Postgraduate Handbook

CKE55 MA Sociology
CKE56 Sociology of Development and Globalization

CKG 55 PhD Track Sociology
CKH 57 PhD Sociology

Sociology
University College Cork
Ireland

2019-2020
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ONLINE GRADUATE TEACHING RESOURCE:
Canvas
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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 Shelley O’ Shea in the Departmental Office: +353-21-4902318/2894

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.

THE MASTERS IN SOCIOLOGY PROGRAMME

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). All incoming Masters Students are registered initially for the M.A. and take a required number of seminars (five in total). (Students who already have the M.A. and seek an MPhil are exempt from these requirements).

All MA Sociology and Sociology of Development and Globalization students are required to take five seminars in total from the programme.

This includes the ‘Social and Sociological Theory’ and the ‘Methodology and Methods’ seminars, which are compulsory for all Masters Students as well as three additional seminars from the programme outlined below.
Social and Sociological Theory Seminar

SC6608

Teaching Team: Staff

Co-Coordinator: Professor Arpad Szakolczai

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 3000 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.
Methodology and Methods Seminar
SC 6614

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.
In addition to the Social Theory and Methodology courses which are compulsory, all students must take a total of three other seminars from those listed below:

Globalization and Culture  
SC6623 / SC7623  
Dr. Theresa O'Keefe

Course Objectives

Globalization is a widely contested concept. The increased connectedness between people and places through information and communication technologies, the greater use of air travel, and global media news coverage are often presented as positive aspects of globalization. Some scholarship, however, argues such global social change is a product of the spread of global capitalism and the profound integration of economic and political systems, which in turn has created patterns of uneven development, widened social inequalities and fostered unequal power relationships. As such globalization as a sociological subject of enquiry contains many intricacies, tensions and conflicts as sociological theory wrestles with the contradictions that arise at the intersection of globalization and culture.

This advanced seminar provides you with the opportunity to explore the rich body of literature on the complex relationship between globalization and culture. Theoretical perspectives within sociology are utilized to explore how cultural changes linked to globalization have impacted on relationships between trans-national institutions, states, regions, ethnic groups and local communities. We will consider the social, political, economic and cultural complexities of globalization processes through an engagement with debates on global inequalities. The variable ways in which individuals, collectivities and states have been differentially affected by, responded to, resisted and/or sought autonomy from increasingly globalized economic and cultural conditions will also be examined through exploration of movements of resistance to globalization.
Listed as one of the most globalized countries in the world by *Foreign Policy* in 2002, Ireland presents one of the most interesting contexts in which to examine the relationship between inequality and globalization. During the Celtic Tiger period, many aspects of Irish culture were turned into commodities while Ireland itself became more culturally diverse (via immigration) yet polarized through direct provision, a subsequent housing crisis, and growing gap between rich and poor. Financialization, privatization of resources, and its reputation as a tax haven make the Irish case an important backdrop to the topics covered in this module. This course will also create a space to reflect on the effects of globalization processes in Ireland and whether the model of successful development and economic competitiveness as been prioritized at the expense of social cohesion and equality.

**Structure**

This course will run over four intensive one-day workshops each focusing on a specific theme. Students are expected to read ALL pieces of the course material set for each workshop prior to attendance.

**Workshop One – Sociology of Globalization**

This first workshop seeks to interrogate the sociological debates and popular definitions of globalization in order to develop a more advanced understanding of the concept. It will focus on the sociological literature on the relationship between identity, culture and globalization including work on hybridized culture, creolisation and glocalisation, Westernisation and cultural hegemony.

**Required Readings:**


**Workshop Two – Globalization from Above: Inequality, Power and Cultural Dominance.**

Although globalization is a phenomenon that has crept into every corner of the world, some locations have become more ‘globalized’ than others. Thus, globalization is an inherently unequal and uneven process, with increased accumulation of wealth in the
hands of a few. This workshop will examine the various dimensions of social inequality within globalization including economic, gender and racial inequalities. Themes to be discussed include neoliberalisation the role of global economic institutions in generating unequal economic structures, migration and borders, militarisation and war, internationalisation of education, and transformations in work.

**Required Readings:**


**Workshop Three – Globalization From Below: Identities, Resistances, and Social Movements**

This workshop examines the variety of ways in which individuals, communities, and social movements have problematized globalizations. It explores the tension between the distinctiveness of local place-based identities, national identities and the lure of global cultural forms and how such cultural forms helped shape resistances to globalisation. The impact of social movements on globalization will be considered paying particular attention to the ‘movement of movements’ against neoliberal globalisation. We will also consider the impact globalisation has had on social movements, especially in relation to technological advances and identity configurations.

**Required Readings:**


Workshop Four - Gender, Feminism and Globalisation: Tensions and Challenges

Globalisation has been a subject of fierce debate for feminism with feminists divided over how to theorise and respond to globalisation. Many feminists have sought to focus on ‘neoliberal’ or economic globalisation and the ways in which it exacerbates gender inequality. Other feminists point to the enabling features of globalisation, like technology as a source of empowerment for women and a means of reducing gender inequality. With the popularisation of anti-sweatshop campaigns and anti-corporate globalisation protests of the 1990s, some argue that feminism has had a considerable impact on the globalisation processes while others point to the failure of gender mainstreaming developed via institutions of global governance as evidence of feminism’s inability to challenge gender inequality in this context. It is precisely these tensions and contradictions that will be debated in this workshop.

