

Department of Sociology and Criminology: 3<sup>rd</sup> year handbook.

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## Welcome to Third Year...

### From the Head of the Department of Sociology and Criminology

Welcome to your third year in the Department of Sociology & Criminology at UCC! We hope you will continue to 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 to it. In undertaking your undergraduate programme with us you have developed your sociological imagination and in these times of accelerated social change it is so important to engage with social issues and social problems through this lens.

The courses are primarily on-campus. Attendance at lectures, discussions in tutorials, exchanging views with other students and visiting the library are essential parts of your undergraduate experience. College is a time for exploration and thinking anew, engaging with new perspectives, meeting new people, and joining UCC clubs and societies. To make the most of it, we advise anyone to cut down on social media and screen time, fill your bag with interesting books whether they are on the course or not, and bring a notebook and pen everywhere, not just to take notes on your lectures, but to write down your own thoughts.

We hope 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 wish you an excellent year ahead!

Dr. Tom Boland  
Head of Department, Sociology and Criminology, UCC

### From the Director of the Undergraduate Programme

We live in times of unprecedented social change. The transformative effects of the Covid 19 pandemic, climate change, war in the Ukraine, war on Gaza/Palestine to name but a few, bring many social issues into sharper focus, including that of deepening race, class and gender inequalities, economic crisis, global inhumanities, rapid loss of biodiversity, digital divides, populism, and gun violence, to name but a few. At the same time, we witness the rise of various social movements including the international Palestine solidarity movement and its student encampments, Black Lives Matter, Fridays for Climate, and #MeToo. Is there a better time to study Sociology? Our programme offers a rich and varied choice of modules on subjects as diverse as social theory, research methods, cities, culture & art, memory, trauma and denial, migration, race & ethnicity, human rights, global justice, crime and deviance, body and culture, class, gender, sexualities, climate change, sustainable development, media, health and illness. We deliver research-based teaching that combines theory and practice in ways that encourage students to question the social world as it is and think about the world as it could be.

We offer all our students a rigorous and scholarly teaching and learning experience of award-winning standard. The safety and wellbeing of all our students and staff is a priority concern for the Department of Sociology and Criminology. We are fully committed to providing a teaching programme that complies with the Government's policy and public health guidelines.

The sections below contain further information regarding the mode of delivery for each module. If you have any queries regarding modules, please contact me at [theresa.okeefe@ucc.ie](mailto:theresa.okeefe@ucc.ie).

Dr. Theresa O'Keefe  
Director of the Undergraduate Programme in Sociology

### From the 3<sup>rd</sup> Year Co-ordinator

Well-done on reaching the final year of your undergraduate degree. I and all the sociology and criminology teaching staff are looking forward to working with you over the coming academic year.

In this booklet you will find all the necessary information regarding the Third Year Programme. Please read it carefully and refer to it when needed throughout the year.

This year you will have the opportunity to delve further into sociological theory as well as explore specific sociological topics, ranging from gender to the environment. You will also be able to solidify your research skills by undertaking a research project based on a topic of your choice. The overall objective of the Third Year

Programme in Sociology is not only to deepen your knowledge of sociology, but to also explore your sociological imagination further while developing analytical and critical skills embedded in strong theoretical and research capabilities.

Please do not hesitate to email me at [k.keohane@ucc.ie](mailto:k.keohane@ucc.ie) if you have any questions. I would like to take this opportunity to wish you best of luck in the coming academic year and I hope you enjoy continuing your sociological journey with us!

Prof Kieran Keohane  
Third Year Co-ordinator

## 3<sup>rd</sup> Year in the Department of Sociology and Criminology

### Mission Statement of the Department

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.

### Introduction to Year 3

The main objective of the Third Year Programme in Sociology is to deepen your knowledge of the discipline of sociology, both substantively and theoretically, and to develop further your analytical and critical capacities. Social theory (see SC3001), social research methods (see SC3055), and in-depth knowledge of empirical areas.

The courses SC3001 and SC3055 also develop necessary capacities for the practice of sociology, that is, the undertaking of sociological research. SC3055 gives you the opportunity to work closely with a member of staff, as your supervisor, and to produce a piece of significant sociological writing. Viewed together, these courses offer a synthetic approach to the study of society and social processes, with theory and empirical inquiry seen as intertwined and interdependent components. Students will find a similar interdependency of theory and research in the optional courses offered.

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

SC3001 is a required module and all sociology students (excluding those taking only 10 or 20 credits of sociology) are required to take it. SC3055 is optional but worth 15 credits. The required number of additional options is then taken up from the list offered for the current year.

## Where to Find Help and Resources

### Third Year Co-ordinator

Each year the Department nominates a staff member whom students may contact if they have course-related difficulties. For the academic year 2024/25 Prof. Kieran Keohane will be the relevant contact person for third year students. He can be contacted by email [k.keohane@ucc.ie](mailto:k.keohane@ucc.ie) to answer queries or to arrange an appointment.

### The Main Office

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

Please contact Gemma McCarthy ([gemmamccarthy@ucc.ie](mailto:gemmamccarthy@ucc.ie)) or Caroline Healy ([caroline.healy@ucc.ie](mailto:caroline.healy@ucc.ie)) if you have any queries.

