploaded on CANVAS; including:

- PowerPoint slides, with audio.
- Essential and supplementary readings
- Additional materials and resources
- Online group discussions
- Short videos

NB: Covid 19 is an ongoing & changing situation, in which protocols may eventually enable a conventional face to face or a 'blended' mode of delivery. Updates on the situation will be communicated through CANVAS.

Provisional Readings list:

Allport, G. W. (1954) *The Nature of Prejudice*. Cambridge, Mass: Addison-Wesley.

Balibar, Etienne (1991) Racism & Nationalism, in Etienne Balibar and Immanuel Wallerstein, *Race, Nation, Class: Ambiguous Identities*, Verso, London; New York: Ch. 3.

Bauböck, R. and Tripkovic, M. (eds.) (2017) *The Integration of Migrants and Refugees*. Florence: the European University Institute, Robert Schuman Centre for Advanced Studies.

Bond, L., McGinnity, F. and Russell, H. (eds.) *Making Equality Count. Irish and International Research Measuring Equality and Discrimination*. Dublin: The Liffey Press.

Calhoun, C. (1993) Nationalism and Ethnicity, *Annual Review of Sociology*, Volume 19, 211-239.

Castles, S. (2000) *Ethnicity and Globalization*, London; Thousand Oaks; New Delhi: SAGE publications LTD, Ch. 11.

Ceobanu, A. M. and Escandell, X. (2010) 'Comparative Analyses of Public Attitudes Toward Immigrants and Immigration Using Multinational Survey Data: A Review of Theories and Research', *Annual Review of Sociology*, 36(1), pp. 309-328.

Cesari, J. (2013) *Why the West Fears Islam: An Exploration of Muslims in Liberal*

- Democracies*. New York: Palgrave Macmillan.
- de Haas, H. , Castles, S. and Miller, M.J. (2020) *The Age of Migration : International Population Movements in the Modern World*. 6th Edition. New York: Guilford Publications.
- Fanning, B. (2007). *Immigration and Social Change in the republic of Ireland* , Manchester: Manchester University Press. Ch. 2.
- Fanning, B. (2002) *Racism and Social Change in the Republic of Ireland*, Manchester and New York: Manchester University Press. PP. 1-30 and Ch. 5.
- Garner, S. (2004) *Sociological Frameworks for Understanding Racism*, London: Pluto Press, Ch.1.
- Gellner, E. (1996) The Coming of Nationalism and its Interpretation: the myths of nation and Class. In Gopal Balakrishnan (ed.): *Mapping the Nation*. London & New York: Verso, 98- 145.Ch. 4.
- Gusciute, E., Mühlau P. and Layte, R. (2020) ‘Discrimination in the rental housing market: a field experiment in Ireland’, *Journal of Ethnic and Migration Studies*, DOI: [10.1080/1369183X.2020.1813017](https://doi.org/10.1080/1369183X.2020.1813017)
- Hobsbawm, E. J. (1990) *Nations and Nationalism since 1780: Programme, Myth, Reality (Canto)*. Cambridge: Cambridge University Press. PP. 1-79.
- Horvath, A and Thomassen, B (2008) Mimetic Errors in Liminal Schismogenesis: On the Political Anthropology of the Trickster, *International Political Anthropology*, Vol. 1, No. 1.
- Isaloo, A. S and Commins, A (2019) 'Children in liminality: Case studies from Ireland and Iran' In: *Philosophy and Child Poverty*. New York: Springer.
- Isaloo, A. S. (2020) 'Liminality in the Direct Provisional system - Living under extreme rules and conditions' In: *Direct Provision: Asylum, the Academy and Activism*. New York: Peter Long Publishing.
- McGinnity, F., Privalko, I., Fahey, É., O’Brien, D. and Enright, S. (2020) *Origin and Integration: A Study of Migrants in the 2016 Irish Census*. Dublin: Economic and Social Research Institute and Department of Justice and Equality.
- Murji , K. and John Solomos (2005) *Racialization: Studies in Theory and Practice*, New York: Oxford University Press, pp. 1-26 and selected chapters.
- O’Reilly, Z. (2018) ‘Living Liminality’: everyday experiences of asylum seekers in the ‘Direct Provision’ system in Ireland, *Gender, Place & Culture*, 25:6, 821-842.
- Paynter, E. (2018) The Liminal Lives of Europe’s Transit Migrants, *Contexts*, 17:2, 40–45.
- Wimmer, A. (2004) *Nationalist Exclusion and Ethnic Conflict Shadows of Modernity*, New York; Madrid: Cambridge. Selected chapters.

