

Postgraduate Handbook

CKE55 MA Sociology

CKE56 Sociology of Sustainability and Global Challenges

CKG 55 PhD Track Sociology

CKH 57 PhD Sociology

Sociology

University College Cork

Ireland

2021-2022

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ONLINE GRADUATE TEACHING RESOURCE:

Canvas

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Sociology

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. Supported by the academic staff and professional services staff we know that you will enjoy world class research led teaching 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. Our department is made up of academic staff, postgraduate researchers/tutors and professional services staff who are all working together to ensure you have an excellent experience as a student in the department and throughout the course of your degree programme. All academic staff have office hours and are available to meet by appointment too and our department office staff is open 9.00-5pm. We know you will have a great experience with us, 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.

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

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.

Administration

The MA and PhD Sociology and the MA Sociology of Development and Globalization is administered by the Department's **Graduate Studies Committee**. Ongoing administration is carried out by this Committee. For general queries contact: Caroline Healy or Gemma McCarthy in the Departmental Office: +353-21-4902318/2894

Delivery of Courses during Pandemic

Due to the COVID-19 pandemic, there is a degree of uncertainty about the delivery of modules for the coming semester. However, UCC is committed to providing face to face teaching where possible, while adhering to best-practice public-health guidance at all times. As this is an evolving situation with cases rising and falling and new evidence on modes of transmission emerging, our plans for delivery are unavoidably provisional.

Each individual lecturer will indicate how their course will be delivered, ranging from wholly on-line, face to face or a blend of both. Meetings with module lecturers and supervisors should be arranged in advance and may either take place on-line or in specially booked rooms: Please book the space via the school office; meetings outside are also recommended – weather permitting. Readings and course material will be provided on-line wherever possible to obviate the necessity of visiting the library or Resource room in person.

As students may have variable vulnerability to health risks the department will endeavour to ensure that courses may be accessed on-line where appropriate. Broadband and internet access issues will be taken into account, with material available both 'live' and 'asynchronously' – i.e. recorded. Students who have any concerns should contact the relevant lecturer for each module before making the decision to register for the module in question.

An induction event will be held in UCC at the beginning of term with exact details of delivery methods for each course. Students can use this opportunity to talk to lecturers about their course, identify potential research topics and prospective supervisors and to meet each other. Other events will also be held later during the year to allow students to present their research interests and receive feedback from staff and each other.

The Ph.D. Programme

Students who are registered for PhD and PhD Track in Sociology programmes must take three (10 credit) Graduate seminars from the discipline specific list below or from the list of CACSSS and University wide modules available. Each student must consult with their supervisor when selecting graduate modules

All PhD and PhD Track students are welcome and are encouraged to participate in some or all of the Graduate seminars without submitting a paper

Each PhD Track student must pass a progress review in order to upgrade to full PhD registration. The College of Arts, Celtic Studies and Social Sciences require that all PhD Track students submit 10,000 words from their thesis between 12 and 18 months after registration. This work must be defended at interview with their supervisor and a progress reviewer from the Discipline

Students who have already upgraded to PhD status will be requested to submit some or all of their work to date for annual review between upgrade from PhD Track and final submission of their thesis

M.Phil:

There are two distinct kinds of Masters in Sociology degrees: M.A. and M.Phil. The M.A. is finished in one year; the MPhil takes two years. The M.A. is taken by examination and minor thesis (20,000 words); the MPhil is taken by major thesis only (40,000 words).

The MASTERS IN SOCIOLOGY Programme

There are two distinctive Taught Masters programs in the department in Sociology, and additionally, students from the MA in Anthropology and Criminology enrolled in the same module – which creates a vibrant scholarly environment. Module content is outlined in sections below:

Make sure you register for the correct mandatory modules; students are also welcome to audit multiple electives in the first few weeks of term to inform their decisions:

MA in Sociology: Mandatory Modules: Social Theory SC6608 & Methodology SC6614
Choose a further 3 modules from electives – see [course calendar](#)

MA in Global Challenges: Mandatory modules:
 SC6642: Social Theory and Climate Justice, SC6631: Sociology of Sustainable Development, and SC6614 Methodology.
Choose a further 2 modules from electives – see [course calendar](#)

Modules per semester...

Mandatory:	Social and Sociological Theory	1
	Climate Justice and Social Theory	1
	Sociology of Sustainable Development	1
Electives:	Rethinking Borders: Sovereignty, Rights & Justice	1
	Governmentality, Disciplines, Institutions and Critique	1
	Gender and Catastrophe	1
		1
Mandatory:	Methodology and Methods	2
Electives:	Social Pathologies, Civic Health, New Technologies	2
	The Sociology of the Public Sphere	2
	Feminist Epistemologies: Feminisms, Sexuality and Society	2

These modules account for 50 out of 90 credits: The remaining 40 credits for a 20,000 word Dissertation (SC6615) – see page 36 – supervised by staff.

Timetable: Semester 1: Classes may be on campus, walking classrooms or on-line.

Rethinking Borders	Monday 10-13	BL4 G01
Governmentality	Tues 12-14	Safari 12-14
Social Theory	Weds 17-19	Elec Eng L2
Climate Justice & Social Theory	Thurs 13-15	WGB 369
Sustainable Development	Thurs 17-19	Askive 01
Gender & Catastrophe	Fri 10-13	Safari G01

Social and Sociological Theory Seminar

SC6608 (Semester 1)

Teaching Team: Staff

Co- Coordinator: Dr. Tom Boland

All MA students will be required to take 24 hours of 'Social and Sociological Theory'. The seminars on theory will introduce graduate students to some critical issues in the changing landscape of social theory. These seminars will have the twin aims of increasing general knowledge of and capacity to apply social theory.

Students are required to write a 5000 word paper on this course. This paper can either be

(a) a critical review of a text assigned by one of the lecturers

Or

(b) the application of theoretical frameworks outlined in the seminars to students' research.

Details of seminars to follow.

Social Theory and Climate Justice

SC6642 (Semester 1) Teaching team: Staff

Coordinator: Dr. Tracey Skillington

In light of ongoing rises in global temperatures and their detrimental consequences (in terms of more intense heatwaves, wildfires, rising sea levels, storm surges and flooding), sociological interest in climate change shifts more centrally to questions of justice. Anthropocene narratives apportioning blame for climate harms to the human species as whole prove increasingly problematic. Equally, discussions that fail to take account of broad historical, geopolitical, social and cultural factors offer little in the way of understanding the reasons for deepening problems related to climate change, or even how climate change is experienced as a lived social reality (e.g., the relationship between crime or conflict and rising temperatures, health and air pollution). As key elements in the social dynamics of a heating world, power, inequality, responsibility and change will be explored throughout this course in relation to a range of topics. In particular, how interrelated patterns of historical and contemporary injustice might be understood as contributing to current crisis scenarios. For instance, the fact that it continues to be the poorest, most marginalized and vulnerable who suffer the worst effects of climate change and related catastrophes.

Climate destruction and global inequalities go hand in hand. The growing risk of ecosystem collapse presupposes a set of decision-makers, those whose decisions (to engage in further fossil fuel extraction, deep sea mining, and other high-risk projects) impose unfair disadvantages on many. Deeply ingrained in our understandings of climate change risks are two assumptions: first that the near effects of environmental actions are more significant than remote consequences (geographically and temporally) and; second, that the effects we produce as contemporary consumers are more important than those we produce as members of larger collectivities (beneficiaries of high carbon capitalist societies, ancestral plunder, extraction, ongoing histories of exploitation of peoples and nature). Both assumptions will be critically assessed.