**Required Readings:**


**Recommended Reading List:**


D. Harvey (2007) *A brief history of neoliberalism*. Oxford University Press, USA.


**The module is held during the first term**
Neither the life (or the health) of an individual nor the history of a society can be understood without understanding both.

C. Wright Mills (1959)
*The Sociological Imagination*

The overarching theme of this course is an investigation of the ways in which contemporary malaises, diseases, illnesses and psychosomatic syndromes are related to cultural pathologies of the social body and disorders of the collective *esprit de corps* of contemporary society. Hence, the focus is directed at understanding contemporary problems of health and well-being in the light of radical changes of social structures and institutions, extending to deep crises in our civilization as a whole. Problems of health and well-being have hitherto been considered chiefly in isolation; both in isolation from one another, and in isolation from broader contexts. This path has shown to have severe limitations. Instead, we are interested in locating health and well-being not simply at the level of the individual body, but within a trans-disciplinary imagination that takes into account the integral human person’s situatedness within collective social bodies, particular communities, entire societies, or even whole civilizations, encompassing the health of humanity as a whole and our relationship with Nature.

Hence, social pathologies are treated as multiple and as being related to one another, and as not merely problems to be understood and addressed at the level of the individual sufferer but rather as to be understood in social and historical terms. Instead of addressing these conditions as though they were discrete pathologies, specific diseases suffered by private individuals as ‘cases’, the starting point is thus that the sources of these problems are social, cultural, and historical: that they arise from collectively experienced conditions of social transformations and shifts in our civilization. This diagnostic of social pathologies of contemporary civilization suggests also a corresponding therapeutics. When we consider the challenges of recovery we realize that our individual and collective health and well-being will require more than changes at the level of the discourse of professional medicine, or at the level of the contents and forms of health services and policies, but, more fundamentally, a revitalization of our social, political, cultural and moral institutions.

The first half of this module (taught by Kieran Keohane) will outline, analyse and critically interpret the pattern of contemporary illnesses, (e.g. suicide and deliberate self-harm; depression, anxiety and affective disorders; eating disorders, substance abuse; etc.) that have a sociological profile, one that transcends the particularity of their symptomology and their discrete etiologies. These diseases are symptoms of social and
cultural pathologies, and disorders of the collective esprit de corps of contemporary society manifest in crime, deviance, and social disorder, and at the level of individual patients' bodies. These social pathologies arise from individual and collective experiences of social changes and cultural shifts.

The second half of the course (taught by Myles Balfe) will examine the place that technology occupies in contemporary society. It will investigate the sociology of technology and the internet, including new social media technologies. Drawing on the concepts introduced in the first half of the course, the module will explore how technologies are impacting upon people's lives, identities, health and work, and why and how technologies can sometimes become pathological and connected with behaviours such as self-harm and anorexia. The module will also explore the benefits and opportunities that new technologies are offering people. We will draw upon a range of contemporary examples such as social networking, surveillance, streaming, artificial intelligence, digital piracy, music, technology in pop culture and the recent emergence of technological multinational companies.

**Mode of Delivery** - 12 x 2hour seminars (Mondays, 5-7pm, Safari 01 dates tba)

**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. For example, students may develop a research paper around a particular disease, sociologically interpreting its etiology, symptomology and epidemiology in terms of its sources, course and effects; or, they may choose to focus more generally on the historical and sociological moral pathology and spiritual malaise of our times; or they may wish to engage systematically with one of the current debates mentioned above.

**Indicative Bibliography**

Some readings for this module are listed below. Additional sources (books, articles, films, art, etc) will be recommended in class.


Durkheim, E. excerpts from: *Suicide; Moral Education; Division of Labour*


Fanon, F. (1970) ‘Colonial war and mental disorders’ in *The Wretched of the Earth*


Freud, S. *Civilization & its Discontents* pps 78 -104


London: Routledge
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:**

**Workshop 2: Global Transformations, Local Transitions.**
- Global Summits and Local Strategies
- European Horizons
- Local Experiences

**Readings:**


**Workshop 3: Socially Sustainable Development**
- Social and Institutional Capital
- Social Movements and Sustainable Development
- Social Networks and Social Change

*Readings:*


**Workshop 4: Sustainable Ireland?**

*Readings:*


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


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.


**Workshop 6: Reflexivity and Societal Change**

*Readings:*


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. It will be delivered in
Teaching Period 2 in the form of Four x One-Day intensive seminars, supported by online resources (Blackboard). The dates of these seminars are as follows:

**Sociology of the Public Sphere**
**SC6626 / SC7626**
**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


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


SC6638 Borders and Social Justice  
Dr. Tracey Skillington

This course explores the impact of global processes of change on the borders of the sovereign state. Borders have always played an integral part of the 'imagining' of a sovereign political community and in the more contemporary global age, the borders within and between states are subject to significant transformation. Globally shared challenges like climate change, international poverty, economic crisis, diminishing access to natural resources are 'borderless' problems that face us all, yet states respond to the various 'chain effects' of such issues today, including displacement and migration, by asserting the preeminence of sovereign borders in the determination of the right of entry, the right of movement, access to entitlements and the allocation of citizenship. In light of the current international 'human rights crisis' (denied access to food, fresh water, arable land, livelihood, shelter) and ever-widening global social inequalities, this course critically explores what purpose borders fulfill today in the allocation of justice?

