Masters in Women’s Studies
Semester 2 Timetable

2017-2018
UCC
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| Tues. 16 January | Preparing for the literature review essay  
Matching students to supervisors  
Agree submission dates | Chiara Bonfiglioli        | ORB 145        |
<p>| Wed. 17 January | Women and power in antiquity: a case study (WS6003) | Catherine Ware            | ORB 144        |
| Thurs 18 January | Origins of Feminism (WS6003) | Clare O’Halloran          | ORB 326        |
| Week 25   |                                                                 |                           |                |
| Tues 23 January | Early Feminism (17th and 18th century) (WS6003) | Clare O’Halloran          | ORB 145        |
| Wed 24 January | First wave Feminism (WS6003) | Clare O’Halloran          | ORB 144        |
| Thurs 25 January | Feminist Waves and lost waves (WS6003) | Chiara Bonfiglioli        | ORB 326        |
| Week 26   |                                                                 |                           |                |
| Monday 29 January | Second Wave feminism (WS6003) | Liz Kyte                 |                |
| Tues 30 January | Fieldtrip to Attic Press (WS6003) | Chiara Bonfiglioli        | ORB 145        |
| Wed 31 January | Gender history: the politics of location (WS6003) | Chiara Bonfiglioli        | ORB 144        |
| February  |                                                                 |                           |                |
| Thurs 1st February | Gender history: experience and representation (WS6003) | Chiara Bonfiglioli        | ORB 326        |
| Week 27   |                                                                 |                           |                |
| Tues 6 February | Feminism and Islam (WS6003) | Rola Abu Zeid O’Neill    | ORB 145        |
| Wed 7 February | Feminism and Islam (WS6003) | Rola Abu Zeid O’Neill    | ORB 144        |
| Thurs 8 February | Feminism and Islam (WS6003) | Rola Abu Zeid O’Neill    | ORB 326        |
| Week 28   |                                                                 |                           |                |
| Tuesday 13 February | Class on Reflective Journals (WS6005) | Kathy D’Arcy         |                |
| Wed 14 February | Transnational feminism: intersectionality (WS6005) | Chiara Bonfiglioli        | ORB 144        |
| Thurs 15 February | American Second Wave Feminism (WS6003) | Emma Bidwell            | ORB 326        |
| Week 29   |                                                                 |                           |                |</p>
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<td>Tues 20 Feb</td>
<td>Gender, Gesture and the Politics of Performance (WS6005)</td>
<td>Róisín O’Gorman</td>
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<td>Wed 21 Feb</td>
<td>Gender violence and feminist responses in the former Yugoslavia (WS6005)</td>
<td>Chiara Bonfiglioli</td>
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<td>Thurs 22 Feb</td>
<td>Gender violence and media representations in Italy GS2-7 (WS6005)</td>
<td>Nicoletta Mandolini</td>
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<td>Tues 27 Feb</td>
<td>Gender and employment law/equal status law (WS6005)</td>
<td>Darius Whelan</td>
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<td>Wed 28 Feb</td>
<td>The Irish referendum for marriage equality and the politics of love (WS6005)</td>
<td>Laurence Davis</td>
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<td>March</td>
<td><strong>Feminist theories on motherhood (WS6005)</strong></td>
<td>Máire Leane</td>
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<td>Tues 6 Mar</td>
<td>Women, Work and Family II (WS6005)</td>
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<td>*** Women in Society I essay to be handed in before class</td>
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<td><strong>Week 32</strong></td>
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<td>Tues 13 Mar</td>
<td>The Representation of Female Sex Offenders: The Nora Wall Case (WS6005)</td>
<td>Catherine O’Sullivan</td>
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<tr>
<td>Wed 14 Mar</td>
<td>Cultural Construction of Childhood: A Critical Response to the Age of Consent and Child</td>
<td>Catherine O’Sullivan</td>
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<tr>
<td>Thurs 15 March</td>
<td>Dark Chapter (in cooperation with School of English)</td>
<td>Winnie M. Li</td>
<td>TBC</td>
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<tr>
<td>Tue-Thur</td>
<td>Individual consultations on assignments in progress before sessions this week</td>
<td>Chiara Bonfiglioli</td>
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<tr>
<td>Tues 20 March</td>
<td>Masculinities I (WS6005)</td>
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<tr>
<td>EASTER BREAK</td>
<td>Week 34 26 March- 2 April</td>
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<td>EASTER BREAK</td>
<td>Week 35 2 – 9 April</td>
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<td>Week 36</td>
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<tr>
<td>Tues 10 April</td>
<td>Ecofeminism II (WS6005)</td>
<td>Emma Bidwell</td>
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<td>*** Literature Review Essay to be handed in before class</td>
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<tr>
<td>Wed 11 April</td>
<td>Women and Work in a Global Perspective (WS6005)</td>
<td>Chiara Bonfiglioli</td>
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<td>Thurs 12 April</td>
<td>Presentation skills (WS6008)</td>
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<td>April</td>
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<td>Week 37</td>
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<td>Tues 17 April</td>
<td>Constructions of sexuality in Ireland: Abortion (WS6005)</td>
<td>Jacqui O’Riordan</td>
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<td>Wed 18 April</td>
<td>Struggles for reproductive justice across Europe (documentary screening) (WS6005)</td>
<td>Sandra McAvoy</td>
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<td>Thurs 19 April</td>
<td>Transnational Feminism: Reproductive Rights (WS6005)</td>
<td>Chiara Bonfiglioli</td>
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<td>May</td>
<td>Week 38 (Study and Review week)</td>
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<tr>
<td>Tues 24 April</td>
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<tr>
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<td>Meeting with former students* (WS6008)</td>
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<td>Wed 2 May</td>
<td>Transgender rights today</td>
<td>Sara-Jane Cromwell</td>
<td>TBC (cancel 144)</td>
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<td>Thurs 3 May</td>
<td>Review and writing a dissertation (WS6008)</td>
<td>Chiara Bonfiglioli</td>
<td>TBC</td>
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<tr>
<td>Tue 15 May</td>
<td>*** Essay on reflective journal and sample entries due</td>
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*In this session we will have in a couple of last year’s students to talk about thesis writing. In addition, students are expected to attend our conferences and any additional Women’s Studies seminars.
The Second Semester
Women in Society I and II and the Literature Review