### Undergraduate Student Experience Committee

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

### Academic Advisor

You will have been assigned an academic member of staff as your Academic Advisor. They are available to you to discuss your academic progress. The Academic Advisor will undertake this role for the duration of your degree and will refer you on to student well-being services if you encounter personal or family problems. (<https://www.ucc.ie/en/students/wellbeing/>)

## Department Staff Contact Details

Dr Yasmine Ahmed	<a href="mailto:yasmine.ahmed@ucc.ie">yasmine.ahmed@ucc.ie</a>
Dr. Myles Balfe, Lecturer	<a href="mailto:m.balfe@ucc.ie">m.balfe@ucc.ie</a>
Dr Marina Bell	<a href="mailto:MBell@ucc.ie">MBell@ucc.ie</a>
Dr. Tom Boland, Senior Lecturer & Head of Department	<a href="mailto:tom.boland@ucc.ie">tom.boland@ucc.ie</a>
Dr. Joan Cronin	<a href="mailto:joancronin@ucc.ie">joancronin@ucc.ie</a>
Dr Susannah Chapman	<a href="mailto:SChapman@ucc.ie">SChapman@ucc.ie</a>
Dr. James Cuffe, Lecturer	<a href="mailto:jamescuffe@ucc.ie">jamescuffe@ucc.ie</a>
Dr. Mastoureh Fathi	<a href="mailto:mastoureh.fathi@ucc.ie">mastoureh.fathi@ucc.ie</a>
Prof. Des Fitzgerald	<a href="mailto:desfitzgerald@ucc.ie">desfitzgerald@ucc.ie</a>
Dr. Kevin Hosford, Lecturer	<a href="mailto:kevin.hosford@ucc.ie">kevin.hosford@ucc.ie</a>
Prof. Kieran Keohane, Professor of Sociology	<a href="mailto:k.keohane@ucc.ie">k.keohane@ucc.ie</a>
Dr Gema Kloppe Santamaria	<a href="mailto:GKloppe-Santamaria@ucc.ie">GKloppe-Santamaria@ucc.ie</a>
Dr. Orla Lynch, Senior Lecturer	<a href="mailto:orla.lynch@ucc.ie">orla.lynch@ucc.ie</a>
Dr Julius-Cezar MacQuarie	<a href="mailto:jcmacarie@ucc.ie">jcmacarie@ucc.ie</a>
Dr Ger Mullally	<a href="mailto:G.Mullally@ucc.ie">G.Mullally@ucc.ie</a>
Dr Brenda Mondragon Toledo	<a href="mailto:brenda.mondragontoledo@ucc.ie">brenda.mondragontoledo@ucc.ie</a>
Dr. John O'Brien	<a href="mailto:johnobrien@ucc.ie">johnobrien@ucc.ie</a>
Dr. Theresa O'Keefe, Lecturer	<a href="mailto:theresa.okeefe@ucc.ie">theresa.okeefe@ucc.ie</a>
Prof. Maggie O'Neill, Professor of Sociology and Criminology	<a href="mailto:maggie.oneill@ucc.ie">maggie.oneill@ucc.ie</a>
Dr. Amin Sharifi Isaloo, Lecturer	<a href="mailto:amin.sharifiisaloo@ucc.ie">amin.sharifiisaloo@ucc.ie</a>
Dr. Tracey Skillington, Lecturer	<a href="mailto:t.skillington@ucc.ie">t.skillington@ucc.ie</a>
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Dr. Katharina Swirak, Lecturer	<a href="mailto:k.swirak@ucc.ie">k.swirak@ucc.ie</a>
Emeritus Prof. Arpad Szakolczai	<a href="mailto:a.szakolczai@ucc.ie">a.szakolczai@ucc.ie</a>
Dr. James Windle, Lecturer	<a href="mailto:james.windle@ucc.ie">james.windle@ucc.ie</a>



## Overview of Modules and Module Requirements

### Third Year Modules offered 2024/2025

Semester 1	Credits	Semester 2	Credits
SC3001 Social Theory: Paradigms & Perspectives	5	SC3003 Understanding Globalisation and Development	5
SC3004 The Sociology of Community	5	SC3067 Sociology of Violence	5
SC3025 Health and Scientific Deviance (for Public Health students only)	5	SC3009 Religion and Civilisation in Sociological and Anthropological perspective	5
SC3055 Research Project	Takes place over semester 1 and semester 2		15
SC3058 Sociology of Memory, Trauma & Collective Denial	10	SC3012 Sociology of the Media	5
SC3062 Sociology of Law: Legal Justice, Human Rights and Social Change	5	SC3029 Sociology of the Environment	5
SC3066 Medical Sociology	5	SC3046 Gender, Sexuality and Inequality	5
SC2034 Sociology of the City	5	SC2017 Sociology of Education / Sociology for Education	5
		SC2018 Sociology of Culture and Art	5

A full description of the above modules can be found through this link, where you can search for any module: <https://ucc-ie-public.courseleaf.com/modules/>

The [appendix](#) of this document also includes detailed description of module content.

The offering of a particular module will depend on the required minimum number of students (10) registering for it.

Sociology Department Undergraduate Timetable 2024-2025.