The course will be designed around a social analytical framework exploring five thematic areas relevant to the study of borders. One session will be devoted to each research area.

Session one: Understanding sovereignty: Is the authority of the nation state still based on a command over territory, a monopoly of legitimate force, and the definition of political community? There are many arguments that say 'no' and we will explore them. We will also examine what challenges does the emergence of a 'trans-sovereignty' pose to the nation state today?

Session two: How and in what instances does the assertion of 'entitlement' become a 'hardened' border to global justice and democracy? The international politics of climate change is currently being played out through a scramble for the world's dwindling resources (conflict over arable land, crop yields, fresh water, hostile take-over bids of the world's oil and gas refineries). How are ideas of justice, equity and sustainability being defined at present through such global economic and political practices?

Session three: Sovereign borders are being fortified at the same time as the UN's High Commissioner for Human Rights announces that humanity is in the grips of a 'global human rights crisis'. Poverty and climate change are inducing major hardships on vulnerable regions of the world leading to a mass displacement of peoples. In this session, we assess how the issue of responsibility (for both climate change and its victims) is being articulated in international political discourse as fresh water becomes the 'defining resource of the future' and 'food shortages the defining issue'. We will look at what various sociological perspectives can be brought to bear on our understandings of such issues.
**Session four:** The relativity of rights and the 'hypocrisy of sovereignty'. In this session, we will address the issue of denial. States continue to embed themselves more and more in international structures of co-operation (economic partnerships, military or peace alliances, environmental agreements, etc.) yet still express a desire to exercise significant autonomy and a tight control of immigration. We will assess the issue of 'hypocrisy' and note how the latter is currently being played out internationally in policy discourse and practices on border control, securitization, detention and exclusion. We will also assess to what degree there is an element of 'cultural insiderism' operative in current interpretations and applications of rights. The question is whose 'universal rights' are being prioritized?

**Session five:** The current human condition requires a new approach to the social, ecological and political realities of the contemporary global world. The United Nations has begun to finally speak openly of state and inter-state obligations to those displaced peoples directly affected by climate changes now and indeed, whole communities of 'ecologically challenged states' in the future. We will look at how impending global realities can be actively addressed by reconfigured 'democratic communities' that exist between and beyond the sovereign state. What role can these communities play in the allocation of rights to resources and the reinterpretation of distributive justice under conditions of global scarcity?

Readings will be distributed in class.
Aim of the course:

The course will provide a guide for understanding the processes that gave rise to the modern global world in which we all live. The rise of modernity, through its various revolutions (French, American, industrial, scientific, technological, and so on), was accompanied with broad promises about freedom, equality, unprecedented well-being and happiness. By now it is rather evident that such promises are not being met, but the world around us are indeed increasingly transformed, and quite seriously and increasingly destroyed. The main modernist intellectual frameworks, not only positivism and analytical philosophy, but even the various critical perspectives, relying on the works of Marx and Freud, are unable to offer a proper understanding, not to mention suggesting a way out of the dead end of global modernity. The course is based on a research project conducted over the past decades, much in collaboration with scholars around the journal International Political Anthropology, especially Agnes Horvath, which so far yielded seven monographs, each published by Routledge, which attempt to bring together the most important thinkers, and figures of culture, that do not shy away from tackling directly the destructive nature of modernity. It will focus on the three main sources of such destructiveness: the ‘market economy’ (or rather fairground capitalism); the scientific transformation of nature (or rather alchemic technology); and the mass-democratic public sphere (or rather arena).

Logistics:

The course will be organised in four one-day workshops, in the second term. Those attending the course will have to write a final paper, on a theme to be agreed upon.

Readings:

As I have published extensively about most of the themes to be covered in the course, these publications will be the primary course readings. These are available in the Library, in the Information Room, or on-line. They also contain an extensive reading list, where one can consult the original authors discussed. The most important of these are Reflexive Historical Sociology (Routledge, 2000), containing a detailed discussion of classical authors; and five more recent volumes: Comedy and the Public Sphere: The Re-birth of Theatre as Comedy and the Genealogy of the Modern Public Arena (Routledge, 2013); Novels and the Sociology of the Contemporary (Routledge, 2016); Permanent Liminality and Modernity: Analysing the Sacrificial Carnival through Novels (Routledge, 2017); Walking into the Void: On the Social and Anthropological Significance of Walking
(Routledge, 2018, with Agnes Horvath), and *The Political Sociology and Anthropology of Evil: Tricksterology* (Routledge, 2019, forthcoming, in proofs, with Agnes Horvath). A more specific reading list will be distributed at the beginning of the course, updated at the start of each workshop, and available on Blackboard.