During semester 2 students work on three modules:

1. WS6003 Gender and Society I: Contexts (5 credits)
2. WS6005 Gender and Society II: Interdisciplinary Perspectives – classes + journal (15 credits)
3. WS6008 Research Skills in Women's Studies Part 2 – Literature Review and presentation (10 credits)

Essays – due dates

Two essays are due during this semester:

1. WS6003 essay due on 8th March (2,500 - 3,000 words).
2. WS6008 Literature review essay due on 10th of April (5,000 words).

The following are handed in after the Easter Break:

1. WS6005 essay due on 2nd May (3,000 - 3,500 words)
2. WS6005 selected reflective journal entries and 1,500-2000 word essay due on 15th May.

Also after Easter:

Presentations relating to WS6008 will take place on the 24th and 25th of April.

End of the summer:
Due date for submission of the dissertation is the last Friday in September: 28th September, 2017.
WS6008: Preparing to write the literature review essay

When we do literature reviews

- At the outset of the research process.

Why we do literature reviews

- So that your work on your dissertation is informed by existing scholarship in your area.
- To contextualise your own research within the existing literature and become familiar with relevant theory.
- To identify the theories most relevant to your dissertation and to synthesise relevant findings, discussions and arguments drawn from existing scholarship.
- To refine your research question and identify gaps in existing knowledge.

Working on the literature review essay

- Working on the literature review essay allows you to begin to focus on central issues in your research at an early stage.
- Remember this is a 5,000 word essay, rather than the literature chapter you may put in your dissertation.
- During the first semester, you had experience of pacing the kind of work necessary for an essay of that length. You probably already know that it is advisable to begin your reading for the literature review essay soon after the start of the semester.
- You will need to take a break to work on the WS6003 essay, the submission date for which is 8th March. (Having this break can be useful as you may come back to the literature with a fresh eye.)
- Your topics are all different and different kinds of - and levels (academic or otherwise) of literature - may be available in relation to each of them - so you will bring individual approaches to your work but these can be discussed with your supervisor(s). (See also the points about types of literature on the next page.)
- Exploring and reading some of the literature at an early stage, before you really get down to working on your dissertation, does help you narrow down your central thesis/central research question. (Having worked on the essay should make this a simple process when you move on to the dissertation.)
- The purpose of the essay is to allow you to identify the most significant of the relevant materials and ideas and begin to explore them and think of why and how they are relevant to your research project.
Also:

- Working on the essay will help you evolve in the way that you read, identify and write about ideas.