Prof. Kieran Keohane
Dr. Tom Boland
Dr. Egle Gusciute
Prof. Maggie O'Neill
Dr. Patrick O'Mahony

(Semester 1) 10 Credits

Module Objective

To provide an overview of social theory up to the mid-20th Century, with a view to clarifying the principles of theory construction.

Mode of Delivery: Pre-Recorded lectures will be uploaded to Canvas on Monday. Live Q&A sessions will be held on Mon from 12-13 on MS Teams, & as per Announcements via CANVAS.

Participation in Seminars is a compulsory element of the module: See section on CANVAS to sign up.

Module Content

This module provides a general yet contextually sensitive overview of the development of social theory from classic texts to contemporary cases among a variety of perspectives. The major theoretical traditions are covered in a way that allows the students to develop an understanding both of leading authors and of basic concepts and theoretical models, from a wide variety of perspectives, for instance, structuralist, interpretivist, processual and critical theory, interactionism, feminism, critical race theory and beyond. While the module seeks to encourage a synthetic grasp of classical and modern social theory as such, the importance of developing a sense of the range of choices to be made in the course of theory construction is stressed throughout.

Learning Outcomes: On successful completion of this module, students should be able to:

- Give a historical overview of the development of social theory in relation to its changing socio-historical context between the 19th and the 20th century.
- Outline what social theory is, and identify the major classical directions and the figures representing them.
- Present and analyse core social theoretical concepts and models.
- Apply perspectives and concepts from a range of social theorists to contemporary phenomena.
- Identify the range of options available for the construction of social theory, and demonstrate a justified choice of position.

Assessment: Total Marks 200: Continuous Assessment 200 marks (2 x 2,500 word essays 90 marks each, participation in seminar based analyses of excerpts from social theorists 20 marks.).

Compulsory Elements: Continuous Assessment.

Teaching Method

12 x 2hr(s) Lectures; 12 x 2hr(s) Seminars.

The course is presented in four sections:

- (i) 3 x 2hrs lectures on Durkheim, Mauss and Halbwachs
- (ii) 2 x 2hrs lectures on Nietzsche & Weber
- (iii) 4 x 2hrs lectures on Feminism, Marxism & Critical Race Theory
- (iv) 3 x 2hrs lectures on Pragmatism and Critical Theory

Most of lectures will be delivered face-to-face (in person) and the recorded lectures will be uploaded on Canvas. A combination of weekly face-to-face and online seminars. Students will have a choice to register either for the face-to-face seminar or online seminar.

Covid-19 is an ongoing & changing situation, in which protocols may eventually enable a conventional face to face or a 'blended' mode of delivery; both recorded sessions and 'live' digital classes. Updates on the situation will be communicated through CANVAS.

Make sure you are signed up to a weekly seminar, starting 20th September. Please see the timetable on Page 45.

Section 1: Prof. Kieran Keohane Weeks 1-3

Modernity and Enlightenment promised the 'Progress' of Civilization through the application of Reason and the Scientific Method to Nature, and classical Sociology sought to be a universally valid Science of Society. But 'Society' is different from 'Nature', and calls for different theories and methods. Modern science conquers Nature, but in doing so destroys it; and Nature returns with a vengeance of hurricanes and floods, heatwaves and droughts. Modern science has killed God, but many people feel bereft, disenchanted, and they want God to come back, as a severe, fundamentalist Patriarch. The 'progress' of modern Society has been characterized by the public use of reason in the legal-rational institutions of modern democracy, but also by recurring spirals, regression of civilization into barbarism, in revolutions, tyrannies, violence, injustices, and presently in a concatenation of cascading crises -climate breakdown, covid, collapsing states, and proliferating conflicts, and Enlightenment mindsets and methods are thoroughly implicated in our contemporary mess. Classical sociology grapples with these paradoxes: -Marx and Durkheim, and others too firmly believed in furthering the progress of civilization by applying the new Science of Sociology to understand, explain, and transform human, civil and social institutions. In this they shared many fundamental Enlightenment premises, some of which were sources of the trouble to begin with, while Sociology also developed entirely different paradigms and methodologies for understanding the historical emergence and development of human institutions. In this section of the course we will outline some of these general theories, focusing on Vico's *Principles of a New Science of the Common Nature of Nations*; Durkheim's *The Elementary Forms of Religious Life*; Mauss's *Essay on the Gift*; and Halbwachs 'The Social Frames of Memory'; and we will and apply and discuss these sociological theories with reference to our experience of the covid pandemic, such as:

How does Vico's theory of historical '*ricorso*' help us understand and explain the covid pandemic and the efforts to manage it, as a manifestation of a recurrence of chaos and the emergence of a new order? How does Durkheim's theory of 'solidarity' help us to explain and understand some people's willing compliance with public health regulations, and on the other hand 'anti-vaxers' and libertarianism? How does Mauss's theory of 'The Gift' help us to understand and explain vaccination as constituting a general economy of common good? How does Halbwachs' theory of the 'social frames of memory' help us to explain how the covid 19 pandemic may be remembered [or forgotten]?

Section 2. Dr. Tom Boland: Weeks 4-5

A century ago, sociologists were already concerned with ‘the new normal’ – the contemporary phrase which refers to how society adapts to drastic changes. Eventually, extraordinary things become routine. This is one of the key characteristics of modern society: Tremendous changes and transformations do occur, but only occasionally, and in-between, society appears inflexible and fixed.

Drawing on Marx’s analysis of the growth of capitalism through revolutionary crises and Nietzsche’s diagnosis of modern society as the ‘transvaluation of all values’, Max Weber created sociological concepts which allow us to understand how the ‘new normal’ emerges. Weber was struck by the growth of bureaucracy and capitalist enterprise in his own time, the dedication of lives to work, which he famously described as an ‘iron cage’. How forms of life and thought, different ‘rationalities’ emerged and came to dominate and be normalised in society is his key concern.

This section focuses on Weber’s analyses of crisis and routinisation in his time, but extends to our own time, to contemporary transformations – both acute and on-going: From the growth of bureaucracy to capitalist economies to growth of the state to contemporary ‘culture wars’, Weber’s classic sociological conception of the dynamic of crisis and routinisation is highly illuminating.

Bibliography: All texts on CANVAS

Nietzsche, F. (2006) *The Genealogy of Morals: A Polemic*. Cambridge: Cambridge UP

Weber M (1992) *The Protestant Ethic and the Spirit of Capitalism*. London: Routledge.

Weber M (1991) *From Max Weber: Essays in Sociology*. Trans. Gerth H and Mills CW London: Routledge. Selected Passages, esp:

‘Charismatic Authority.’ / ‘Protestant Sect and the Spirit of Capitalism’

‘The Social Psychology of the World’s Religions’.

Supplemental Reading:

Extracts from Boland, T. & Griffin, R. (2021) *The Reformation of Welfare: The New Faith of the Labour Market*. Bristol, Policy Press.

Szokolczai, A. (2000) *Reflexive Historical Sociology*. London, Routledge.

Section 3. Prof. Maggie O’Neill and Dr Egle Gusciute: Weeks 6-9

Feminist Theory, from the margins to the centre.

‘Representation of the world, like the world itself, is the work of men; they describe it from their own point of view, which they confuse with the absolute truth’ (Simone de Beauvoir).

The study of classical sociological theory is largely based on the works of men, with women absent from the social analyses which aim to understand how our social world is shaped and represented.

This section of the course will explore key feminist theorists and their works within the discipline of Sociology, starting with classical feminist theory and ending with contemporary feminism. In exploring the canon of classical and contemporary feminism we will also examine women's rights, reproductive rights, violence against women, inequality and intersectionality. Over the next four weeks we will address four key themes in the development of feminist theory:

- a) Classical feminist theory, exploring the founding 'mothers' of Sociology (first wave feminists) and their contributions to Sociology in relation to women's rights, civil rights, legal rights and moral rights. This section of the course will take us from the works of Mary Wollstonecraft to Harriet Martineau and Charlotte Perkins Gilman;
- b) Radical feminism, second wave feminism, including reproductive rights and the issue of violence against women;
- c) The development of standpoint feminism, black feminism, intersectionality and the impact of Marxism, exploring key works of scholars such as Dorothy Smith, Kimberle Crenshaw and Patricia Hill Collins;
- d) Contemporary feminisms, Judith Butler's performative theory of gender and global and postcolonial feminisms, including critical race theory.

Indicative Bibliography:

Please note that specific readings will be indicated for each lecture and will be available on Canvas.