We will also consider various proposed solutions to climate problems, including those promoted by geoengineering (i.e., a ‘deliberate large-scale manipulation of the planetary environment’. See Royal Society, 2009). According to critics, geo-engineering encourages us to occupy this planet in some exoplanetary liminal state without any kind of enduring relationship with its ecospheres (if not present Earth, then some scientifically reformatted version of it or, better still, another planet altogether). Against this distanced approach are those advocating a rediscovery of multispecies connections and nature-based solutions. Various proposals will be assessed and considered in terms of how they approach fundamental issues of justice and whether the overlap between environmental, racial, ethnic, gender, species and inter-generational inequalities are addressed comprehensively. The course draws on a broad range of social theory and related perspectives on climate change.

Specific topics covered include:

Social perspectives on the Anthropocene

The unequal distribution of climate change burdens

Resource conflicts

The crime of ecocide

Heat and homicide

Intergenerational inequalities

Human, cultural and democratic rights

Climate change as a lived social reality

Readings circulated before class

Mode of Delivery: 12 x 2hour seminars (Semester 1, Thursday 13.00-15.00, S1 – WGB_369 + blended lea

Methodology and Methods Seminar SC 6614 (Semester 2)

Teaching Team: Sociology staff; Professor Maggie O' Neill

All first year students will be required to take 24 hours of methodology and methods.

This course is presented in full awareness of the drastic changes that have taken place in both the philosophy and the practice of the social sciences during the past number of decades. Its aim is to provide an up-to-date context in which graduate students can develop the ability to reflect on the practice of sociology and, in particular, to refine their competence and skills to carry out theoretically informed and methodologically justifiable research from a number of different angles. The course is therefore divided into two parts.

The first part under the traditional title of 'Methodology' provides a research oriented introduction to the conceptual paradigms that have emerged in the wake of the demise of positivism since the 1960s and the subsequent emergence of post-positivism. These paradigms are explicated through the exploration of three essential questions deriving from the philosophy of the social sciences: first, different frameworks of understanding employed or the kinds of knowledge pursued in social research, traditionally called 'epistemology'; second, different conceptions of the nature and scope of the field of study or the kinds of object or reality referred to in social research, traditionally called 'ontology';

and, finally, different theories of science or logics of research informing social research, traditionally called ‘methodology’.

The second half of the module will be led by Maggie O’ Neill and will focus on the following topics: Reflexivity, Ethics and Qualitative Interviewing : from theory to practice; Visual, Performative and Creative Methods; Participatory Methods-Participatory Action Research; Biographical Research and Analysis; Walking as Method - the walking interview as biographical method; Theory, Experience and Practice: putting it all together. A session where students share accounts short presentations of their learning/understanding and we address any lacunae.

N.B Seminar Paper Question

Students are required to write a 5-6000 word paper for this course:

“Give an outline of the methodological approach that you regard the most appropriate to your research”.

The module is delivered in 12 x 2hr seminars and is held on Tuesday, 4.00 pm-6.00 pm during the second term.

Electives:

In addition to Mandatory courses which are compulsory, all students must take elective modules to bring their total to five, in all, drawn from the elective seminars from those listed below:

Semester 1	Rethinking Borders:	1
	Gender and Catastrophe	1
	Governmentality, Disciplines, Institutions and Critique	1
	The Sociology of Sustainable Development,	1
Semester 2		
	Social Pathologies, Civic Health, New Technologies	2
	The Sociology of the Public Sphere;	2
	Feminisms, Sexuality and Society,	2

Governmentality: Disciplines, Institutions and Critique

CR 6000 (Semester 1)

Dr. Tom Boland

...the aim of the modern art of government or state rationality:
To develop those elements constitutive of individuals' lives
in such a way that their development
also fosters that of the strength of the state.
Foucault, 1981: *Omnnes et Singulatum*.

Principally, this course is concerned with examining power-relationships, and diagnosing their specific character. Famously, Foucault's analysis of the 'panopticon' demonstrated how making individuals visible to supervision inscribed them into a power relationship wherein they became involved in their own subjection. From prisons and other disciplinary institutions, this course addresses the wider range of 'power-relations' in modern states, through welfare to education and workplaces to public order generally. Strikingly, contemporary private companies and corporations increasingly shape the lives of citizens. While disciplinary power prescribes individual conduct, governmentality attempts to shape whole societies through institutions which shape larger social processes. Paradoxically, this power is most effective when it is unobtrusive, guiding the conduct of individuals, shaping the structure of groups, directing the aims of communities, and only appearing visibly at flashpoints of resistance and critique.

Modern forms of power-relations, both disciplinary and governmental power operate to 'normalise' certain behaviour, not just compliance with social control, but even produce highly individual desires. Beyond institutions with clear power relations, contemporary societies produce markets which require individuals to participate in choice, exchange and competition. Ironically, while these powers shape society, they also empower people, occasionally with unpredictable results. Alongside the history of governmentality there are histories of counter-conduct and critique against power which informs politics today.

Initially associated with Michel Foucault's work on prisons, surveillance and crime 'Governmentality studies' is now an established field; a theoretical basis for extensive research on numerous institutions, from asylums to workplaces, from social policy to digital platforms. This course will examine the key ideas of this paradigm equipping students with flexible methods for interrogating power-relations from the micro-social level of disciplinary techniques to examining the macro-social effects of governmentality:

Firstly, interrogating various forms of power-relations in different contexts, the examination of modes of governmentality. Secondly, the study of discourse as a mode of 'truth production', including the study of academic disciplines, and thereby contesting concepts and models which shape society. Thirdly, interrogating how power/knowledge shape the self or 'subject', within institutions, but also examining 'techniques of self'. Fourthly, students will reflect actively on their own position as a researcher, critic or participant in society.

Overall, the intention of this course is not just to introduce theoretical ideas, but to equip students with an approach which is flexible and illuminates their further research. Thus, the course will cover state-level governmentality, institutional disciplinary powers, the formation of individuals by ‘techniques of self’ and more recent approaches to policy analysis in terms of ‘problematization’ – or ‘what is the problem represented as?’ (Baachi, 2016). Rather than obscure theory or historical detail, students will acquire ways of diagnosing the character of power in particular situations.

Mode of Delivery:-12 x 2hour seminars (Tuesday 12-2pm; Semester 1, Safari 01 + blended learning methods)

Assessment:

Students must attend seminars and participate in classroom discussions. In addition, students will write a major research paper (max 5,000 words) on a topic to be negotiated. This may be principally a theoretical engagement with some of the main ideas of ‘Governmentality studies’ or focus on an application of the methods and approaches outlined in the course to a specific topic, for instance, state power, surveillance, welfare and unemployment, psy-sciences, workplaces, policing and prisons and so forth. Equally, essays examining critique and resistance to governmentalising power or historically oriented papers are welcome.

Indicative Bibliography:

- Agamben, G. (2011). *The kingdom and the glory: For a theological genealogy of economy and government*. Stanford University Press.
- Allen, A. (2016) *The End of Progress: Decolonizing the Normative Foundations of Critical Theory*. Columbia University Press.
- Althusser, L. (1971) *Lenin and Philosophy and other Essays*. London, NLG
- Bacchi, C. (2015) “The Turn to Problematization: Political Implications of Contrasting Interpretive and Poststructural Adaptations.” *Open Journal of Political Science*, 5, 1-12
- Butler, J. (2004) “What is Critique? An Essay on Foucault’s Virtue.” S. Salih, (ed.) *The Judith Butler Reader*. Oxford, Blackwell, 302-322
- Callon, M. (1998). Introduction: The Embeddedness of Economic Markets in Economics. *The Sociological Review*, 46(1): 1–57.
- Dean M (2010) *Governmentality: Power and Rule in modern society*. London: Sage.
- Elias, N. (2000) *The Civilising Process*. Oxford, Blackwell.
- Folkers, A. (2016). Daring the Truth: Foucault, Parrhesia and the Genealogy of Critique. *Theory, Culture & Society*, 33(1), 3–28.
- Foucault, M. (1977) *Discipline and Punish: The Birth of the Prison*. New York: Random House LLC.
- Foucault, M. (1980). *Power/knowledge: Selected interviews and other writings, 1972-1977*. Vintage.