- In writing the essay, you may want to focus on a specific aspect/specific aspects of the literature. (This may particularly be the case if you are a part-time student.) You can make your approach clear in your introductory paragraph.

- In the essay you may identify some of the gaps and (perhaps) contradictions in current research on your subject. (You might decide to deal with aspects of these in more detail in the dissertation.)

- Work on a literature review chapter in the dissertation will involve a gradual building process over weeks/months. The major findings in your research on the essay will be refined, revised, probably condensed and also added to over the summer months as the research for your dissertation progresses.

- You will not be taking the essay and slotting it into the dissertation as a chapter.

What does a literature review in a dissertation involve?

- Identifying sources relevant to your research area. (Catalogues, web search, journal search, don’t forget a walk to the areas of the library where material of relevance may be stored, browsing and looking at bibliographies.)

- Drawing on and evaluating this range of relevant sources – which may include books, journal articles, relevant reports, possibly web-based sources and others you identify.

- Exploring and reading some of the literature at this stage will help you narrow down your central thesis.

- The purpose of focusing on the literature is to allow you to identify the most significant of the relevant materials and ideas and begin to explore them and think of how they are relevant to your research project.

- The Oliver chapter and book\(^1\) provide some advice on literature – but the choice may be totally related to what you decide to research. It would be useful to talk to your supervisor about this.

- A literature review may include journal articles, books, reports, theses, conference papers and other sources. The balance of these may be specific to your subject.

- A literature review is not a list or summary of literature. It is not a set of short book reviews. It does not involve explaining what a book is about.

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It involves analysis, interpretation, evaluation and coherent discussion of the theories, findings and major issues in the literature you identify as most relevant to your topic.

Evaluating literature is hugely important (i.e. ask yourself if your sources are reliable)

- Check for biographical details of the author and ask if they suggest this person speaks with experience/authority
- Check the date of publication. Is the source up to date?
- Is the publisher an academic publisher/ a reputable publisher?
- Does the source reference other relevant and reliable literature?

The literature review essay

On the next page there is a statement about using the insights gained in the literature review essay when you work on your dissertation. It was agreed by our Board of Studies and the external examiner. It will also be included in a handbook on the dissertation that you will receive in May.
Important information

The Literature Review Essay and the Literature Review Chapter in Your Dissertation – How to use the insights gained while working on your literature review essay

The purpose of the Literature Review essay is to allow you to explore your chosen area of investigation and to familiarize yourself with the relevant debates, central issues and current research in a deeper way than might be possible if you did not begin this work until after the taught course.

Your work on the Literature Review essay should enable you to formulate a specific research question for your dissertation and to place your own project within the broader area of the research you have become familiar with during your work on the essay.

You will, of course, encounter further relevant material as you continue working on your dissertation during the summer months.

Given that the Literature Review essay provides you with the general context of your project, however, and given that the literature you considered in writing it should be, to a large extent, relevant to your project, you should use the insights gained during preparation for the essay when you work on the Literature Review chapter in your dissertation.

We suggest that this material might be used in one of two ways, with the approval of your supervisor(s):

1. The first would involve a much condensed summary of the literature review as a dissertation chapter, or a section of a chapter, in your dissertation. The insights gained from further research during the summer months would, of course, be integrated into this material.

2. The second would involve interspersing the insights gained when working on the literature review material in relevant sections throughout the dissertation.

*In no case, however, may the Literature Review essay be taken verbatim and simply inserted in the MA dissertation*

Presentations.
Further information on what we want students to consider when preparing to make the presentations in April will be given out during the semester and we will organise a class on this. It may, however, be organised – in consultation with students – outside the 5.00pm-7.00pm timetable.
Second Semester Seminars

WS6003 Gender and Society I: Contexts

Women and Power in antiquity (WS6003)
Date: 17 January
Lecturer: Catherine Ware

This class will look at women in Roman mythic history and their part in its foundation, specifically the abduction of the Sabine women to create the first generation of Romans (753BC) and the death of Lucretia which led to the foundation of the Republic (c. 520BC). The case study in question is the narration of these stories in Livy’s History of Rome written in the late first century BC/early first century AD and its relevance to his own age, the early empire under Augustus.