**Feminisms, Sexuality and Society: cultural forms and practices. SC6639**

**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**


Course Team:

Dr. Ger Mullally

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 SC6631 Sociology of Sustainable Development and SC6623 Globalization and Culture

Seminars Offered:

- Dr. Theresa O’Keefe: Globalization and Culture (see MA Sociology, Society and Mass Communication)
- Dr. Ger Mullally: Sociology of Sustainable Development
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.
Staff Interests

Contact Details

For complete list of staff publications see the Sociology Department website www.ucc.ie/acad/socio

Prof. Arpad Szakolczai B.A., M.A., Ph.D.
Professor of Sociology

E-mail: A.Szakolczai@ucc.ie
Tel: 021-4902472/ Ext 2472 internally

Research interests
Social theory (thinkers: Max Weber, Michel Foucault, Norbert Elias, Eric Voegelin, Friedrich Nietzsche, Reinhart Koselleck; themes: theorising experiences and events as the foundation of sociological methodology; the formation of identity, especially through mimesis and recognition; gift-giving and sociability as the foundation of sociological theory of order; liminality, periods of transition and social change; diagnosing and overcoming nihilism);
- historical sociology (long-term comparative civilisational perspective; civilisational analysis, the civilising process; 'axial age' theories (Karl Jaspers, Shmuel Eisenstadt, Jan Assmann), 'reflexive historical sociology' (including also Lewis Mumford and Franz Borkenau); the links between pilgrimage, monasticism and the Crusades - especially Alphonse Dupront);
- bringing together the links sociology has with anthropology (Marcel Mauss, Arnold van Gennep, Victor Turner, René Girard, Mary Douglas, Colin Turnbull, Gregory Bateson), and comparative mythology (Georges Dumézil, Karl Kerényi, Mircea Eliade, Walter Burkert);
- history of sociological thought (apart from the classical figures, special interest in Gabriel Tarde, crowd psychology (Gustave Le Bon), elite theory (Vilfredo Pareto, Gaetano Mosca, Roberto Michels), Karl Mannheim);
- a problematisation of criticism, focusing on the 'radical Enlightenment', especially on the 'end of metaphysics' thesis;
- sociology of religion; especially pilgrimage and monasticism;
- sociology of values, especially the Rokeach test;
- East-Central Europe.

Current research projects

- the sociology of comedy:
At the moment I’m completing a book manuscript on the genealogy of comedy. The idea is to reconstruct the effective history of comedy, since the 16th century, and thus demonstrate the extent to which crucial aspects of the modern world can be attributed to the impact of comedy, starting from the Italian Commedia dell’Arte, that arrived into Europe through Venice, after the sack of Constantinople, and much contributed to the end of the Renaissance.

- two global ages:

Following The Genesis of Modernity, the central idea is that the current debate on globalisation, which is extremely confusing and is all but hijacked by various and often very obsolete ideologies can be better situated on a comparative historical plane, using the parallels between the modern age of ‘globalisation’ and the previous 'global age' of world-conquering empires (Persian, Macedonian, Roman). This research path was opened up by the 'axial age' thesis of Karl Jaspers, based on Max Weber's work, and continued by Lewis Mumford or Eric Voegelin, more recently by Shmuel Eisenstadt and scholars associated with his research project like Johann Arnason, Peter Wagner, Bo Strath, Georg Stauth and Said Arjomand; the sociogenesis and psychogenesis of the civilising process championed by Norbert Elias (based on the work of Karl Mannheim), and also by his friend Franz Borkenau; and the 'genealogical method' inspired by Nietzsche and developed further by Michel Foucault.

- liminal crises and the return of the trickster:

This research project uses research in comparative anthropology and mythology in order to situate contemporary society. Using the concept liminality, derived from the study of rites of passage (Arnold van Gennep, Victor Turner, Gregory Bateson), the phenomenon of sacrifice and the problem of the sacred (René Girard, Giorgio Agamben), and the figure of the Trickster (Paul Radin, Karl Kerényi and Georges Dumézil), it argues that under highly volatile, confusing, 'liminal' conditions social life will become dominated by the 'sinister' impact of Trickster like figures that feel genuinely at home in the homelessness, whether other human beings are at easy, feeling alienated, anxious and despairing, and normal human life becomes impossible. Special emphasis will be paid to the question of the birth of the tragedy and the Dionysian, following Nietzsche and Kerényi; and the re-birth of tragedy with Shakespeare, and the role played by Trickster figures in Shakespeare's work. Central to this project is a complementing of Weber's pure type of 'charisma' using the 'archetypal figure of the Trickster. This project starts from the PhD dissertation of Agnes Horváth, and will be done together with her

- re-founding social theory:

On the basis of the various other research projects, and my previous work, I plan to bring together the various threads by developing of a genuinely social theory of order and change, using ideas on gift-giving (Mauss and the 'total social fact'), sociability (Simmel), the mimetics of desire (Girard), the link between identity and recognition (Pizzorno) and the dynamic model of the spiral. The central claim is that much of social theory is
dominated either by individualistic theories, rooted in economic theory or legal philosophy, which are explicitly hostile to a 'social' theory; or 'critical' theories based on conflict, struggle, and violence, which are again, almost by definition anti-social, as conflict destroys the conditions of possibility of meaningful human coexistence. The aim is to develop a social theory starting at the 'in-between' level of experiences and events, focusing on the way stable identities are formed by such event-experiences and their interpretation, and how meaningful order can be upset and derailed by the intensive activity of 'Tricksters' during liminal conditions of distress.