- Foucault, M. (1981) Omnes et Singulatim: Towards a criticism of 'Political Reason'. In: McMurrin SM (ed.), *The Tanner Lectures on Human Values*. Salt Lake City, UT: The University of Utah Press, 223–254.
- Foucault, M. (1984). The Subject and Power. *Critical Inquiry*, 8(4), 777-795.
- Frayne, D. (2019) *The Work Cure: Critical essays on work and wellness*. PCCS Books, London.
- Friedli, L. & Stearn, R. (2015) "Positive affect as coercive strategy: conditionality, activation and the role of psychology in UK government workfare programmes.' *Medical Humanities* 41:40-47
- Gershon, I. (2019) Hailing the US job-seeker: origins and neoliberal uses of job applications, *Culture, Theory and Critique*, 60:1, 84-97.
- Goffman, E. (1961) *Asylums: Essays on the Condition of the Social Situation of Mental Patients and Other Inmates*. New York: Doubleday.
- Hansen, M. P. (2016). Non-normative critique: Foucault and pragmatic sociology as tactical re-politicization. *European Journal of Social Theory*, 19(1), 127–145.
- Nietzsche, F. (1994) *On the Genealogy of Morality: A Polemic*. Cambridge, Cambridge University Press.
- Rose N (1989) The enterprising self. pp 141-163 In: Heelas P Morris, P (eds) *The Values of the Enterprise Culture: The Moral Debate*. London: Routledge.
- Schwarzkopf, S. (2011). The Political Theology of Consumer Sovereignty: Towards an Ontology of Consumer Society. *Theory, Culture & Society*, 28(3), 106–129.
- Tyler, I., & Slater, T. (2018). Rethinking the sociology of stigma. *The Sociological Review*, 66(4), 721–743.
- Wacquant, L. (2009) *Punishing the Poor: The Neoliberal government of social insecurity*. Durham: Duke University Press.
- Weber M (1991) *From Max Weber: Essays in Sociology*. Trans. Gerth H and Mills CW London: Routledge.

Delivery:

This module will be delivered through blended-learning, combining Digital, Classroom and Off-Campus modes of teaching.

Due to the COVID-19 pandemic, there is a degree of uncertainty about the feasibility of all but on-line methods of delivery for the coming semester. However, UCC is committed to providing face to face teaching where possible, while adhering to best-practice public-health guidance at all times. As this is an evolving situation with cases rising and falling and new evidence on modes of transmission emerging, our plans for delivery are unavoidably provisional.

Therefore, delivery of this module will be a blend of the following:

On-line delivery:

Readings, slides, short summaries, audio and visual files will be uploaded via CANVAS.

Virtual class-rooms will be hosted on MS-TEAMS / CANVAS, and one-to-one conversations with students one essay preparation and other matters will be held on MS TEAMS.

Class-room:

Where room capacity and social distancing are possible, occasional class-room based seminar discussions will be held on campus at UCC. Shorter classes with longer breaks to air rooms will be held. Weather permitting, classroom discussions may be held outside.

Off-Campus:

As explorations of Governmentality in action, the class will incorporate Off-Campus walking tours in the local urban environment of Cork City, examining themes such as policing, public health, housing, work, welfare, street surveillance and so forth. Prior readings will be circulated, routes pre-arranged, and led by members of staff, with a pre-briefing held in UCC.

These events are weather-dependent, but also rely on diligent social-distancing and compliance with health-protocols. They are intended as opportunities for active-learning, interrogating the governmentality of social spaces and ethnographies of the subjective experiences of urban life.

Further digital ethnographies of on-line spaces of governmentality will also be held as part of this module, with precautions around anonymity, personal data and privacy, and good digital citizenship.

Rethinking Borders

SC6638: Semester 1.

Coordinator: Dr. Tracey Skillington

Teaching Tracey Skillington; Amin Sharifi Isaloo

With the ongoing re-ordering of the international order of sovereign states, both territorially in terms of continuing expansions, socially and culturally with greater pluralisation, the function, nature and meaning of sovereign borders continue to evolve.

At present, for instance, there are more than 1,636 designated points of entry into the European Union and an estimated 900 million people crossed these border points in recent years (pre-Covid-19). Other borders, having disappeared or become less relevant, remain emotive symbols of social injustice (e.g., the Berlin Wall). Yet others, along EU member states' major sea fares gain notoriety today as sites of mass human (migrant drownings) and ecological tragedy (oil spills, destruction of marine life). Europe's external borders also continue to change and extend outwards. In light of such intense activity, we may ask where do the parameters of contemporary Europe's borders begin and end?

While Europe's 'hard' borders appear as the flesh of more general efforts at boundary creation/maintenance, impending geo-political territorial shifts represent much more than just territorial expansions (e.g., claims to land and sea resources). They also signify important shifts occurring in geo-political responses to declining natural resource reserves in a heating planet. Territorial enlargements raise important questions about the evolving political, geographical, social and ethical function of sovereign borders, especially in terms of their ability to define 'ownership of' dwindling resources.

Because states more generally are shaped increasingly by the trajectories of globalizing, mobile (planetary movements) and migratory worlds, the process of 'bordering' becomes an ongoing process of interpretation and translation, one characterized by protracted moments of closure, as well as openness. The powerful operative effects of the triple realities of migration, planetary changes and globalization means that the sovereign state or even a federation of states like the EU, can never totally determine the boundaries delimiting its interactions with a changing 'outside' world. Both in terms of their distinct character and major consequences arising from them, border practices are increasingly dependent upon developments occurring within this global order. For instance, the international fight against organized crime, natural resource led conflicts, terrorism, pandemics, natural disasters, human and drug trafficking, cybercrime, etc. Heavier financial investments recently in the rationalization of Eurojust, as well as the further militarization and surveillance of Europe's hard territorial borders (for instance, Frontex, Eurosur) are at the centre of contemporary interpretations of a 'Europe that protects'. Attempts to further link the issue of borders with that of 'solidarity in immigration and asylum matters' suggest a desire to make integrated border management not only central to the issue of security, but also current debates on democracy, rights and responsibilities.

Because of the extension of global networks, movements and flows into Europe's national/regional/local spaces and beyond, the relationship between its internal and external borders is becoming more complex. Regarding Europe's internal borders, the assumption can be made that the movement is towards a 'controlled suspension of borders' between states within the EU, potential future partners and associated states like Norway. Under the Schengen Agreement, for example, Europe resembles more a networked geo-political system. Add to this, new economic and social cleavages emerging around the theme of development co-operation (for instance with Africa and Asian countries), or that of security co-operation (Russia) which do not stop at traditional territorial hard borders. Today, as internal borders become more open, they also simultaneously becoming more exclusionary.

With the 'thawing' of some borders, there is concomitant movement towards the 'hardening' of others, in particular Europe and the US's external borders. The externalization of Europe's borders, for instance, to countries like Morocco or Libya, as a practice of territorial protection, puts Europe's new borders outside its own legal territorial limits (e.g., detention centers established in third countries for the examination of migrant candidates). In this way, identity markers of inclusion/exclusion are re-territorialized, as older boundaries of exclusion are annexed to new, less visible, remote border mechanisms. Similarly, borders, both soft and hard, have become more central to Europe's contemporary policy discourse on immigration, security, freedom, and justice. Europe's current immigration and security policies, for example, are defined as a dialogue *about* difference rather than a dialogue *with* difference. As a dialogue about difference, immigration and security policies become more a critical response to the growing empirical proximity of difference in the form of 'the stranger' and globally determined risks (e.g., climate change, terrorism, pandemics). The universally applicable rights of the global citizen to hospitality in this instance are interpreted as secondary to the territorial and sovereign privileges of the host to speak and legislate the terms of this dialogue.