Please use the below links to find your timetables

**UCC WebTimetables:** <https://timetable.ucc.ie/SWS/SDB2425/showtimetable.aspx>

**MyTimetable:** <https://www.ucc.ie/en/build/roombookings/mytimetable/>

**SC3055 is not timetabled on the main timetabling system. The timetable for SC3055 is as follows:**

#### Meetings for SC3055

**Day:** Thursdays

**Time:** 11-12

Name	Topic	Date / Week	Room
Julius-Cezar MacQuarie & Guests	Intro / Think Ethics first / Q&A	12 <sup>th</sup> Sept. / 1	WGB G04
Tracey Skillington	Literature review	26 <sup>th</sup> Sept. / 3	WGB G04
Tom Bolland	Analysis of docs, media, digital, policy	10 <sup>th</sup> Oct. / 5	WW5
John O'Brien	Interview or Survey?	17 <sup>th</sup> Oct. / 7	WW5

Amin Sharifi Isaloo	Auto-ethnographic data and other ethnographies	31 <sup>st</sup> Oct. / 9	WW5
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The coordinator for SC3055 is Dr Julius-Cezar MacQuarie, [jmacarie@ucc.ie](mailto:jmacarie@ucc.ie)

## Fulfilling Module Work Requirements

All sociology students are required to submit work during the year in relation to each of the modules they follow. The requirements for individual modules can be found in the outlines contained in this booklet and on Canvas. This work is an integral part of the module concerned, and it is also an indispensable source of feedback for the student. **Please check the Book of Modules for full details.**

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

## Guidance on Self-Directed Study

Every module requires much self-directed study. Here are some tips on how you might spend your study time:

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

## General Guidelines for Essays

**Please note**, Guidelines for SC3055, Research Project is contained in a separate handbook which you can find on the Canvas Area for SC3055.

Essays should be written in correct language, from spelling through syntax to punctuation. They should have an introduction, a development and a conclusion.

### Recommended Essay Structure

#### **The introduction should address the following:**

- What it is the author intends to focus on (the problem or issue)
- What the author seeks to accomplish in the essay (the aim)
- The reason or reasons why the author considers this problem and their approach to addressing it to be important (the rationale);
- The contribution the author seeks to make by writing the text
- Offer wider context that the problem is related to

#### **In the development of the text, the following should be covered:**

- A review of literature relevant to the problem
- Application of social theory to show how the specific cases discussed are related to general dynamics and processes
- A series of paragraphs that constitute distinct points, well supported with referenced material from the literature, which all address the problem tackled in the essay.

#### **The conclusion should include a summary of the following:**

- An overall statement of the conclusion reached through the detailed discussion in the development
- A self-critical, reflexive assessment of the limitations and strengths of the work done
- Connecting the specifics of the problem or case looked at to a more general level, to show its overall relevance.

Such work should comply with the technical requirements expected of sociological work. They should contain:

- **A table of contents** specifying the structure and direction of argumentation of the text according to section and sub-section titles, as well as page numbers (for dissertations, final year projects, reports etc)
- **References in the text** to literature employed according to the reference system learned in First Year and consistently applied by the author
- **Footnotes or end notes** where it was necessary to elaborate in more detail on a point, but where this would have interfered with the clarity or succinctness of the discussion in the main text.
- **A bibliography** or list of works referred to at the end of the text, including author's name and initials, title, place of publication, publisher and date of publication; and in the case of articles also the journal title, volume, and page numbers.

**Referencing:** The Department recommends the currently most widely used system, the Harvard system of referencing. We have a *Referencing Booklet* available on the Canvas module homepage, with detailed information on referencing available from the UCC Library:  
<https://libguides.ucc.ie/academicintegrity/referencing>.

## Academic Honesty & Integrity

Good academic practice guidelines

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

Students are advised to ensure they familiarise themselves with what constitutes academic integrity and good academic practice.

Both UCC and the Dept. of Sociology & Criminology (style sheet and handbook) - available on the department home page provide information about referencing, writing and academic misconduct.

<https://libguides.ucc.ie/academicintegrity/plagiarism>

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

## Plagiarism, and the use of AI / ChatGPT

Plagiarism means passing off material that is not your own, as if it is your own. Directly copying from a source, and not citing that source, is the most obvious form of plagiarism. But submitting any work without full and proper acknowledgment of the sources you are using will bring that work within the scope of the UCC plagiarism policy. In the first instance, plagiarized work will receive a mark of zero, and the sanction will be recorded at the Student Records and Examinations Office (SREO). Cases of plagiarism may also be referred to, and handled directly by, SREO's exam compliance team.

The most reliable way to avoid plagiarism is always to ensure that you are fully and properly citing your sources, as well as being careful to use quotation marks when you are directly quoting. It is your own responsibility to make sure you know how to cite sources properly. Tutors will go over this in class, while the UCC library also provides a range of helpful guides:

<https://libguides.ucc.ie/academicintegrity/referencing>

Note that the use of ChatGPT, or any similar tool, to generate work, also counts as plagiarism, and the same penalties will apply. This includes using such a tool to suggest a structure or to make sense of a question (in other words, you don't have to copy directly for it to count as plagiarism). The best thing is simply to not use these tools, unless directed to do so for a specific purpose: while we refer to large language models as 'artificial intelligence,' they are really just word-prediction machines, automatically generating text based on a calculation of probability about the next most plausible word in any given sequence. This looks (and is) impressive but it also produces text that is at best superficial, while demonstrating no real knowledge, and often being startling full of errors. Note that some departments at UCC, or elsewhere, may permit use of these tools, once such usage is properly acknowledged. However, unless you are explicitly told otherwise for a specific assignment, this is not the case in sociology, where such usage is forbidden.