- the end of metaphysics?:

Since the mid-19th century, but going back to the 'radical Enlightenment', it is widely assumed that the critique of religion, and the end of metaphysics, is the starting point of all forward-looking social theory. Comte's positivism was thought to end all religion and philosophy, Marx proclaimed the hatred of gods as the Preface to his doctoral dissertation, Nietzsche radicalised the critique of metaphysics, Heidegger declared Nietzsche the last metaphysician, Derrida declared Heidegger's 'Being' as the metaphysics of presence … can it be continued? Should it be continued? At the same time when this dead end was reached, a series of thinkers deeply steeped in the Central European tradition, and starting from Nietzsche, but then taking further inspiration from Plato, reached a completely different end-point: the reassertion of metaphysics. These include the Hungarian Karl Kerenyi, Bela Hamvas and Elemer Hankiss, the Czech Jan Patocka (the care of the soul), the Polish Julius Domanski (philosophy as a way of life), but also the Vienna-educated Eric Voegelin (metaxy, anamnesis), and the approach is also close to the works of influential French thinkers like Pierre Hadot (philosophy as a way of life, philosophical conversion) or Michel Foucault (the care of the self, parrhesia) in his last period. Following research done in some forthcoming publications, the aim is to develop along these lines a full-scale book project. The central concept of this project is the various, philosophical and religious approaches to conversion, arguing that nihilism can only be reversed by turning around. This project also incorporates the recent ideas of Agnes Horváth on Plato and the Florentine 'neo-Platonist', and will be done together with her.

Selected recent and major publications

Books:


Recent articles and chapters:


‘Anthropology beyond Evolutionism, or the Challenge of Prehistoric Cave Art: A Review Essay’, in International Political Anthropology 1 (2008), 1: 149-60


‘Contemporary East Central European Social Theory’, in Gerard Delanty (ed.) Handbook of Contemporary European Social Theory (Routledge, London+New York, 2006), pp. 138-52. (with Harald Wydra)


**Current teaching:**
SC1001: Introductory Sociology
SC2001: Social Theory I (Classical sociological theory)
SC3001: Social Theory II (Contemporary sociological theory)
SC3009: Sociology of Religion
SC3015: Project
SC4005: Postgraduate course on social theory
Dr. Patrick O'Mahony Ph.D.
Senior Lecturer in Sociology

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Background
Dr. O'Mahony received his doctorate from the National University of Ireland in 1991 and spent the next seven years as Director of the Centre for European Social Research before taking up a position as lecturer in Sociology at UCC in 2000. He theoretical interests cover a wide span but are currently focused on questions of public participation and the public sphere. He has wide-ranging methodological expertise in a variety of research approaches and techniques. He has conducted and co-ordinated wide-ranging research, primarily focused on questions of environment, the societal implications of new technology and identity and ideology in Ireland. He is currently working on a book on the public sphere of biotechnology.

Interests
The public sphere and the theory of society; citizenship and public participation; textual research methodologies; sociology of communication; political sociology; sociology of science and technology.

Selected Recent Publications
O'Mahony, P. (forthcoming 2005) 'Nationalism' in Routledge Encyclopaedia of Social Theory, Harrington, A., Marshall, B., and Muller, H-P (eds) (by invitation)


O'Mahony, P. and Schaefer, Mike Steffen (2005) 'Media Discourse on the Human Genome in Germany and Ireland' Social Studies of Science

Delanty, G. and O;Mahony, P. (2002) Nationalism and Social Theory (London: Sage)

O'Mahony, P. (2002) 'Citizenship, Digitization and Citizen Services in Ireland' in Chaning Aspects: ICT supported development in rural areas' (Cork: South Western Regional Authority:)


Reports


(1997) (Edited report with sub-reports by Cathal O'Connell, Gerard Mullally, Marie O'Shea, Lydia Sapouna, Inaki Barcena, Fulvia Concetti, Paolo Donati, Martin Hajer, Sven Kesselring). Final Report of the project Evaluation of Technological Options to Relieve the Challenges caused by the Saturation of Cities: Sustainable Mobility and Deliberative Democracy (no: PRVI-CT94-O005), coordinated by Patrick O'Mahony, pps. 320; pps. 1-23 written by myself as coordinator).
(1998) (Co-authored with Tim Murphy and Marie O'Shea) Ecstasy Use among Young Irish People: A Comparative and Inter-disciplinary Study. Report to Enterprise Ireland, the Irish government agency for science, technology and innovation, pp. 154 (pp. 121-148 written by myself).