We will assess how territoriality proves increasingly to be a key feature of this dialogue about (not with) difference, as it is defined above. Because borders are always evolving, re-emerging/reconfiguring, they are forever being defined at the edges of new spaces of possibility, both virtual and real (border crossing points, detention, processing centers, practices of deportation, quarantine, etc.). These are the spaces where the fate of the stranger, who is neither fully present (included) nor absent (excluded), is determined. Borders in this instance become spaces of 'undecidability' which, in their very subjectification of difference (in the figure of the stranger), become complicit in rendering hospitality conditional on which classification system under which the stranger can be categorised.

Course delivery

This course is organised into eight sessions (Mondays, 10-1, Semester 1). The first five will be delivered by Dr. Tracey Skillington. The following two will be delivered by Dr. Amin Sharifi Isaloo. The last session, dedicated to preparing an online presentation on a chosen topic, will be with Dr. Skillington.

The first five sessions will be centred on the following themes:

Conceptualising borders - this session will examine how the sociological and political science literature defines borders and practices of 'bordering', noting differences between hard and soft borders. Second, it will assess how border practices are applied with the EU and US contexts and the challenges border practices pose in terms of states' commitments to human, civil and political rights.

The evolving nature of sovereignty as a consequence of specific historical-political, social and environmental processes of change.

Theoretical positions in favour of largely closed borders versus those in favour of open borders - outlining the main arguments put forward on each side.

Sovereignty over the seas and their resources - a new battleground for ownership.

Adapting border practices to global challenges - a democratic approach. Living with movement and change.

Session 6 and 7 (delivered by Dr. Amin Sharifi Isaloo will centre on the following themes:

1) Borders and security- To respond to the current immigration crisis, some leading figures highlight our security and development to form the public sphere and to justify building border walls, walling and making rigid policies. Through empirical illustrations of specific border practices, this session will demonstrate that the walling mechanism and building walls not only increase insecurity, isolation, uncertainty and a mutual lack of understanding, but also undermines human values and rights, which in turn provoke an aggressive manner and behavior towards the 'others' and 'outsiders',

2) Border walls and walling- This session will address how these border walls and fences have significantly increased the tendency to legitimize the walling of asylum seekers and refugees during the last three decades.

Readings:

Bissonnette, A. and Vallet, E. (2021) *Borders and Border Walls: In-security, Symbolism, Vulnerabilities*, London; New York: Routledge - Chapter 1, pp. 7-16 and Chapter 11, pp. 185-198.

Castañeda, E. (2020) Introduction to 'Reshaping the World: Rethinking Borders', *Social Sciences*, 9 (214), PP. 1-12

Human Rights Watch Report (2008) 'Stuck in a Revolving Door: Iraqis and Other Asylum Seekers and Migrants at the Greece/Turkey Entrance to the European Union', www.hrw.org, XVI. Surviving in Greece, pp. 106-121.

Tazzioli, M. (2016) Border displacements: Challenging the politics of rescue between Mare Nostrum and Triton, *Migration Studies*, 4(1), PP. 1-19

Trimikliniotis, N. (2020) *Migration and the Refugee Dissensus in Europe: Borders, Security and Austerity*, London; New York: Routledge – Chapter 3, pp. 63-91

Further readings will be supplied prior to each weekly session.

Gender and Catastrophe SC6641/7641 (Semester 1)

Dr Theresa O’Keefe
Department of Sociology and Criminology
theresa.okeefe@ucc.ie

Credit Weighting: 10

Semester(s): Semester 1.

Teaching Method(s): 6x half day(s) Seminars. (online)

What can feminist analyses reveal about the causes of and responses to catastrophes? How does gender shape the ways in which catastrophes are defined, experienced or overcome? Gender and Catastrophe examines the gendered dimensions of global emergencies and explores feminist perspectives on how global catastrophes are defined, prioritised and attended to. Crises of climate, capitalism, war and conflict, and wider human security concerns like migration, political instability, and violence will be considered alongside feminist mobilisations and resistances.

The module brings together feminist security studies, conflict studies, feminist political economy and ecology to ask sociological questions about some of the most pressing issues of our time.

Module Objective: To introduce and critically explore theoretical analyses of gendered dimensions of conflict, disaster and security.

Learning Outcomes:

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

Demonstrate knowledge of key gender issues in relation to conflict, disaster and security.

Critique and evaluate key concepts, ideas and approaches

Analyse and critique feminist theories of conflict, disaster and security outlining the development, strengths and weaknesses of the field.

Mode of Delivery: Online, live + discussion forum.

Assessment: Total Marks 200: (Essay (3000-4000 words) - 150 marks; Discussion Facilitation -50 marks)

Penalties (for late submission of Course/Project Work etc.): Work which is submitted late shall be assigned a mark of zero (or a Fail Judgement in the case of Pass/Fail modules).

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

Structure

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.

This module runs over 6 sessions:

1 introductory session

5 intensive, half day workshops each focusing on a specific theme.

All of these sessions will be conducted via TEAMS unless otherwise noted.

The workshops will be run like an advanced reading group and will therefore require preparation and participation. Each workshop will have an associated package of materials which may include readings, powerpoint slides, videos and additional resources made available through Canvas.

To prepare for a workshop all module participants will be required to review assigned reading and learning materials. Much like an intensive reading group, we will then hold online discussions centred around the assigned material. These discussions will be led by discussion facilitators responsible for setting up and guiding the class discussion. This role will rotate amongst participants throughout the duration of the module.

Below you will find the list of themes, required and recommended readings. These readings will be supplemented by additional learning materials made available through Canvas. An updated list of resources will be provided in advance of each meeting.

Workshop Themes and Dates

Week 1 Module Orientation and Introductions (17th September)

Week 2: Violence, War and Peace (1st October)

Week 3: Migration (8th October)

Week 4: Crises of Capitalism (15th October)

Week 5: Climate Crisis and 'Natural' Disasters (22nd October)

Week 6: Resilience and Resistance (5th November)

Indicative Reading List:

Agarwal, B., 2000. Conceptualising environmental collective action: why gender matters. *Cambridge journal of economics*, 24(3), pp.283-310.

Di Chiro, G., 2017. Welcome to the White (M) anthropocene?: A Feminist-environmentalist Critique. In *Routledge handbook of gender and environment* (pp. 487-505). Routledge.

Shiva, V. and Bandyopadhyay, J., 1986. The evolution, structure, and impact of the Chipko movement. *Mountain research and development*, pp.133-142.

Ross, L.J., 2005. A feminist perspective on Hurricane Katrina. *off our backs*, 35(9/10), pp.11-13.

Enarson E, Morrow BH. Why gender? Why women? An introduction to women and disaster. *The gendered terrain of disaster: Through women's eyes*. 1998:1-0.

Fordham, M.H., 1998. Making women visible in disasters: problematising the private domain. *Disasters*, 22(2), pp.126-143.

Petchesky, R.P., 2016. Biopolitics at the crossroads of sexuality and disaster: The case of Haiti. In *The Ashgate Research Companion to the Globalization of Health* (pp. 191-212). Routledge.

George, L., Norris, A.N., Deckert, A. and Tauri, J. eds., 2020. *Neo-Colonial Injustice and the Mass Imprisonment of Indigenous Women*. Palgrave Macmillan.

García-Del Moral, P., 2018. The Murders of Indigenous Women in Canada as Femicides: Toward a Decolonial Intersectional Reconceptualization of Femicide. *Signs: Journal of Women in Culture and Society*, 43(4), pp.929-954.

Razack, S.H., 2016. Gendering disposability. *Canadian Journal of Women and the Law*, 28(2), pp.285-307.

Lane, T.M., 2018. The frontline of refusal: indigenous women warriors of standing rock. *International Journal of Qualitative Studies in Education*, 31(3), pp.197-214.

Lentin, R., 2000. The feminisation of catastrophe. *Global Feminist Politics*, London: Routledge.

Wibben, A.T., 2010. *Feminist security studies: A narrative approach*. Routledge.