*** Required readings from selected authors and suggested readings on Blackboard.

Origins of Feminism, Early Feminism and First Wave Feminism (WS6003)
Dates: 18, 23 and 24 January
Lecturer: Clare O’Halloran

These three sessions investigate the role of the Enlightenment in the development of some of the key ideas of early feminism: principally that, in the words of François Poulain de la Barre (1647-1723), ‘the mind has no sex’, and that therefore women should be given access to education on the same terms as men. In the first session we look at the constituent elements of the patriarchal view of women. In the second we will be exploring the ideas of Poulain de la Barre, Mary Astell, Jean Jacques Rousseau and Mary Wollstonecraft and their arguments in response to that tradition. Finally, we will look at how such ideas and arguments shaped the first generations of feminist activists.

Required readings for the first two sessions
(***see additional reading guide on Blackboard):


**Required readings for the third session**

(***see additional reading guide on Blackboard):**


Haslam, T.J., The Women’s Advocate (1874) [extract], in A. Bourke et al. (eds.) The Field Day Anthology of Irish Writing, vol. V: Irish Women’s Writing and Traditions (Cork: Cork University Press in association with Field Day), 75-76.


**Second Wave Feminism (WS6003) and fieldtrip to Attic Press**


**Dates:** 24 and 29 January

**Lecturer:** Liz Kyte

The seminars on Second Wave Feminism in Ireland explore how feminism was expressed from the 1970s onwards in Ireland and the links between the Irish women’s movement and feminism. During the first seminar we will be investigating the origins, motivating issues, keys demands, movement organisations, key activists, tactics and impact on social change. Some of the political themes we will examine range from contraception and equal pay, to issues of sexuality and anti-imperialism. The second session will entail a field trip to the Attic Press Archive housed in UCC's Boole Library's Special Collections. The field trip will provide students with the opportunity to consult documentary evidence of the Irish Women's Movement of interest o them and to gain experience of undertaking archival research. The session will include an introduction to feminist biography and using archives to document the history of feminism.

**Required reading:**


*** Recommended reading list on Blackboard.***

**Gender history: the politics of location; experience and representation; feminist waves and lost waves (WS6003)**

**Date:** 30 January, 31 January and 1 February

**Lecturer:** Chiara Bonfiglioli

These three classes will revisit canonical discussions in feminist and gender theory in order to address methodological dilemmas in gender history. How do we position ourselves as researchers and authors in relation to our research subjects and in relation to the time period chosen? Which methodology can better account for gendered subjectivities across time and space? Which narratives are constructed through our writing? How to deal with different types of sources, and how to turn the data we gathered into an academic narrative? Also, what categories are being reproduced when we talk of feminist waves, and what is the challenge of researching women who had a significant impact in women’s history without identifying as ‘feminists’? The presence of ‘lost waves’ and the issue of different temporalities of women’s activism will also be discussed. Students will be invited to reflect on concrete methodological questions on the basis of their own research topics, as a way to promote reflexive and responsible methodologies in academic writing.

**Required reading:**

**First session:**


**Second Session:**


**Third Session:**


**Feminism and Islam (WS6003)**  
**Dates:** 6, 7 and 8 February  
**Lecturer:** Rola Abu Zeid-O’Neill

Islam is the most criticized religion for its attitudes toward women. In these classes we will discuss Islamic feminism and the Hijab (the Islamic head cover), their definitions and types. In these sessions we will explore the role of women in Islam, as how Islamic feminists advocate for women's rights, gender equality, and social justice. This is grounded in an Islamic framework. In addition, we will discuss Muslim and Arabs scholars, and Islamic feminist pioneers.

In these sessions we will:

- Develop an in-depth understanding of Islamic feminism;
- Explore Islamic feminism, its opportunities for interpreting the Quran, and the tools Muslim women use to challenge androcentric interpretations of Islamic writings.