If you have any questions about plagiarism, including if you want non-judgmental pre-submission advice about whether something you're doing may unintentionally count as plagiarism, you can email Des Fitzgerald, the department plagiarism officer: [desfitzgerald@ucc.ie](mailto:desfitzgerald@ucc.ie)

Penalties for plagiarism

**Plagiarism: Please note that any work containing material that is generated by AI, transcribed from books, articles, or web sources (other than normal, properly acknowledged quotations) will be given a mark of 0.**

The University has produced a plagiarism policy (<https://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 and laid out as follows:

- 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.

Consultation with the HOD, HOS or nominee must occur PRIOR to informing the student that there is a potential issue with their work.

- 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 & Criminology reserves the right to use Turnitin software on all student submissions.

## Submitting Work & Penalties for Late Submissions

The following are the regulations of the department in relation to the submission and return of module work:

All work submitted to meet module requirements must have a **signed** departmental **cover sheet** which can be downloaded from our website at:

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

This should include:

- Student's name
- Student ID number
- Year of study, i.e. 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup>
- Programme, e.g. BA, BSocSc, Visiting Student, Higher Diploma etc.
- Module title and code, e.g. Social Theory SC3001
- Type of degree, e.g. Joint Honours, Single Honours, Major, Minor, Language and Cultural Studies

This information is essential to ensure that the marks are assigned correctly. We regret that we are unable to accept work that does not contain this information.

All module work must be submitted by the stated deadlines. These deadlines will be set by individual lecturers and are available in the department's booklet of module outlines or will be communicated directly to students in class.

Penalties will be applied to late work. These are:

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

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

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

**It is also strongly recommended that students keep copies of all the work that they submit, as the department may have to retain the originals for examination purposes.**

## Awards

The Department of Sociology & Criminology awards six certificates at the end of 3<sup>rd</sup> Year:

### **Outstanding Sociology Student of the Year**

This certificate is awarded to the student who receives the highest grade in the graduating Sociology class of that college year.

***Outstanding Criminology Student of the Year***

This certificate is awarded to the student who receives the highest grade in the graduating Criminology class of that college year.

***Best Final Year Project in Sociology***

This certificate is awarded to the student who receives the highest grade in the Final Year project, SC3055. **PLEASE NOTE:** Late submissions will **not** be considered for this award.

***Best Final Year Project in Criminology***

This certificate is awarded to the student who receives the highest grade in the Final Year project, **PLEASE NOTE:** Late submissions will **not** be considered for this award.

***Active Citizenship Award***

This certificate is awarded to a student of Sociology and/or Criminology who has demonstrated exceptional engagement with and as part of the UCC community.

## Appendix 1. Module Requirements for Different Degree Types

Details on module requirements for different degree types is as follows (below).

**Note:** the most up to date information on modules and requirements is in the UCC Book of Modules/ University Calendar, and in the case of any discrepancy always take precedence.

<https://ucc-ie-public.courseleaf.com/programmes/basoc/>

### **3rd Year Single Honours (50 credits):**

Students taking Single Honours Sociology are required to take 50 credits: SC3001 (5 credits) *plus* 45 credits from: SC2017, SC2018, SC2034, SC3003, SC3004, SC3009, SC3012, SC3029, SC3046, SC3062, SC3066, SC3067 (5 credits per module), SC3058 (10 credits), SC3055 (15 credits).

### **3rd Year Major Honours (40 credits):**

Students taking Major Honours Sociology are required to take 40 credits: SC3001 (5 credits), *plus* 35 credits from: SC2017, SC2018, SC2034, SC3003, SC3004, SC3009, SC3012, SC3029, SC3046, SC3062, SC3066, SC3067 (5 credits per module), SC3058 (10 credits), SC3055 (15 credits).

### **3rd Year Joint Honours (30 credits):**

Students taking Joint Honours Sociology are required to take 30 credits: SC3001 (5 credits), *plus* 25 credits from: SC2017, SC2018, SC2034, SC3003, SC3004, SC3009, SC3012, SC3029, SC3046, SC3062, SC3066, SC3067 (5 credits per module), SC3058 (10 credits), SC3055 (15 credits).

### **3rd Year Major Honours (20 credits):**

Students taking 20 credits of Sociology may select from the modules on offer, excluding SC3055 from: SC2017, SC2018, SC2034, SC3001, SC3003, SC3004, SC3009, SC3012, SC3029, SC3046, SC3062, SC3066, SC3067 (5 credits per module), SC3058 (10 credits per module).

### **3rd Year Single Honours Minor:**

Students taking Single Honours Sociology Minor are required to take 10 credits from the modules on offer, excluding SC3055.

### **3rd Year Social Science:**

Students following Sociology in Third Year Social Science are required to take SC3001 plus two further modules from the module list (10 credits) under Sociology & Society III. For further requirements, please consult the Department of Applied Social Studies.

**Students who fail SC3055 should apply to the Department for guidance on how to fulfil this requirement for repeat examinations. Students who are repeating a module must contact the Department regarding course requirements for that module.**

**NOTE FOR SOCIAL SCIENCE STUDENTS:** Students wishing to undertake postgraduate studies in Sociology are encouraged to take at least 45 credits of Sociology overall in Second and Third Social Science, including SC2014, SC2015, SC2065, SC3001 and SC3055.



## Appendix 2. 3rd Year Modules

The below are indicative outlines of 3<sup>rd</sup> year modules. Please refer to the relevant Canvas Areas for full module outlines.