(2001) 'Communicating Citizenship as an empirical phenomenon, A Contribution to first Paradys Workshop, Institute for Interdisciplinary Research, Bielefeld, Germany, June 29th

(2001) 'Account of current legal-administrative arrangements for regulating plant biotechnology in the UK and Ireland and their social and legal contexts' A Contribution to first Paradys Workshop, Institute for Interdisciplinary Research, Bielefeld, Germany, June 29th 01 presented by Dr, Patrick O'Mahony, research work by Siobhan O'Sullivan, researcher Paradys project

(2001) Presentation on Citizen Services to the South West Regional Authority organized workshop on citizen services at Inchydoney Island on December, 12th 2001 (an organization present has approached the candidate to provide research services following the presentation)

(2002) 'Public participation in licencing procedures for genetically modified plants' (Opening address to the 25 person international workshop on the same topic, part of the PARADYS project, was organized by me and held in UCC).


Research Projects, Reports and Activities
Co-ordinator of the new research project on "Public Participation in the Environmental Field' funded by the Irish Environmental Protection Agency and commencing in December 2004. This project will last for 12 months and will look at participations plans and citizen participation in the overall context of Irish public culture in comparative profile.

Responsible Scientist for the Irish Research in the PARADYS project (Participation and the Dynamics of Social Positioning - the case of Biotechnology). Also responsible for the UK sociology research. This project involves detailed research into constructions of citizenship in public participation settings in the area of plant biotechnology. The final Irish and UK reports and other information on the project are available at: http://www.uni-bielefeld.de/iwt/paradys/english_start.html

Expert evaluator of major research projects financed by the European Commission in the period November 2001-2004 in the fields of policy, socio-economic models and political culture.

Ongoing personal research project on the public sphere of biotechnology in the UK
and Ireland, based on text analysis of interview and documentary data on plant biotechnology. This is currently being worked up into a book on this theme.

Selected Recent Conference Papers


(2002) 'Public participation in licencing procedures for genetically modified plants' (Opening address to the 25 person international workshop on the same topic, part of the PARADYS project, was organized by me and held in UCC).

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(2001) 'Communicating Citizenship as an empirical phenomenon, A Contribution to first Paradys Workshop, Institute for Interdisciplinary Research, Bielefeld, Germany, June 29th
Dr. Gerard Mullally B.A, M.A., Ph.D.
Lecturer in Sociology

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Teaching and Research Interests
Community; Environment; Sustainable Development; Social Movements; Multi-level Governance; Society and Energy; Democracy, Deliberation and Public Participation; Cultural Politics

Recent Publications


2003, ‘Tipping the Scales Towards Sustainable Development in Ireland: Lessons from Local and Regional Agenda 21, in William M. Lafferty and Micheal Narodoslawski


Courses Taught
‘Sociology of Organisations’ (3rd Year), Sociology of Development (3rd Year), ‘Research Methodology’ (M. Comm in Governance, Department of Government), ‘Research Methodology’ (M.Sc. in Management and Marketing, Department of Management and Marketing).

Current Teaching
‘Introductory Sociology’, (1st Year), Research Methods [Theory Method and Argument](2nd Year), Sociology of Environment (3rd Year), Sociology of Community (3rd Year), ‘Sustainable Development’ (Module Co-ordinator and Lecturer, BSc. Environmental Studies, 4th Year).

Additional Information
Member of International Advisory Board, Innovation: The European Journal of Social Science Research. Member of International Editorial Advisory Board, Journal of Environmental Planning and Policy. Member of Review Board, Ecopolitics Online.
Member of Advisory Group on Cross Border Research on Local Agenda 21 on the Island of Ireland funded through the Centre for Cross Border Studies, Armagh (2002-3); Member of ENSURE – European Network for Sustainable Urban and Regional Development; Former Director and Member of Management Executive Committee, Cork Environmental Forum.
Kieran Keohane, M.Soc.Sc.; PhD.
Senior Lecturer in Sociology.

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Kieran Keohane is an interdisciplinary sociologist working in the interpretive tradition, with research & teaching interests in social & political theory and in cultural sociology. He has published across several disciplinary fields, including sociology, politics, philosophy, anthropology, mythology, management, literature, Irish studies, psychology, and health. He has supervised ten PhD students to completion and he has supervised over fifty MA students. He is the recipient of a national teaching award. Kieran Keohane has led several inter-institutional initiatives nationally and is a member of international networks such as ‘Social Pathologies of Contemporary Civilization’. Under the auspices of the President of Ireland’s Ethics Initiative, Kieran Keohane co-founded the Centre for the Study of the Moral Foundations of Economy & Society at UCC & WIT, and ‘Community Voices for a Renewed Ireland’

Some recent publications:


“At Swim-Two-Birds Again: How to read what is to be read (and how the real returns to its place!)” *Canadian Journal of Irish Studies* (2016) forthcoming.


“On the Political in the Wake: Carl Schmitt’s and James Joyce’s Political Theologies” *Cultural Politics* 2011 Vol 7 (2): 249-264
Dr. Myles Balfe

**Position:** Lecturer Above the Bar in Medical Sociology
**E:** m.balfe@ucc.ie

**Biography**

Myles is a Lecturer Above the Bar in the Sociology of Science, Technology and Medicine (STEM). He graduated with his Ph.D. from the University of Sheffield in 2006, and worked for a number of years as a researcher and lecturer in Public Health before joining the Sociology Department in UCC.