**Required Reading Material:**  

**Recommended Reading:**

*** see articles on Blackboard ***

See also:  

**Class on Reflective Journals (WS6003)**  
**Date:** 13 February  
**Lecturer:** Kathy D’Arcy

**American Second Wave Feminism (WS6003)**  
**Date:** 15 February
Lecturer: Dr Emma Bidwell
This seminar looks at second wave feminism in the United States from 1963 and *The Feminine Mystique* to 1982 and The Expiry of the Equality Rights Amendment. We'll discuss its roots, the schisms within it and how it influenced Irish feminism.

WS6005 Gender and Society II: Interdisciplinary Perspectives

Transnational Feminism: Intersectionality; Reproductive Rights
Date: 1 February and 19 April
Lecturer: Chiara Bonfiglioli

These sessions will be dedicated to the concept of intersectionality and to its significance within feminist and gender studies. We will address earlier debates rooted in Black feminism and post-colonial feminism, as well as at current debates that about the potentials and pitfalls of the concept. In the first session we will look at how to implement an intersectional analysis when dealing with discursive and visual sources. In the second session we will consider reproductive rights from an intersectional perspective, looking at how women in different geographical contexts have been submitted to different reproductive regimes on the basis of their ethnicity and class.

First session:
Required reading:


Second session:
Required reading:


Recommended reading for both sessions:


Gender, Gesture and the Politics of Performance  
Date: 20 February  
Lecturer: Róisín O’Gorman
This session will explore ways of thinking about representation, gender and politics through the lens of Performance Studies. We will work through ideas and examples from the readings below to discuss and consider strategies for ways understanding the social domain through an understanding of gesture, theatricality, and performativity.

Required Reading:


Phelan’s text is central to Performance Studies on how performance helps us understand the marking and norming of gendered positions/identities etc. She moves beyond simplistic identity politics to look at the more gnarly operations of power and asks us to re-consider the politics of visibility. There are some dense theoretical concepts here. Don’t get bogged down in the psycho-analytic elements but try to read for her key arguments. We will work through the ideas further in class but it is useful to try to work through the reading beforehand.


Recommended reading:

See also this summary overview on Feminism and Embodiment: http://plato.stanford.edu/entries/feminist-body/#MatBodSemAbj


Gender violence and feminist responses in the former Yugoslavia (WS6005)
Date: 21 February
Lecturer: Chiara Bonfiglioli

The lecture will address intersections of gendered and ethnicised violence, and the usage of mass rapes as a weapon of war during the Yugoslav wars of the 1990s. We will unpack categories such as sexual violence and ethnicity, and look at the ways in which international and local feminist activists responded to war and nationalism. We will be looking, notably, at the dispute between U.S. feminist Catherine MacKinnon and Croatian feminist Vesna Kesić. Their exchange highlights common ethical dilemmas of feminist political interventions at home and abroad.

Required reading:


Gender violence and media representations in Italy (WS6005)
Date: 22 February
Lecturer: Nicoletta Mandolini

The class aims at providing the students with general information on the issue of gender-based violence in Italy (e.g. types, incidence, previous and existing laws, challenges by feminist movements). Looking in particular at femicide, a phenomenon that has been recently addressed by Italian politicians, journalists and artists, specific reference will be made to research findings on the problematic issue of gender-based violence representation within the media.

Required readings:


Gender and employment law/equal status law (WS6005)
Date: 27 February
Lecturer: Darius Whelan

This class looks at case studies to initiate discussion of the law on direct and indirect discrimination, harassment, sexual harassment, liability of employers for discrimination and remedies. The main emphasis will be on the gender ground, but there will also be reference
to other grounds such as family status, civil status, disability, age, race, religion, sexual orientation and membership of the travelling community.

*** Required reading (case studies) on Blackboard.

The Irish referendum for marriage equality and the politics of love (WS6005)
Date: 28 February
Lecturer: Laurence Davis
In one of his most admired short stories, the author Raymond Carver asks what we really talk about when we talk about love. One of the characters in the story offers the following ‘common sense’ reply: ‘You know the kind of love I’m talking about now. Physical love, that impulse that drives you to someone special, as well as love of the other person’s being, his or her essence, as it were.’ From this perspective, love is essentially insular and private, a mixture of sexual attraction and day-to-day caring about another person that tends to detach one from wider social circumstances.