- Bilge, S. (2013) 'Intersectionality Undone', *Du Bois Review: Social Science Research on Race*, Vol. 10, Issue 2, pp. 405-424.
- Butler, J. (1988) 'Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory', *Theatre Journal*, 40(4), 519-531.
- Butler, J. (1990) *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge.
- Crenshaw, K. (1989) 'Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics', *University of Chicago Legal Forum*: Vol. 1989: Iss. 1, Article 8.
- Crenshaw, K. (1991) 'Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color', *Stanford Law Review*, Vol. 43, No. 6 (Jul., 1991), pp. 1241-1299
- Collins, P. H. (2015) 'Intersectionality's Definitional Dilemmas', *Annual Review of Sociology*, 41(1), pp. 1-20.
- Collins, P.H. (2019) *Intersectionality as Critical Social Theory*. New York: Routledge.
- de Beauvoir, S. (2011, originally published in 1949) *The Second Sex*. London: Vintage.
- Gilman, C.P. (1915) *Herland*. New York: Pantheon Books.
- Gilman, C.P. (1988) 'Women and Economics' in Rossi, A.S. (Ed.) *The Feminist Papers: from Adams to de Beauvoir*. Boston: Northeastern University Press., pp. 572-598
- Madoo-Lengermann, P. and Niebrugge-Brantley, J. (2003) 'Classical Feminist Social Theory' in Ritzer, G. and Smart. B. (Eds.) *Handbook of Social Theory*. London: SAGE, pp. 125-137.
- Martineau, H. (1838) *How to Observe Morals and Manners*. London: Charles Knight & Co.
- Martineau, H. (1988) 'Society in America' in Rossi, A.S. (Ed.) *The Feminist Papers: from Adams to de Beauvoir*. Boston: Northeastern University Press., pp. 125-143
- Richardson, D. and Robinson, V. (2020) *Introducing Gender and Women's Studies*. London: Red Globe Press – particularly Chapter 6 'Gender and Race' by Nisha Kapoor; Chapter 7 'Men, Masculinity Studies and Feminism' by Victoria Robinson; Chapter 8 'Gendered Bodies: Sexed Lives' by Kath Woodward; Chapter 9 'Violence against Women' by Liz Kelly and Chapter 10 'Gender and Migration' by Maggie O'Neill and Alison Jobe.
- Single Rushton, W. and Lindstrom, E. (2018) 'Intersectionality'. Available from *LSE Research Online*, <http://eprints.lse.ac.uk/id/eprint/86427>
- Smith, D.E. (1974) 'Women's Perspective as a Radical Critique of Sociology', *Sociological Inquiry*, 44: 7-13

Sojourner Truth (1851) *Ain't I a Woman*. Available at

[https://www.macmillanihe.com/resources/CW%20resources%20\(by%20Author\)/M/McCormack-Discovering-Sociology/Other/Sojourner%20Truth.pdf](https://www.macmillanihe.com/resources/CW%20resources%20(by%20Author)/M/McCormack-Discovering-Sociology/Other/Sojourner%20Truth.pdf)

Wollstonecraft, M. (1796) *A Vindication of the Rights of Woman: with Strictures on Political and Moral Subjects*. 3rd Edition. London: Johnson.

Section 4: Dr Pat O'Mahony (Weeks 10-12)

These lectures will take up the intellectual legacy of the American pragmatist movement, operating in its classical period from the 1860s to the middle of the twentieth century. It is associated in this long founding period with such luminous names as Peirce, James, Mead and Dewey. In these lectures, pragmatism is addressed both as an overall movement and specific lectures presented on Mead and Dewey, who have had the greatest direct impact on social theory. Pragmatism has had a major impact on critical theory also, especially in the second half of the 20th century. As a movement that took seriously both relations between agents at all levels and the overall good of society, pragmatism has enjoyed a recent spectacular renaissance. It now stands as one of the most wide-ranging and influential contemporary intellectual movements in social theory.

Readings and Bibliography to be distributed via Canvas.

*The **Resource Centre** is ONLINE this College Year 2021-22, please email p.meaney@ucc.ie with request for readings.

CR2002 Women, Confinement and Social Control in Ireland

**Dr. James Windle
Helen Russell**

Semester 1.

Module Objective

To introduce and develop students' knowledge and understanding of coercive confinement in post-independence Ireland.

Module Content

This module provides an overview of the development of a culture of coercive confinement in Post-Independence Ireland. It examines a range of institutions other than prisons utilised to confine those deemed to be deviant.