### SC2017 Sociology of Education / Sociology for Education

**Module Coordinator:** Prof Kieran Keohane

**Lecturers:** Department of Sociology Staff

**Module Objective:** To familiarise students with theory, analysis and empirical research on the sociology of education, and to orient students towards teaching Sociology.

As 'Politics and Society' is now part of the secondary schools' Leaving Certificate, this module on Sociology of Education/Sociology for Education will take up the challenge of re-imagining and reinvigorating the core ideals of education as the life-long cultivation of wisdom and civic virtue. Education that enables human flourishing and a healthy body politic means something more than 'skills training' to be utilized for work. Educare means to cultivate, to lead forth, to draw out from within; and wisdom is derived from vis in 'vision' and dom meaning judgment and authority. When we consider the challenges of recovery we realize that it is not just enterprise and innovation in economy and technology -education for work- that is at issue, but more fundamentally a revitalization of our political, cultural and moral institutions. Our individual and collective abilities to be innovative and creative, to adapt to change and to reinvent our society and our economy to face the challenges of recovery and the future, whether in the fields of science & technology, industry & economy, law and politics, culture and the arts will come primarily from vision and the exercise of judgment based on good authority, inspired and guided by the light of higher values and ideals.

**Assessment:**

Continuous Assessment 100 Marks

Essay - 1 x 3,000 word essay (100 Marks)

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### SC2018 Sociology of Culture and Art

**Module Coordinator:** Dr Tom Boland

**Lecturers:** Department of Sociology Staff

**Module Objective:**

The objective of this module is to offer a theoretically and methodologically informed sociological analysis of culture and art. The first section of the course will introduce students to key sociological and anthropological concepts which facilitate the interpretation of art-works as both reflective of society and potentially transformative – whether literary, cinematic, musical, or whatever sort – including liminality, play and social performativity. Effectively, these suggest that by creating imaginative spaces of narrative and symbolism, art can consider elements of society, and variously re-think and re-evaluate them, or even critique them. The second part of the course will discuss some 'famous' and 'familiar', 'iconic' works of Art by well-known artists, as well as the avant garde, and popular culture, including, for instance: Rembrandt's 'Night Watch' and Beethoven's Symphony no. 9; the French Impressionists, German Expressionists and dada; Picasso, cubism, and modern primitivism; James Joyce's Portrait of the Artist as a Young Man; portraits, and self-portraits, from Velazquez to Frida Kahlo; amongst many others, including artists & works suggested by yourselves. The aim of the course is to approach Art [or art] and Culture [and 'culture'] as 'ways in', pathways towards understanding some of the most fundamental problems of contemporary society and suggesting ways of imaginative & creative reinvention.

**Assessment:**

Continuous Assessment 100 Marks

Essay - 1 x 1,500 word essay (50 Marks)

Essay - 1 x 1,500 word essay (50 Marks)

## SC2034 Sociology of the City

**Module Coordinator:** Prof. Kieran Keohane

**Lecturers:** Department of Sociology Staff

**Module Objective:** To explore key classical and contemporary theorists of urban culture within the broader context of Modernity and sustainable living. This module looks at characteristic aspects of cultures of cities in terms of their being symptomatic of broader processes of transformation of Modernity in general, through the work of Simmel, Benjamin and Joyce in particular; with ongoing reference to the question of sustainability.

**Assessment:**

Continuous Assessment 100 Marks. Essay - 1 x 3,000 word essay (100 Marks)

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## SC3001 Social Theory: Paradigms & Perspectives

**Module Coordinator:** Dr. Tom Boland

**Lecturers:** Department of Sociology Staff

**Module Objective:** To provide an overview of contemporary social theory with a view to clarifying the principles of theory construction. **Module Content:** This module provides a general yet contextually sensitive overview of the contemporary landscape of Social Theory, across a range of paradigms and perspectives from the 20th and 21st century. The major theoretical traditions are covered in a way that allows the student to develop an understanding both of leading authors and of basic concepts and theoretical models taking into account recent developments in social theory. Connections between social theory and modes of enquiry and methods of research will be highlighted in the course. **Learning Outcomes:** On successful completion of this module, students should be able to:

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

Give a historical overview of the development of social theory in relation to its changing socio-historical context between the mid-20th century and the present.

Outline what social theory is, and identify the major contemporary directions and the figures representing them.

Present and analyse the basic contemporary social theoretical concepts and models.

Apply various perspectives in social theory to illuminate contemporary cases.

Identify the range of options available for the construction of social theory, and demonstrate a justified choice of position.

**Assessment:**

Total Marks 100: Continuous Assessment 100 marks (2 x 1500 word essays - 50 marks each)

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## SC3003: Understanding Globalisation and Development

**Module coordinator:** Dr Amin Sharifi Isaloo.

**Module Goal**

To introduce the current state of research and theory in the Sociology and Anthropology of Development and to illustrate how Globalisation has transformed understandings of development.

**Module Content**

The course begins with a historical overview of the concept of globalisation. The second section examines the roots of the development project and the major schools of development theory. The third part of the course reviews various theories of globalisation and explores how these frameworks have altered development theory. The final section of the course examines responses to globalization and reviews case studies illustrating the impact of globalization on development projects.

**Learning Outcomes**

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

1. List, describe and outline the main ideas and arguments of each of the theories presented in the course;
2. Summarize, discuss and compare the theories and case studies presented in the course;
3. Critically evaluate the relevance of sociological and Anthropological concepts, theoretical insights and research data for the analysis of global inequality in economic, political and cultural forms;

4. Draw on their experiential knowledge and on theoretical and empirical knowledge in the synthesis of new understandings of contemporary globalization and development issues.