However, love may also be understood in a more public and political sense, as an essential element in the struggle to construct humane alternatives to fear-based social structures responsible for a great deal of pain and suffering. In her book All About Love: New Visions, bell hooks acknowledges that most people are deeply sceptical about the idea of love serving as such a transformative social force. But she replies that one need only recall the words of Martin Luther King, and the relatively recent experience of the American civil-rights movement, to see that loving practice is about far more than simply giving an individual greater life satisfaction. It may also serve as a catalyst for profound social change by prompting us to think beyond our narrow self-interest and helping us overcome our deepest fears.

In this class we will consider both the transformative potential and possible pitfalls of the use of love as a political concept in contemporary movements for social justice, focusing specifically on the example of the Irish marriage referendum and feminist perspectives on love. Please note that the class will consist of a seminar-style discussion, so it is essential that recommended readings be completed in advance of the session.

Required reading:

Jónasdóttir, A.G. and Ferguson, A. Love: A Question for Feminism in the Twenty-First Century (Routledge, 2014), chs. 1, 2, 13, & 16 (available in the UCC library).

Davis, L. ‘The fight for gay marriage is only the start of a long struggle’, Irish Examiner, 19 February 2015: http://www.irishexaminer.com/viewpoints/analysis/the-fight-for-gay-marriage-is-only-the-start-of-a-long-struggle-313385.html

Recommended reading:


hooks, b. (2000), *Feminism is for Everybody: Passionate Politics* (South End Press), chs. 7 and 17.


**Constructing Mothers, Motherhood and Mothering (WS6005)**

**Dates:** 1 March and 8 March

**Lecturer:** Maire Leane and Anna Kingston

**Motherhood session 3: Reconstructing motherhood/mothering**

This third session considers examples of the ways in which women challenge dominant constructions of what constitutes good or appropriate mothering and indeed the cultural imperative for women to want to be mothers.

*** Required and recommended reading on Blackboard.

**Motherhood session 4: Mothering special needs: applying feminist research on motherhood/mothering**

This fourth and final session will focus on a particular group of mothers in contemporary Ireland and how feminist theories and research methods can be used to explore their lived experiences and empower these women in the process.

**Required reading:**


**Women, Work and Family (WS6005)**

**Dates:** 14 and 21 March

**Lecturer:** Dr Jacqui O’Riordan

These seminars focus on aspects of women’s position in the paid labour market and their intersection with roles associated with women’s personal lives. We examine women’s participation in the labour force, focusing on the Irish context and set within the context of international trends and debates. We engage in a critical discussion of reasons offered as to why women’s participation in employment, while increasing in proportions and numbers, continues to be largely in less well paid and valued occupations and positions, and often with limited career progression.

**Readings (*** see additional reading guide on Blackboard):**


**Feminism and the Law: The Representation of Female Sex Offenders: The Nora Wall Case/ The Cultural Construction of Childhood: A Critical Response to the Age of Consent and Child Pornography Laws**

**Dates:** 13 and 14 March

**Lecturer:** Catherine O’ Sullivan

**Legal perspectives: The Representation of Female Sex Offenders: The Nora Wall Case**

This seminar will focus consider how the media responds to and represents female sex offenders. The Nora Wall case provides a compelling Irish example of the limited and limiting narratives used, as she was accused of facilitating the rape of a child who was in her care when she was a nun.

**The Cultural Construction of Childhood: A Critical Response to the Age of Consent and Child Pornography Laws**

This seminar will consider law and society’s role in the regulation of sexuality and sexual agency among young people. While recognising the importance of protecting young people from predatory behaviour, questions will be asked about the appropriateness of criminalising non-exploitative sexual behaviour between same-aged or near-in-age peers.

**Required reading (*** request from Catherine: please download from online library repository as a way to support library subscriptions ***)**


**Women and Work in a Global Perspective**
**Date: 15 March**
**Lecturer: Chiara Bonfiglioli**
The session will be dedicated to the issue of women’s work in a global perspective. We will discuss the differences between Western and Eastern European gender regimes of labour and welfare, as well as the global gendered division of labour between North and South.

**Required reading:**


**Masculinities (WS6005)**
**Dates: 20 and 21 March**
**Lecturer: Dr Amanullah de Sondy**
Rigid notions of masculinity are causing crisis in the global Islamic community. These are articulated from the Qur'an, its commentary, historical precedents and societal, religious and familial obligations. Some Muslims who don't agree with narrow constructs of manliness feel forced to consider themselves secular and therefore outside the religious community.