- Emejulu, A. and Bassel, L., 2015. Minority women, austerity and activism. *Race & Class*, 57(2), pp.86-95.
- Emejulu, A. and Bassel, L., 2017. Whose crisis counts? Minority women, austerity and activism in France and Britain. In *Gender and the economic crisis in Europe* (pp. 185-208). Palgrave Macmillan, Cham.
- Dirik, D., 2018. The revolution of smiling women: Stateless democracy and power in Rojava. In *Routledge Handbook of Postcolonial Politics* (pp. 222-238). Routledge.
- Frazier, C.M., 2016. Troubling ecology: Wangechi Mutu, Octavia Butler, and black feminist interventions in environmentalism. *Critical Ethnic Studies*, 2(1), pp.40-72.
- King, Y., 1995. Engendering a peaceful planet: Ecology, economy, and ecofeminism in contemporary context. *Women's Studies Quarterly*, 23(3/4), pp.15-21.
- Bee, B.A., Rice, J. and Trauger, A., 2015. A feminist approach to climate change governance: Everyday and intimate politics. *Geography Compass*, 9(6), pp.339-350.
- Bauhardt, C. and Harcourt, W. eds., 2018. *Feminist political ecology and the economics of care: In search of economic alternatives*. Routledge.
- Shepherd, L.J., 2009. Gender, violence and global politics: Contemporary debates in feminist security studies. *Political Studies Review*, 7(2), pp.208-219.
- Lux, J. and Wöhl, S., 2015. Gender inequalities in the crisis of capitalism: Spain and France compared. In *New Directions in Comparative Capitalisms Research* (pp. 101-117). Palgrave Macmillan, London.
- Brown, W., 2019. *In the ruins of neoliberalism*. Columbia University Press.

Sociology of Sustainable Development

SC6631 / SC7631 (Semester 1)

Dr. Gerard Mullally

A shift in register in environmental discourses in the late 1980s from environmental threat to sustainable development marked an official recognition that environmental problems are fundamentally social problems, but are also simultaneously global problems too (Szerszynski, Lash and Wynne 1996; Beck 1999). The ascendance of the discourse of sustainable development promised a fundamental and qualitative shift in the relationship between human society and nature.

In perhaps the most recognisable formulation sustainable development has been defined as 'development that meets the needs of the present without compromising the needs of future generations to meet their needs' ('Our Common Future', 1987) The definition goes on to point out that sustainable development contains within it two main concepts: the concept of needs in particular the essential needs of the worlds poor, to which overriding priority should be given; and the idea of limitations imposed by the state of technology and social organization on the environments ability to meet present and future needs Irwin points out that the concept of sustainable development was essentially the marriage of developmentalism (as a commitment to economic development) and environmentalism, which is neither straightforward nor without its critics e.g. Sachs (1999). Yet the discourse of sustainable development is an actively created framework for understanding our period in history (Irwin 2001). Sustainable development has been characterised as a latter day equivalent of a grand narrative 'a way of seeing the present in the perspective of the future...with a societal storyline for justifying change' (Myerson and Rydin, 1996). As Lafferty points out a realisation of sustainable development, particularly in the area of production and consumption and issues of global equity implies a transformative programme - a reorientation of the basic tenets of Western liberal-pluralist – capitalist society.

With such monumental claims invested in the concept is it not perhaps sociologically naïve to begin from a *policy-oriented* discourse? The focus of this module is to explore the idea put forward by Irwin that the policy discourse acts as a window on several central sociological themes. These include: the call for fundamental social and institutional change at all levels of society from the global to the local; a quasi-religious sense of *togetherness* and *globality* as the *human family* struggles to deal with its problems; the notion that democracy, participation and empowerment are seen integral to sustainable development; and the evocation of a shared crisis.

The module has two dimensions:

The first critically examines the construction, elaboration and evolution of the discourse of sustainable development on an international and global level as a transformative project that attempts to reconceptualize the relationship between humanity and nature. It begins from the premise that sustainable development is, above all, a cultural form consisting of words, concepts, propositions, explanations, meanings and symbols, that

provide legitimation to a range of distinct actors and agents to engage in certain kinds of action and to create certain kinds of institutions (Strydom 2002). Particular attention will be paid to the role of international actors like the United Nations, the OECD, the EU and transnational actors such as the global environmental movement and how they both coalesce and divide on the present and future direction of human social development.

The second takes the example of Ireland as an illustrative case study of a country that has effected an economic transformation from one of the most underdeveloped countries in Western Europe to a much-vaunted exemplar of successful modernization by bodies like the EU and OECD. The emphasis will be on the ambivalent encounter between the discourse of sustainable development with its emphasis on themes of integration, equity, balance and futurity and the experience of recent and rapid social and cultural transformation of Ireland. As economic development brings not just an accumulation of materials but also materialism there is a growing sense of cultural malaise becoming evident in increased levels of protest over development options in Ireland. Particular attention will be given to how this relates to the transformative project of sustainable development and is revealed in discourses of environment and development.

Workshop 1: The Concept and Discourse of Sustainable Development.

- concept and contestation
- cognitive, normative and regulative aspects of sustainable development
- convergence and divergence

Readings:

Connelly, Steve (2007), 'Mapping Sustainable Development as a Contested Concept', *Local Environment*, Vol. 12, No. 3, 259-278.

Jabareen, Yosef (2008), 'A New Conceptual Framework for Sustainable Development', *Environment, Development and Sustainability*, 10, 179-192.

Kallio, Tomi J., Nordberg, Piia and Ahonen, Ari (2007), 'Rationalizing Sustainable Development – A Critical Treatise', *Sustainable Development*, Vol. 15, pp. 41-51.

Lafferty, William M (2004), 'Introduction: Form and Function in Governance for Sustainable Development', in W.M Lafferty (ed.), *Governance for Sustainable Development: the Challenge of Adapting Form to Function*, Cheltenham and Northampton: Edward Elgar, pp. 319-360

Morse, Stephen (2008), 'Post-Sustainable Development', *Sustainable Development*, 16, 341-352.

Workshop 2: Global Transformations, Local Transitions.

- Global Summits and Local Strategies
- European Horizons
- Local Experiences

Readings:

Baker, Susan (2007), 'Sustainable Development as Symbolic Commitment: Declaratory Politics and the Seductive Appeal of Ecological Modernisation in the European Union', *Environmental Politics*, Vol. 16, No. 2, pp 297-317

Göll, Edgar, and Lafond, Micheal (2002), 'From Rio to Johannesburg and Beyond: A Long and Winding Road', *Local Environment*, pp. 317-324.

Göll, Edgar, and Thio, Sie Liong (2008), 'Institutions for a Sustainable Development, Experiences from EU Countries', *Environment, Development and Sustainability*, 10, 69-88.

Rajamini, Lavanya (2003), 'From Stockholm to Johannesburg: the Anatomy of Dissonance in International Environmental Dialogue' *RECIEL*, Vol, 12, No.1, pp. 23-32.

Sneddon, Chris., Howarth, Richard. B., and Norgaard, Richard. B (2006), 'Sustainable Development in a Post Brundtland World, *Ecological Economics*, 57, pp. 253-268.

Von Frantzius, Ina (2004), 'World Summit on Sustainable Development Johannesburg 2002: A Critical Analysis and Assessment of Outcomes', *Environmental Politics*, Vol. 13, No.2, pp. 467-473.

Workshop 3: Socially Sustainable Development

- Social and Institutional Capital
- Social Movements and Sustainable Development
- Social Networks and Social Change

Readings:

Garavan, Mark (2007), 'Resisting the Costs of Development: Local Environmental Activism in Ireland: *Environmental Politics*, 16.5, 844-863.

Lehtonen, Markku (2006) 'Deliberative Democracy, Participation and the OECD Peer Reviews of Environmental Policies', *American Journal of Evaluation*, Vol. 27, No. 2, 185-200.