### **Examination and Assessment**

Total Marks 100

- Continuous Assessment 100 Marks
  - Essay - 1 x 1,250 word essay- Short video clips, animations, images, recordings, presentations and other creative arts and writings are also accepted (40 Marks)
  - Assignment - 1 x 1,250 word film/documentary review (40 Marks)
  - Attendance & Participation - Participation (20 Marks)

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## **SC3004 The Sociology of Community**

**Module Coordinator:** Dr Gerard Mullally

**Module Objective:** The aim of the module is twofold: first, to sensitise the student to the many manifestations of community and second, by means of this growing sensitisation to the phenomenon, to encourage greater awareness of developments in both sociological theory and method.

### Module Content

Contested Community: The Concept of Community Today  
Community and Classical Sociology  
Urban Communities and the Chicago School  
Community, Identity and Difference  
Collective Identity and Boundary Construction  
Sociology, Anthropology and Irish Communities  
Communities in Cyberspace  
Cosmopolitan Communities: The Local and the Global  
Post-modern communities?  
Community Revisited

### **Assessment:**

Total Marks 100: Continuous Assessment 100 marks (2 x 1500 word essays, 50 marks each.).  
Compulsory Elements: Lecture attendance, essay submission.

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## **SC3009: Religion and Civilisation in Sociological and Anthropological Perspective**

**Module coordinator:** Dr Amin Isaloo Sharifi

### **Module Goal**

To develop themes and issues in the sociological and anthropological study of religion, in the framework of comparative civilisational analysis. The course will incorporate developments in related disciplines like anthropology and archaeology.

### **Module Content**

This course will serve as an introduction to some of the main issues in the sociology and anthropology of religions and civilisations. Its central theme will be the connection between religion and modern civilisation, addressing questions like the following: what role did certain religious ideas and movements play in the rise of modernity? Why is it that modernity is usually associated with the loss of importance of religion? And is this assertion, formulated in the 'secularisation' thesis correct, or rather should one talk about the return of religion under contemporary conditions? After reviewing some stories and facts on the link between religion and modernity, this course will continue by reviewing the anthropological and historical backgrounds and the conceptual foundations of the sociology of religion. Subsequently, it will employ sociological and anthropological theories and concepts to explore links between religion and the practice of walking (including pilgrimage), religion and the practice of gift-giving, religion and the practice of sacrifice, religion and the practice of ritual performance, and religion and the public sphere. Finally, some comparisons will be drawn between religions, particularly Christianity and Islam, and the question of religious fundamentalism, a theme also central for contemporary politics, will be discussed.

### **Learning Outcomes**

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

1. present a historical overview of the main approaches in the sociology of religion, especially the historically and anthropologically based ones;
2. understand and evaluate the theories of secularisation and their problems;
3. gain an understanding of the contexts in which the main world religions emerged and developed;
4. gain familiarity with some of the main current issues in the sociology of religion, like fundamentalism, the practice of pilgrimage, and the nature of religious experiences;
5. compare the rise and spread of Christianity and Islam.

### **Examination and Assessment**

Total Marks 100 Continuous Assessment 100 Marks

- Essay - 1 x 1,250 word essay- Short video clips, animations, images, recordings, presentations and other creative arts and writings are also acceptable (40 Marks)
- Essay - 1 x 1,250 word film/documentary review (40 Marks)
- Attendance & Participation - Participation assessed by class discussions and online discussions on CANVAS (20 Marks)

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## SC3012 Sociology of the Media

**Module Coordinator:** Dr. Tom Boland

**Module Objective:** Modern society is media saturated, from printed text to radio, television and the internet. Rather than simply viewing the media as a 'medium' for the communication of information and ideas, sociologists explore how forms of media transform individuals and society. Indeed, contemporary 'social media' are not just devices which facilitate social interaction, but actively re-shape how we relate and react to each other, the world around us and current events.

How should the ascendancy of the media be understood? For some, the emergence of the press is associated with liberty, democracy, and social revolutions, as the free exchange of ideas contributes to enlightenment and progress. For others, the media appears as a source of propaganda and ideology, both creating global homogenisation and the fragmentation of shared culture, the tool of political domination and economic exploitation. These perspectives feed into contemporary controversies around free-speech, cancel-culture, political correctness, internet- trolls, conspiracy theories, electoral manipulation by social media, algorithmic surveillance and so on.

Key to understanding this complexity are sociological models which account for the media as a specific and distinctive field; the public, variously conceived as a space of free speech and debate, the public sphere, an arena of performances and a place of transformation. Every day more text, photographs and videos are published on-line than could be viewed in a whole lifetime: Therefore, we need sophisticated theories and the sociological imagination to detect wider trends and underlying discourses within the cacophony or pandemonium of communication.

Beyond these wider debates about the character of the contemporary media scene, this course will also equip students with methods of media analysis which they can apply to stories, scandals or controversies which interest them. As a preliminary, the course will examine contemporary modes of news production – how stories are selected, analysed and presented – with due attention to the ownership and business model of news outlets. Multiple models of how to analyse news text will be offered to students, from propaganda and ideology to framing, interpellation, encoding & decoding and discourse analysis.