**Research and Teaching Interests**

Sociology; social and health psychology; public health; ethics; social networks; chronic illness; technology; health behaviors; health inequalities; health professions, professionals and professionalism; medical deviance; stigma; risky and harmful behaviors (alcohol, self-harm and drug use); sexual health; violence; bureaucracy and organizations; caring; work, precarity and economic vulnerability.

Myles is currently supervising 2 Ph.D. dissertations and has supervised 8 M.A dissertations.

**Selected Articles**


Dr Tracey Skillington is currently a lecturer in Sociology at University College Cork. Her publications and teaching reflect her ongoing interest in critical social theory, the sociology of human rights, global justice, climate change, collective memory, trauma and social perspectives on violence. Research methods used include narrative research, critical discourse analysis, historical discourse analysis and frame analysis.

Publications

Monographs:


Peer-Reviewed Journal Articles:


I have guest edited (solely or with colleagues) four special issue volumes of international, peer-reviewed sociology journals:

Skillington, Tracey (2015) Special Issue of the European Journal of Social Theory (Sage), 'Perspectives on Climate Change', 18(3) (Sage).


Book Series Editor:

O’Mahony, P. & Skillington, T. New Visions of the Cosmopolitan, Book Series with Peter Lang (six volumes published to date):

The Contemporary Theory of the Public Sphere (Volume 1)
Patrick O’Mahony
ISBN: 978-3-0353-0498-5

Critique of Cosmopolitan Reason: Timing and Spacing the Concept of World Citizenship (Volume 2)
Rebecka Lettevall and Kristian Petrov
ISBN: 978-3-0353-9907-3

Media and Cosmopolitanism (Volume 3)
Aybige Yilmaz, Ruxandra Trandafoiu and Aris Mousoutzanis
ISBN: 978-3-0353-9509-9

Cosmopolitan Modernity (Volume 4)
Anastasia Marinopoulou
ISBN: 978-3-0353-9928-8

Cartographies of Differences: Interdisciplinary Perspectives (Volume 5)
Ulrike M. Vieten & Gill Valette
ISBN: 978-3-0353-9700-0

Theories of Dynamic Cosmopolitanism in Modern European History (Volume 6)
Georg Cavallar
Audio-Visual:

In the Summer of 2017, I was invited by Sarah Bogart of Sage Videos (Washington) to make a video on the Anthropocene for Sage Social Sciences Videos Libraries.

Book Chapters:


Skillington, T. (2010) "Nurturing dissent in the Irish political imagination: Civic cosmopolitanism, legal consciousness and the new (post-national) fight for freedom" In
K. Keohane & P.O’Mahony (eds.) *Irish Environmental Politics after the Communicative Turn*. Manchester: Manchester University Press.


**Electronic Journals:**


**Other Journals:**


**Published Research Reports:**

Development and Institutional Innovation in Five European Countries’ (EV5V-CT94-0389). European Commission (DGXII), Brussels.


Reviews:


Editorial board membership/Editorship of Academic Journals:

Irish Journal of Sociology (Co-editor, 2009 -13).
Sociology – member of the Associate Editorial Board (2012-)
Sociological Research Online – member of Editorial Board (2017-)
The Sociological Review – member of the editorial board ( 2018-).
All of the above journals are published by Sage.

Referee duties for the following academic Journals:

European Journal of Social Theory
The Sociological Review
Theory, Culture & Society
Sustainability
Sociology (official journal of the British Sociological Association)
Population and Development Review
Land
Urban Planning
Sociological Research Online
British Journal of Sociology
Water
Irish Journal of Sociology
Sustainable Development
Environmental Politics
Distinktion
South European Society and Politics
Annals of Psychiatry
Research in Social Movements, Conflict and Change
Irish Journal of Public Policy
International Journal of Environmental Research and Public Health
Dr. Theresa O'Keefe
Lecturer in Sociology
theresa.okeefe@ucc.ie

Theresa is a feminist sociologist whose research focuses on feminism in social movements, gender and feminism in conflict zones, sociology of inequality, political violence, and precarity. She joined UCC in 2016, having previously been a lecturer in Equality Studies at UCD and in Sociology at Maynooth.

Theresa’s work has been published in range of international journals including International Feminist Journal of Politics, Feminist Review, Women’s Studies International Forum, Nationalism and Ethnic Politics, and National Identities. Her book Feminist Identity Development and Activism in Revolutionary Movements was published by Palgrave in 2013.

She is a member of number of international research networks and serves on the editorial board for International Feminist Journal of Politics and Interface: a journal for and by social movements.

A distinguishing feature of Theresa’s scholarly work is her commitment to transformative research. She works with and participates in a diversity of civil society organisations dedicated to egalitarian social change.

Theresa’s teaching specialisms span a range of subjects including sociology of gender, research methods, sociology of the family, gender and development, feminist theory and practice, reproductive justice, Northern Irish politics and society, global inequalities, social movements, gender and political violence. She has pioneered critical pedagogical approaches to teaching and learning at postgraduate and undergraduate levels and has a strong track record in postgraduate supervision.

Theresa’s current research examines the following: 1) the relationship between gender and the policing of dissent; 2) precarious work, inequality and higher education; 3) feminism after the Belfast Agreement.