Newman, Lenore and Dale, Ann (2007), 'Homophily and Agency: Creating Effective Sustainable Development Networks, *Environment, Development and Sustainability*, Vol. 9, No. 1, 79-90.

Rydin, Yvonne and Holman Nancy (2004), 'Re-evaluating the Contribution of Social Capital in Achieving Sustainable Development', *Local Environment*, 9: 2, 177-233

Various (2006), 'Symposium: The Death of Environmentalism', *Organization and Environment*, Vol. 19, No. 1.

Workshop 4: Sustainable Ireland?

Readings:

Flynn, Brendan (2007), *The Blame Game: Rethinking Ireland's Sustainable Development and Environmental Policy*, Dublin and Portland: Irish Academic Press (Chapter 5)

Kelly, Mary (2007), *Environmental Debates and the Public in Ireland*, Dublin: Institute of Public Administration (Chapter 7)

Mullally, Gerard and Motherway, Brian (forthcoming 2008), 'Governance for Regional Sustainable Development: Building Institutional Capacity on the Island of Ireland', in John

McDonagh, Tony Varley and Sally Shorthall (eds.), *A Living Countryside? The Politics of Sustainable Development in Rural Ireland*, Aldershot: Ashgate.

Mullally, G (2006), 'Relocating Protest: Globalisation and the Institutionalisation of Organized Environmentalism in Ireland?' pp. 145-167 in L. Connolly and N. Hourigan (eds.), *Social Movements and Ireland*, Manchester and New York: Manchester University Press.

Tovey, Hilary (2007), *Environmentalism in Ireland: Movements and Activists*, Dublin: Institute of Public Administration.

Workshop 5: Emergent Sociological Theories of Climate Change

Readings:

Compston, Hugh *et. al* (2009), 'Climate Change and Political Strategy', [Special Issue] *Environmental Politics*, Vol. 18, No. 5.

Coughlan, Oisín (2007), 'Irish Climate Change Policy from Kyoto to the Carbon Tax: a Two-game Analysis of the Interplay of Knowledge and Power', *Irish Studies in International Affairs*, Vol. 18, 131-153.

Lever-Tracy, Constance (2008), 'Global Warming and Sociology', *Current Sociology*, 56: 455-484.

Yearly, Steven (2009), 'Sociology and Climate Change After Kyoto', What Roles for Social Science in Understanding Climate Change?' *Current Sociology*, Vol. 57: 389-405.

Workshop 6: Reflexivity and Societal Change

Readings:

Bang, Henrik P. (2003), 'Governance as Political Communication', Henrik P. Bang (ed.) *Governance as Social and Political Communication*, Manchester: Manchester University Press, pp. 7-26.

Mullally, Gerard (2008), 'Sustainable Development and Responsible Governance in Ireland: Communication in the Shadow of Hierarchy', in Seamus O' Tuama (ed.), *Critical Turns in Critical Theory*, Taurus

Usui, Yoichiro (2007) 'The Democratic Quality of Soft Governance in the EU Sustainable Development Strategy: A deliberative Deficit', *Journal of European Integration*, 29, 5, pp. 610-633.

Voß, Jan-Peter and Kemp, Rene (2005), 'Reflexive Governance for Sustainable Development: Incorporating Feedback in Social Problem Solving', Paper for IHDP Open Meeting, Bonn October 9-13.

February Friday

Mode of Delivery: The seminar is open to all students affiliated with the Irish Social Sciences Platform –ISSP. The module will be taught at UCC.

Social Pathologies, Civic Health, New Technologies SC6627 / SC7627 (Semester 2)

Professor Kieran Keohane

In the context of the ongoing Covid-19 pandemic and the Public Health Emergency measures that have come to frame all our lives, this seminar on the Social Pathologies of Contemporary Civilization explores the nature of contemporary malaises, diseases, illnesses and syndromes in their relation to cultural pathologies of social and bodies politic. Depression, anxiety, suicide & self-harm, disorders of consumption, stress-related illness, to name just a few of the epidemics that pre-existed and that have been amplified -and masked by Covid - are typically interpreted clinically in terms of individualized symptoms, framed epidemiologically. They are represented and responded to discretely, as though for the most part unrelated to each other; each having their own professional discourses of etiology, diagnostics, therapeutics, as well as their task forces developing public health strategies and interventions. However, these diseases also have a social and cultural profile, one that transcends the particularity of their symptomology and their discrete etiologies. These pathologies are diseases related to disorders of the collective esprit de corps of contemporary civilization.

The current Covid 19 pandemic that has amplified and intensified all of these pre-existing epidemics is itself a social pathology of contemporary civilization in so far as its origins and aetiology are rooted in our voracious zoophagia, transgressing & erasing all limits of species and habitats, and the wider, deeper and overarching existential threats of climate breakdown & species extinction. The Covid 19 pandemic is only one form of pathological contagion, for the contemporary world is also characterized by ‘contagions of the will’, political ideologies, extremisms, populist authoritarianisms that spread mimetically, and in which new media technologies and platforms have played a central role in splitting & dividing the social body, amplifying animosities, hatreds and scapegoating. Late-modernity’s ecocidal-maniacal tendencies are all anchored in and related in turn to the insidious and pervasive dissolution of traditions, values, ideals, and holistic mythopoetic consciousness as sources of meaningfulness and good models to emulate. The late-modern condition is one of disenchantment, fragmentation, a dearth of good models and loss of sense of coherence that are essential to health, well-being and human flourishing. The seminar will address the current pandemics -microbiological, corporeal and bio-psycho-social, sociological-political-spiritual, ecological and civilizational holistically, that is to say as an integral whole, but diagnostically and therapeutically, for Heidegger’s (1977) insight that ‘where danger is, grows the saving power also’ suggests that well-springs of recovery & salutogenesis may lie close to hand, nearby the sources of the pathogenic currents of contemporary civilization, in accordance with an ancient cosmology wherein the river of life and the river Styx, Anna Livia Plurabelle and Proteus, the old man of the sea, all flow into one another in a continuous cycle of eternal recurrence; and the spring of Lethe –forgetfulness, senility, and death is close beside the spring of Mnemosyne, source of the muses’ inspiration, creativity and regeneration.

In this context, framed with ongoing reference to our collective common experience of the current pandemic, our seminar is interested in theories and methodologies, experiences and practices that speak across levels ranging from individual illnesses & malaises [whether ‘depression’, ‘anxiety’, ‘dementias’ or whatever] to collective foundations of economy & society, to transcendent horizons of ideas by the light of which may guide us towards recovery and the good life.

Mode of Delivery: 12 x 2hour seminars (blended learning methods)

Assessment:

Students must attend seminars and participate in classroom discussions. In addition, students will write a research paper (max 5,000 words) on a topic of their own choosing that relates to an issue that we have addressed on the course.

Some indicative readings:

Antonovsky, A. (1979): *Health, Stress and Coping*. San Francisco: Jossey-Bass Inc.

Dufour, D.R. (2008): *The Art of Shrinking Heads: On the New Servitude of the Poor in an Age of Total Capitalism*. Cambridge: Polity Press.

Durkheim, E. (2002) [1897] *Suicide*. London: Routledge

Keohane, K., Petersen, A. (Eds.) (2013): *The Social Pathologies of Contemporary Civilization*. Farnham: Ashgate

Keohane, K. (2020) "Sacrifice, Gift, and General Economy: Moral Foundations for Rebuilding Economy and Society after Coronavirus". *Constellations* 2020 1-14.
Lawtoo, N. (2019) *(New) Fascism: Contagion, Community, Myth*. East Lansing: Michigan State University press.

Sik, D, Petersen, A. van den Bergh, B, Keohane, K [et al] "Reflections on a post-covid landscape: from grieving to hopeful & therapeutic solidarities". Online seminar

Petersen, A. Keohane, K. van den Bergh, B. (2017) *Late Modern Subjectivity and its Discontents*. London: Routledge.