**Assessment:** Total Marks 100: Continuous Assessment 100 marks (2 x 1500 word essays (50 marks each)).

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## SC3025 Health and Scientific Deviance

**Module Coordinator:** Dr. Myles Balfe

\*This module is available to Public Health, and Public Health Education students only.

**Module Objective:** To introduce students to key examples of health-related and scientific deviance; and to understand why health-related and scientific deviance occurs.

**Module Content:** This module will provide an overview of health-related and scientific deviance, explore key examples of this type of deviance and investigate why it occurs. The module will examine in detail the corruption of public health under the Nazi regime during World War 2. Additional topics will examine: healthcare professionals and torture; deviant human experimentation; cults; the use of science and public health knowledge to facilitate apocalyptic terrorism; forbidden data; corruption and whistle blowing in healthcare organisations; and fraud and deception in research.

**Learning Outcomes:** On successful completion of this module, students should be able to:  
Explain what health-related and scientific deviance is;  
Identify and define key sociological concepts and ideas that can explain health-related and scientific deviance;  
Apply these concepts to new deviance related problems, issues and phenomena.

**Assessment:**

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

Compulsory Elements: Continuous Assessment.

Formal Written Examination: No Formal Written Examination.

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

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## SC3066 Medical Sociology

**Module Coordinator:** Dr Myles Balfe

**Lecturers:** Department of Sociology Staff

**Module Objective:** This module will provide an overview of Medical Sociology, which is a crucial and growing area of Sociology, adding an important perspective on factors that influence health and illness.

The module will address a range of Medical Sociological concepts and examples. The precise content of the module will be updated each year to reflect emerging health data and diseases. However the module will address important diseases and conditions (such as infectious disease, chronic illness, diabetes, etc.) as well as key concepts in the area of Medical Sociology (such as risk, trust, standardization, stigma, violence, and social networks).

**Assessment:**

In-class test (1.5 hours)

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## SC3029 Sociology of the Environment

**Module Coordinator:** Dr. Gerard Mullally

**Module Objectives:** To trace the social, historical, and cultural bases of environmental concern and the development of the institutional framework for environmental protection in Ireland. To explore the concepts of resilience and transitions to low-carbon societies.

**Module Content:** The module examines the evolution of environmental concern in Ireland in a comparative sociological perspective. This module looks at the formation of voluntary organisations, the construction of a state apparatus for environmental protection and the key changes in environmental concern up to the 1980s. Specific attention will be given to recent developments in social theory regarding the relationship between culture and nature. In particular, the module will explore the basis of environmental controversy in Ireland, in the context of broader changes in attitudes towards nature. It will examine the contemporary shift in framing environmental

concerns from sustainable development in the twentieth century to a growing emphasis on transition to low carbon societies prompted by the climate change debate.

**Module Topics**

Nature and Sociology

Environmental Sociology and Beyond

Nature and Society: The Historical Context.

The Social Organisation of Environmental Concern.

The Politics of the Environment.

'From Environmentalism to Ecological Discourse?' Questioning Sustainable Development.

Governance, Democracy and Sustainability: Resilience and Transitions to Low Carbon Societies?

The Emergence of the Sociology of Climate Change.

**Assessment:**

Total Marks 100: Continuous Assessment 40 marks (1 X 3000 word Essay (100 Marks)),).

**Compulsory Elements:** Lecture attendance and continuous assessment and written examination.

## SC3067 Sociology of Violence

Module coordinator: Dr Gema Kloppe-Santamaria

**Module objective:**

To critically examine how violence has been conceptualized, historicized, and analyzed by classic and contemporary sociological approaches and to trace how violence intersects with dynamics of power and coloniality as well as with social constructions of class, race, ethnicity, sexuality, and gender, both historically and in the present-day context.

**Module content:**

Violence is at the center of social, political, and inter-personal relations, both in the global south and in the global north. Its ubiquitous character makes the phenomenon of violence and its many manifestations highly relevant for sociology as a discipline. As argued by sociologist Sylvia Walby, violence as a field of sociological inquiry has become increasingly central with recent scholarship calling into question the relationship between violence and modernity, state formation, and the so-called civilizing process. This module will explore how classic sociologists and social theorists conceptualized violence in relation to power, modernity, and the state. It will then proceed and examine how recent feminist, postcolonial, and intersectional analyses have called into question state-centered and Western-centric assumptions about the drivers and effects of violence, and how this concurrently has given shape to our own perspective about what constitutes violence. The first part of this module will revise classic and contemporary sociological approaches to violence from a theoretical perspective. The second part of the module will draw on empirical studies from sociology, history, and the social sciences to identify and study specific forms of violence, from armed conflict to criminal violence, vigilantism, femicides, forced disappearances, and state-led violence. Throughout the course we will trace the manifold causes and consequences of violence as well as the ways in which violence is produced, resisted, contested, and reconfigured by different societal actors.

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**Assessment:**

Continuous Assessment 100 Marks

- Essay - 1 x 2,500 - 3,000 word essay (80 Marks)
- Attendance & Participation - Participation (in-class exercises) (20 Marks)

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## SC3046 Gender, Sexuality and Inequality (Semester 2)

**Module Co-ordinators:** Dr Theresa O'Keefe and Dr Brenda Mondragón Toledo

**Mode of Delivery:** This module is taught as a seminar, with student participation incorporated. Students taking this module are expected to read the required readings set out for each week and to contribute to class discussion. All materials for the module will be uploaded on Canvas. A full syllabus with a weekly outlined and assigned reading will be posted to the module page.