Select publications:
2019 “‘Not one of the family:’ gender, precarity and citizenship in academia” with Aline Courtois. Gender, Work & Organization.


2017 “Policing Unruly Women: gender, sexual violence and the state during the Troubles” Women’s Studies International Forum 62.


2015 “My body is my manifesto! FEMEN, SlutWalks and body protest” Feminist Review International Women’s Day Special Collection.

2014 “My body is my manifesto! FEMEN, SlutWalks and body protest.” Feminist Review 107, July.


2012 “‘Sometimes it would be nice to be a man’: gender identity in Northern Ireland after the Good Friday Agreement.” in C. McGrattan and E. Meehan (eds.) Everyday Life after the Conflict: The Impact of Devolution and North-South Cooperation. Manchester: Manchester University Press.


2004 “Trading Aprons for Arms: Republican Feminist Resistance in the North of Ireland” Resources for Feminist Research, Special Issue on Women, War & Militarization. 30(3/4), Spring/Summer
Maggie O’Neill  
Professor in Sociology  

Contact details tbc

A sociologist with expertise in criminology Maggie’s inter-disciplinary research career in the University sector has developed along a threefold path: the development of critical, cultural and feminist theory; the development of renewed methodologies for social research – including participatory, visual and biographical methodologies, ethno-mimesis and creative consultation; and the development of policy oriented praxis as an outcome of scholarly activity-critical theory as praxis.

Research expertise across three substantive areas: i) the sociology of sex work and sexual exploitation; ii) migration, especially forced migration with a specific focus in recent years on race, crime and justice; iii) ethnographic, biographical, visual/arts based and participatory methodologies. Research is in development around the accelerated academy, the University as a public good and the need to resist marketization by a focus upon time, pace and well-being. Described as a founder member of the contemporary sociology of prostitution in the UK with an international reputation for innovative culture work. Expertise on Theodor Adorno and Walter Benjamin’s social and cultural theory, specifically Adorno’s Aesthetic Theory, the Chicago School and Biographical Sociology.

Maggie joins UCC from the Dept Sociology at York University where she was Chair in Sociology & Criminology before that she was Professor in Criminology at the University of Durham and Principal of Ustinov College. Her PhD was gained from Staffordshire University in 1996 and explored the transformative possibilities for conducting feminist participatory action research with sex workers. Maggie has a long history of working with artists and community groups to conduct arts based research-working together to create change; and social justice is at the core of her work.

Maggie has taught across Sociology, Criminology, Women's Studies and Cultural Studies and enjoys working very much with undergraduates and postgraduates. She has supervised 10 PhD students to completion. At Durham she developed the MA in Criminology, co-directed the Centre for Sex, Gender and Sexuality, co-founded the SexWork Research Hub with Rosie Campbell, was a member of the steering group for the Centre for Social Justice and Community Action and the Leverhulme Doctoral Training centre. She co-founded, with Bankole Cole and Gary Craig, the Race, Crime and Justice regional network-a network of all five regional Universities and led the development of the Durham Crime Walk- http://ghostsofourfuture.com/the-crime-walk Maggie was the academic representative at Durham for CARA- http://www.cara.ngo At York she founded and Co-Chaired the University of York Migration Network with Simon Parker, and co-founded the University wide Crime Network and led on the development of the York Crime Walk- http://www.yorkcrimewalk.co.uk ; http://ghostsofourfuture.com/the-crime-walk/

Her current and ongoing research includes:
NHIR: The East London Project examines how removing police enforcement practices against sex work could affect sex workers’ safety, health and access to services in East London: blogs.lshtm.ac.uk/eastlondonproject/

ESRC/NCRM: Participatory Arts and Social Action Research addresses the UK social science community's need to gain a better understanding of how participatory action research approaches engage marginalised groups in research as co-producers of knowledge. It combines walking methods and participatory theatre: https://www.ncrm.ac.uk/research/PASAR/

Walking Borders: Methods on the Move: experiencing and imagining borders, risk & belonging: Currently developing publications based on a Leverhulme Fellowship https://www.walkingborders.com

Research Grants have been received from European and UK research councils, charities, trusts and local government offices, the Home Office, Policing authorities and Police and Crime Commissioners. Research outcomes and reports have been disseminated regionally, nationally and internationally and include significant interventions in local, regional and national policy and practice.

Some Recent Publications


Books


Refereed Journal Articles


**Book Chapters:**


**Short Papers**


**Films and Exhibitions**

*PASAR Migrant Mothers: from the margins to the centre* - Marcia Chandra and the project team (2017): [https://vimeo.com/262389933/495d5daf27](https://vimeo.com/262389933/495d5daf27)


*Searching for Asylum* with Prof. Janice Haaken (July 2013) [http://www.youtube.com/watch?v=SjT5IENga_M](http://www.youtube.com/watch?v=SjT5IENga_M)

*Not all the Time... but mostly...* with Sara Giddens, Patricia Breathnach, Darren Bourne and Tony Judge 0-905-488-59-8


Visiting Fellows

In addition to the regular staff, there is normally some temporary and part time staff, as well as one or more visiting fellows in residence at the department during the academic year.