Plato (1997): *Republic*. translated by J.L Davies & D.J. Vaughan. London: Wordsworth Editions

Rosa, H. (2015) *Social Acceleration: A New Theory of Modernity*. Mew York: Columbia University Press

Sennett, R. (1998) *The Corrosion of Character: The Personal Consequences of Work in the New Capitalism*. New York: Norton

Salecl, R. (2011): *The Tyranny of Choice*. London: Profile Books.

Taylor, C. (2007): *A Secular Age*. Cambridge MA: Harvard University Press.

Vico, G. (1999) [1744]: *New Science*, London: Penguin

Sociology of the Public Sphere

SC6626 / SC7626 (Semester 2)

Dr. Patrick O'Mahony

The public sphere is an often-referenced concept in sociology and it has claims to constitute one of its basic theoretical components. However, the concept is still relatively under-developed beyond the early pivotal contributions of Jurgen Habermas, the ongoing critique of this work, especially that inspired by Negt and Kluge's contribution in the 70's in, amongst others a feminist direction, some important essays by Nancy Fraser, Habermas's own later contributions, and some comparatively recent work such as that of Emirbayer and Sheller, Mayhew and Hauser, and others. Much of this work is written from a normative standpoint addressing the relationship between communication in the public sphere and the role of the public in democratic societies. While the normative tenor of this work is to be welcomed, since the concept of the public sphere must address the relationship between public communication and democratic institutions, much is also left out by a failure to attend to how public communication can actually be conceptualized and analysed in specific contexts and within and across issues. The normative emphasis also needs radical sociological supplementation for a fully developed theory of the public sphere to be possible.

Readings for the course will broadly follow the indicative themes outlined below. At the first session, proposals are put forward regarding the further development of the course and relevant student interests taken into account.

The aim of the course is for students to gain familiarity with the sociological value of the concept of public sphere as a foundational concept for grasping all kinds of societal reflection, discussion and deliberation of a public nature. The readings for the course will follow the themes outlined below. Some indicative readings are also supplied below. The course will run through the second semester in two-hour blocks.

Course Themes

Habermas's foundational account of the structural transformation of the public sphere and its later reception;

Historical accounts of the evolution of the public sphere;

Habermas's later work on deliberation, discourse ethics and the public sphere

The public sphere and liberal-representative elitism;

Radical alternative accounts of the public spheres;

Cognitive sociology as a new foundation for theorizing and applying the concept (see O'Mahony below in indicative readings).

Indicative Reading

Asen, R. and Brouwer, D. 2001. *Counterpublics and the State* State University of New York.

Calhoun, Craig (Ed.). 1993. *Habermas and the Public Sphere*. Cambridge, Massachusetts: MIT Press.

Cohen, J. L. & Arato, A. 1992. *Civil Society and Political Theory*. Cambridge, Mass: MIT Press.

Emirbayer, M. & Sheller, M. 1999. 'Publics in History', *Theory and Society*, 27 (6), 727-779.

Ferree, M., Gamson, W. A., Gerhards, J., Rucht, D. 2002. 'Four Models of the Public Sphere in Modern Democracies', *Theory and Society*, 31, 289-324.

Fraser, N. 1990. 'Rethinking the Public Sphere: A Contribution to the Critique of Actually Existing Democracy', *Social Text*, 25/26, 56-80.

Habermas, J. 1996. *Between Facts and Norms*. Cambridge: Polity Press.

Hauser, G. 1999. *Vernacular Voices: The Rhetoric of Publics and Public Spheres*, University of South Carolina Press.

Negt, O. & Kluge, A. 1993. *Public Sphere and Experience*. Minneapolis: University of Minnesota Press.

O'Mahony, P. 2013. *The Contemporary Theory of the Public Sphere*. Oxford: Peter Lang

Feminist Epistemologies: Feminisms, Sexuality and Society

SC6639 (Semester 2)

Prof. Maggie O'Neill

There have been enormous shifts in the way that we understand sex, gender and sexualities in contemporary society, informed by feminisms including postfeminisms, black and intersectional feminisms, masculinity studies, Lesbian, Gay, Bi-sexual, Queer and Transgender activism and scholarship. Yet, despite these changes and the impact upon Sociology and Criminology much sociological research remains heteronormative. The course examines these shifts through a range of theoretical debates and cultural forms and practices ('sites of oppression' and 'sites of resistance'). The first part of the course engages with the historical, contested and critical development of feminisms; the 'turn to culture' and feminisms intersection with psychoanalytic theory, postmodernism and post-colonialism; the relationship between gender and sexualities including 'doing' or 'performing' gender; theorising sexual politics, 'difference' and the body; contested meanings, categories and analyses and their "complex interimplications" (Butler 1997, Richardson 2007). The second part of the course looks at: contemporary debates (for e.g., identity politics; sexual citizenship, the law and anti-discrimination legislation; sex work; sexual violence and abuse; sexual harassment; media and popular culture); cultural forms and practices, sites of contestation and struggle, 'sites of resistance,' activism, including Transgender studies.

Individual or Group seminar presentations will take place (*20 mins supported by PowerPoint slides*) related to a specific lecture/workshop topic /reading OR a self-selected topic that concerns issues of feminisms, gender/sexuality and society.

Assessment will be based on a seminar presentation and the submission of a 3,000 word seminar paper/essay.

The seminar presentation should be well structured and timed and based on clarity, analysis and relevance, creativity and use of evidence /relevant resources.

Indicative Reading

Brah, A . and Phoenix, A. (2004) Ain't I a Woman? Revisiting intersectionality, *Journal of International Women's Studies* 5(3):75-86.

Brooks, A. (1997) *Postfeminisms* London: Routledge

- Bryne, B. (2015) Rethinking Intersectionality and Whiteness at the Borders of Citizenship *Sociological Research On Line* 20(3), 16.
- Butler, J. (1990) *Gender Trouble: feminism and the subversion of identity*. London and New York: Routledge.
- Collins, P.H. (1990) *Black Feminist Thought* London & New York: Routledge.
- Davis, K. (2008) Inter-sectionality as buzzword. *Feminist Theory* 9 (1) :67-85.
- Fitzgerald, S. and McGarry, K. (2018) [eds.] *Realising Justice for Sex Workers*. Rowman & Littlefield International.
- Fraser, N. (2013) *Fortunes of Feminism: From State-Managed Capitalism to Neoliberal Crisis*. London & New York: Verso.
- Grosz, E. (1995) *Space, Time and Perversion*. London and New York: Routledge.
- Hall, D. Jagoose, A. Bebell, A. and Potter, S. (2013) *The Routledge Queer Studies Reader*. London & New York: Routledge.
- Haraway, D. (2016) *Manifestly Haraway*. Univ Of Minnesota Press.
- Laing, M. Pilcher, K. and Smith, N. (2015) *Queer Sex Work*. London:Routledge
- Trinh T. Minh-Hah (1991) *When the Moon Waxes Red: representation, gender and cultural politics*. London & New York:Routledge.
- Nash, J.C. (2008) Re-thinking Intersectionality in *Feminist Review* 89 (1): 1-15.
- Plummer, K. (2008) Studying Sexualities for a Better World: Ten Years of *Sexualities, Sexualities*. 11 (1-2):7 – 22.
- Richardson, D. (2000) Claiming Citizenship? Sexuality, Citizenship and Lesbian/Feminist Theory, *Sexualities* 3 (2):255 – 272.
- Robinson, V. and Richardson, D. (2015) *Introducing Gender & Women's Studies*. Palgrave/Macmillan.
- Rubin, G. (2011) *Deviations*. Duke University Press Books
- Sanders, T. O'Neill M. and Pitcher, J. (2017) *Prostitution:sex work, policy and politics*. London: Sage.
- Smith, V. (2013) *Not just race, not just gender: Black Feminist Readings*. London:Routledge

Stryker, S. and Whittle, S. (2006) *The Transgender Studies Reader*. London and New York: Routledge.