Learning Outcomes

On successful completion of this module, students should be able to:

- Describe the central historical and contemporary perspectives on incarceration in a web of institutions such as magdalen laundries, mother and baby homes, industrial schools, reformatory schools and psychiatric hospitals.
- Demonstrate an understanding of the relationship between and the overlapping roles of the Church, the State and the Family.
- Understand the shapes and forms of regulatory control.
- Use resources for critical research and inquiry into the course themes and concepts.
- Analyse and apply the concept of social control to regulatory methods in twentieth-century Ireland.
- Understand the issues of gender inherent in social control in Ireland.

Assessment

Total Marks 100: Continuous Assessment 100 marks (1x 2,500/3000 word essay).

Compulsory Elements: Continuous Assessment.

Teaching Method

12 x 1hr(s) Lectures; 12 x 1hr(s) Seminars.

Due to Covid-19 protocols this module will be delivered ONLINE.

Covid-19 is an ongoing & changing situation, in which protocols may eventually enable a conventional face to face or a 'blended' mode of delivery. Updates on the situation will be communicated through CANVAS.

*The **Resource Centre** is ONLINE this College Year 2021-22, please email p.meaney@ucc.ie with request for readings.

CR2003 Crime, Urbanization and Cities

Dr. James Windle

Semester 2

Module Objective

To explore classical and modern theoretical and empirical studies of urbanisation and crime.

Module Content

This module looks at characteristic aspects of crime, urbanisation and cities in terms of their being emblematic of wider processes of transformation of Modernity. Substantive topics will include: The Chicago School's ethnographies of crime and gangs; US and UK inner city subcultural theories; the influence of deindustrialisation on organised crime and gang activity and structure; the influence of deindustrialisation and gentrification on drug markets; modern gang studies; riots and urban disturbances; attempts to design crime out of the city; and crime and the city in music.

Learning Outcomes

On successful completion of this module, students should be able to:

- Critically evaluate perspectives from sociology which explain and describe the city and its effects;
- Describe the relationships between subcultures, class, ethnicity, territory and social identity;
- Identify the defining characteristics of urban gangs and subcultures, particularly their social organisation, composition, social and criminal practices;
- Compare and assess different types of crime, the fear of crime, and postcode stigma in terms of different forms and processes of urbanisation;
- Assess the relationships between the criminal underworld and the urban poor;
- Describe the forms of social regulation of urban crime.

Assessment

Total Marks 100: Continuous Assessment 100 marks (1 x 1,500 word essay (50 marks); Reflective journal (1 x 1,500 words) 50 marks).

Compulsory Elements: Continuous Assessment.

Teaching Method

12 x 2hr(s) Lectures.

Due to Covid-19 protocols this module will be delivered ONLINE.

Covid-19 is an ongoing & changing situation, in which protocols may eventually enable a conventional face to face or a 'blended' mode of delivery. Updates on the situation will be communicated through CANVAS.

*The **Resource Centre** is ONLINE this College Year 2021-22, please email p.meaney@ucc.ie with request for readings.

This course is given by the Statistics Department who will make relevant details of the course available at lectures.

Second Year (SC2067 & SC2065) Seminars Timetable

SC2067 Seminars (semester 1)

Module	Day	From	To	Venue	No of St
SC2067/s	Wednesday	17:00	18:00	C_Boole_3	54
SC2067/s	Wednesday	18:00	19:00	C_Boole_3	54
SC2067/s	Friday	10:00	11:00	C_KANE_G02	18
SC2067/s	Friday	11:00	12:00	C_KANE_G02	18

Online Seminars: Monday 14-15 and 5-6pm

SC2065 Seminars (semester 2)

Seminar	Day	Time	Venue (TBC)
1	Monday	11:00 - 12:00	
2	Monday	13:00 - 14:00	
3	Tuesday	9:00 - 10:00	
4	Tuesday	16:00 - 17:00	
5	Wednesday	16:00 – 17:00	
6	Wednesday	10:00 - 11:00	
7	Wednesday	16:00 - 17:00	
8	Wednesday	16:00 - 17:00	
9	Thursday	9:00 - 10:00	

Staff Availability (2021– 2022)

Please check the website of the Sociology Department or email to the related staff member.

Offices of the Staff of the Sociology Department are located in a number of buildings along Donovan Road. *The Main Office is located in Askive.*

Askive:

Floor:

Ground- Resource Centre

1st – KK, The Main Office

2nd - MB, ASI, EG

3rd - GM, TOK,

Bloomfield Terrace:

No. 6. TS; No. 8. POM

Safari:

2nd – MON (HOD), TB