**Module Objective:** To examine specific aspects of gender and sexuality in relation to social research and theory.

**Module Content:** Identities and social relations linked to gender and sexuality have been significant sites of concern, activism and contestation over recent decades. Despite resultant shifts in how gender and sexuality are defined, expressed and normalised in everyday life, social inequalities based on gender and sexuality still persist. This module explores why this might be so by focusing on gender, sexuality and social inequality from both an analytical and practical perspective. It will concentrate on the concepts of gender and sexuality, trace the historical development of ideas on both and examine how such ideas inform political, economic and social struggles against structural inequalities. Each week we will use sociological approaches, including feminism and queer theory, to explore key themes on gender and sexuality including work, reproductive justice, violence, relationships, intimacy and power. Through this module students will develop their own critical theoretical abilities and be able to situate themselves in current debates on gender, sexualities and social inequalities.

**Learning Outcomes:** On successful completion of this module, students should be able to:  
Examine specific aspects of gender and sexualities in relation to sociological research and social theory.  
Critically analyse theoretical approaches to gender, sexualities and social inequalities.  
Identify social trends and processes in the arena of gender and sexualities  
Evaluate the changes occurring in the sociology of personal life.

**Assessment:**

Continuous Assessment 100 marks (1 x 2,000 word Essay (85 marks); Participation (15 marks)).

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## SC3055 Research Project

**Module Coordinator:** Dr Julius-Cezar MacQuarie

**Lecturers:** Department of Sociology Staff

**Module Objective:** This module focuses on a substantive research topic (e.g. social pathologies; social movements, social change, and democracy; gender and violence; globalisation and the economy; art and culture; religions and civilisations; sex work; feminisms, gender and sexualities; sustainable development; memory and trauma; forced migration; health and illness, etc.) to develop competencies in social research. Students will work closely with an assigned supervisor to undertake a research project based on an approved research proposal submitted at the end of Year Two. Students are initially prepared for individual research on selected aspects of their chosen topic, including research ethics, before commencing self-directed research.

A Research Project Handbook available on the module Canvas Area gives full details of the module.

**Assessment:**

Continuous Assessment 300 Marks

Assignment - Literature Review (45 Marks)

Dissertation - 1 x 10,000 word Research Project (255 Marks)

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## SC3058 Sociology of Memory, Trauma & Collective Denial

**Module Coordinator:** Dr Tracey Skillington

**Lecturers:** Department of Sociology Staff

**Module Objective:** To provide students with a thorough grounding in contemporary sociological debates on the collective memory, trauma and states of denial, as well as more classical sociological explorations of encounters with suffering, violence, forgetting and denial. To connect these sociological debates with some of the more pressing

concerns of our times, including collective efforts to come to terms with the trauma and dislocation of war, global climate change, the threat of terrorism, mass migration and human suffering.

This course examines various collective strategies adopted to selectively know and understand inhumane conduct and consider how publics morally disengage from acts of extreme violence and rationalize inhumane conduct, especially during periods of upheaval and social unrest. It further assesses how societies adopt collective strategies of 'unknowing' violence (i.e., 'doing denial'), that is, devises ways of looking at the social world without seeing it or listening without hearing its distress cries. It asks if social and political under-reactions to widespread evidence of violence, hunger, poverty, or ecological destruction today offer us any insights into the relationship between knowledge of suffering (its production and dissemination), social relations among humans, and propensity to act? Using classical Marxist and Weberian analysis, it will explore how social and affective identification with fellow humanity is routinely blocked. It will also assess the role of narrative in establishing the acceptability and coherence of certain violent realities today. The second part of this course considers occasions when societies choose to engage with traumatic memories of violence. It asks what are the triggering mechanisms forcing publics out of a state of denial in this instance (with the disclosure of evidence of crimes of atrocity)? What social, political and cultural factors awaken societies to histories of abuse and accept perpetrator guilt, thereby precipitating a publicly staged 'coming to terms' with episodes of harm? Topics: collective trauma, denial, forgetting, societal guilt, inhumanities, the by-stander society, alienation, societal learning.

**Assessment:**

Continuous Assessment 200 Marks

Assignment - 3,000 word essay (150 Marks)

Presentation - Individual presentation (50 Marks)

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## SC3062 Sociology of Law: Legal Justice, Human Rights and Social Change

**Module Coordinator:** Dr Tracey Skillington

**Lecturers:** Department of Sociology Staff

**Module Objective:** The module offers a theoretically and methodologically informed sociological exploration of the role of law in contemporary society. Within the framework of the development of society from the early modern to the currently emerging global period, the module focuses on the place and role of law in the constitution and organization of social life. Law is understood in terms of a system of coercive norms and a process of constitutionalisation that both creates and protects freedoms. However, law also exists as a resource used by actors to challenge conventional readings of democracy, justice and rights in a highly contested environment. This series of lectures recounts current sociological thinking on the evolving function and interpretation of law in light of debates on the ethics of contemporary war, ecocide, humanitarian intervention, mass detention of migrants, international tribunals and the role of violence in upholding law and order. Attention is given to major trends and to the partially contradictory pursuit of international justice and peaceful relations amongst a community of sovereign states.

**Assessment:**

Continuous Assessment: 100 marks Assignment – 2,000 word written essay (in-class) or individual presentation (online) (100 marks)