Yuval-Davis, N. (2006) Intersectionality and Feminist Politics *European Journal of Women's Studies* 13:193-209.

Sociology of Sustainability and Global Challenges Programme

Programme Directors:

Dr Ger Mullally (on sabbatical until 2022) and Dr Theresa O'Keefe

Course Description:

The Department also offers an MA in the Sociology of Development and Globalisation. This programme was launched in 1990 and grew out of a long-standing interest in development issues within the Department. The importance and continuing relevance of an analysis of the global nature of our current world, at both the structural and cultural levels, is illustrated by the street confrontations over the World Trade Organisation's meetings and by the less volatile, but pervasive "McDonaldisation" of culture and consumerism. However, at the same time, examples of resistance and conflict exemplified by events in Chechnya, East Timor, Kosovo, Rwanda, and Palestine remind us of the

importance of the local and the specific in understanding regional developments as they articulate with the wider global trends. In our teaching and research, we draw on both sociological and anthropological perspectives. We are particularly interested in developing new ways of thinking about development and globalisation and the practice and policy implications of alternative approaches. The programme is premised on the assumption that while we can talk about “one world”, it is still a very unequal world, and increasingly so, and that this inequality needs to be both analysed and challenged. Therefore, the programme attempts to analyse critically the processes of the globalisation of poverty and inequality and explores alternative strategies of development by which people can liberate themselves from the structures and ideologies of domination. In the programme we recognise that poverty and inequality are not only about access to resources, but are based on ways of knowing, thinking, and feeling.

Students registered for this programme must take SC6642 Social Theory and Climate Justice and SC6631 Sociology of Sustainable Development as well as SC6614 Sociological Methodologies

Seminars Offered:

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M.A. Assessment and Dissertation Requirements

Seminar and Dissertation Requirements

The MA programme is made up of seminars and a minor dissertation (20,000 words). Five seminar papers comprise **60%** of the total mark for the M.A. The remaining **40%** is made up by the dissertation.

Seminar Papers

All MA in Sociology and MA in the Sociology of Globalisation and Development students must take the **Social and Sociological Theory** and **Methodology and Methods courses** (see above for details) plus **three postgraduate seminars**. Both of the compulsory courses have **5 -6000 word** assignments, each worth **10 credits**.

Seminars are held in both the first and second terms (see timetable below). You must submit a seminar paper for each seminar you take. Each seminar paper should be approximately **5-6000 words** in size and is worth **10 credits**.

Two copies of each paper must be submitted to the Department Office by a stated deadline, where they will be date stamped. Papers will be indicatively graded and returned to you normally within one month of their submission. Final grades will be confirmed by the External Examiner in June. **Penalties (in the form of reduced marks) will be imposed for late submissions.**

- 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.

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 at: <http://libweb.anglia.ac.uk/referencing/harvard.htm>

Dissertation

You should be planning your dissertation right from the beginning of the year. From February onwards it will be your primary concern as an MA student. A draft copy should be submitted to your supervisor by June, and a final copy by September. This deadline is strictly imposed by the Examinations Office, and **under no circumstances are extensions granted.** Students submitting work after this date must re-register and pay fees.

The Dissertation

You will work with a supervisor in defining and planning the work for your dissertation. Supervisors will normally be allocated in February of each year. Some of you may have already established who you would like your supervisor to be in light of your research interests. However, you will have to complete a form early in the year indicating your research interest and your first and second choice of supervisor. **You should meet with your supervisor as soon as possible** once you have been allocated one and then **at least once per month** throughout the year.

Presentation and Return of Work

Students must submit two copies of all work for assessment.

Two copies of all seminar papers must be submitted by stated deadline.

Two unbound copies of the thesis are to be submitted to supervisors on or before the submission to the examinations Office in early October. Reader's reports will be completed and agreed upon prior to the Internal Examinations Board meeting in November.

All **final** work submitted for evaluation (seminar papers and dissertation) must be typed and bound, **and** must be free of spelling, typographical and grammatical errors. You are strongly advised to check, and double check, all papers and theses for errors before submitting them. Work which does not conform to the standards of presentation specified in the University Marks and Standards may be penalised or refused.

The reading of drafts of seminar papers is a matter for negotiation between the staff member and the student. Supervisors will read and comment on drafts of theses provided they are submitted at a time that permits this. Note that supervisors may not always be readily available during the summer months due to vacation and research commitments. You should make appropriate arrangements to have contact with your supervisor regarding the reading of draft material during the summer period.

Normally drafts of seminar papers or chapters of theses will be returned within two weeks of submission. Drafts of completed theses will be returned within four weeks of submission. Students should take note of these times and schedule their submission accordingly.

N.B. Students are not allowed to present the same material for more than one seminar paper.

Assessment Procedures

All postgraduate work, seminar papers and theses, will be read by **two** members of staff. In addition your thesis will be read by the external examiner whose role it is to oversee the consistency of grading in the department and the overall standard of the department.

Re-Registration

Students who fail to complete their work within the specified time-period require the permission of the Head of Discipline to re-register. Students who fall seriously behind in their work may not be permitted to re-register as full-time students. Students who register 'for examination only' are not entitled to supervision.

OTHER MATTERS

Postgraduate Representation

Department meetings take place approximately once per month. Postgraduate students have right of representation at these meetings (except for meetings dealing with restricted business). Representatives are elected by registered postgraduate students. Elections should take place as early as possible in the academic year.

Resource Centre

The Department of Sociology has a Resource Centre that provides reading materials for all courses in Sociology. Ms Paula Meaney, the Resource Centre manager, will also be happy to give you advice and guidance.

The Resource Centre is located on the ground floor of ASKIVE, the main Sociology building on Donovan's Road.

Opening Hours:

Monday: 10.30 am to 12.30 p.m
Tuesday, Wednesday: 9.30 a.m. to 12.30 p.m.
Thursday: 10.30 a.m. to 12.30 p.m.
Friday: 9.30 a.m. to 12.30 p.m.

Student Experience Committee

The Department has a Student Experience Committee that consists of elected student representatives for the different courses and years, and a number of members of staff. The committee meets twice each term 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 is one of the few departments at UCC with such a committee, but its effectiveness depends upon the importance given to it by students.

Good academic practice guidelines for students.

Dept. of Sociology, UCC.

All work submitted by students of the Department of Sociology, UCC is expected to represent good academic practice.

Students are advised to ensure they make use of RED @UCC (Resources for Education) to familiarize themselves with some of the issues around academic cheating but also to be aware of what constitutes good academic practice.

Both RED@UCC and internal documentation supplied by the Dept. of Sociology (style sheet and handbook) - available on the department home page - provide information about referencing, writing and academic misconduct.

The University has produced a plagiarism policy <http://www.ucc.ie/en/exams/procedures-regulations/> that clearly outlines what constitutes plagiarism and the procedure to be followed when a case of plagiarism is suspected. This document informs all Department policy in such instances.

In the case of suspected plagiarism in ‘non-invigilated’ assessment (e.g. essays/dissertations), the assignment in question will be, in the first instance, referred to the Head of School/Dept. or nominee.

If the HOS, HOD or nominee deems that there is a case to answer, the case can be either passed to the Exams and Records office, or a penalty can be applied locally.

The penalties include:

- A reduction in mark
- Award of zero

If there is evidence of plagiarism (or other academic misconduct) the student will be given the opportunity to respond to the allegation via email or in person. If a meeting is held, students are entitled to have a witness (non-contributing) present.

If a penalty is applied locally, the student can choose to accept this penalty, or refer their case to the Exams and Records office (see the University Plagiarism Policy).

As a means of ensuring good academic practice, the Dept. of Sociology reserves the right to use Turnitin software on any and all student submissions.

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