In order to evaluate whether there really is only one valid, ideal Islamic masculinity, Dr de Sondy, Senior Lecturer in Contemporary Islam at University College Cork in Ireland, will explore key figures of the Qur'an and Indian-Pakistani Islamic history, to expose the precariousness of tight constraints on Islamic manhood. By examining Qur’anic arguments and the strict social responsibilities advocated along with narrow Islamic masculinities, these seminars will show that God and women (to whom Muslim men relate but are different from) often act as foils for the construction of masculinity. They will further argue that the constrainers of masculinity have used God and women to think with and to dominate through - and that rigid gender roles are the product of a misguided enterprise: the highly personal relationship between humans and God does not lend itself to the organization of society, because that relationship cannot be typified and replicated.

**Required Reading:** De Sondy, A. (2013) *The Crisis of Islamic Masculinities* (London, Bloomsbury) *(copies available in UCC library).*

Ecofeminism (WS6005)
Dates: 22 March and 10 April
Lecturer: Dr Emma Bidwell
Ecofeminism argues that the concerns of the ecological and feminist movements are interconnected. Ecofeminist analysis interrogates not only the relegation of women to the derogated category of the “natural,” but also the way that appeals to “nature” have for centuries been deployed to allege and support women’s “inferiority.” As Karen J. Warren has argued, the “oppressive conceptual frameworks that have justified the domination of women and nonhuman nature have been patriarchal.

Required readings:

First session:

Second session:

Ecofeminism: literary representations (WS6005)
Date: 11 April
Lecturer: Maureen O'Connor
This class will look at some examples of women’s literary texts that challenge traditional patriarchal representations of nature as passive, ahistorical, and other. Women’s inferiority has long been justified on the basis of their closeness to nature. Many women writers have subversively harnessed this association as a source of expressive power. A risky strategy, as it potentially invites essentialist identification, imagining new social possibilities from a position of cultural alienation can be especially liberating.

Required reading:


Constructions of sexuality: Abortion (WS6005)
Date: 17 April
Lecturer: Jacqui O'Riordan
These classes introduce theories on the social construction of sexuality.
We try to look at contemporary issues and this year there a well organised campaign to repeal the constitutional amendment on abortion is underway and will make it an election issue. Also, legislation on prostitution is passing through the Oireachtas after a lengthy period of discussion and Oireachtas hearings. The seminars involve discussion of issues around these developments, current political and legal arguments, and feminist theoretical approaches to them.

**Required reading:**


**Struggles for reproductive justice across Europe**

**Date:** 18 April

**Lecturer:** Sandra McAvoy

The session will be dedicated to the screening of the documentary ‘Abortion Democracy: Poland/South Africa’ directed by Sarah Diehl (2008). The documentary compares abortion laws in the two countries and their effects on women’s lives. The screening will be followed by a discussion on abortion laws in Ireland.

**Required reading:**


**Semester 2 Lecturer Biographies**

**Rola Abu Zeid – O’ Neill**

A PhD student of Sociology in UCC, Rola Abu Zeid – O’ Neill is a political and feminist sociologist who has an interest in memory, ethnicity, conflict, Middle East, immigrant communities, women and Islam, Islamic feminism, and who has taught these topics in UCC and other places. She had more than 13 years’ experience in capacity building in women's and political empowerment organizations in Israel and Palestine. Rola is the coordinator of the Diploma in Women's Studies, and the Diploma in Development and Global Human Rights Studies in the ACE (Adult Continuing Education) at UCC.

**Emma Bidwell**

Dr Emma Bidwell is an independent scholar who lectures part-time in University College Cork. She is also co-founder of West Cork College which is a hub of educational
opportunities and courses. She completed her Ph.D. in U.C.C. in 2007 on Female Masculinity in the Works of Carson McCullers, has presented at a number of conferences and is a frequent speaker at Lesbian Lives in UCD. Emma teaches sex positive workshops and continues to engage with queer theory and practice.

**Chiara Bonfiglioli**

Dr Chiara Bonfiglioli is a Lecturer in Gender & Women’s Studies at University College Cork. She received her PhD in Gender Studies from Utrecht University in 2012. Between 2012 and 2017 she held post-doctoral fellowships at the University of Edinburgh (UK), the University of Pula (Croatia), and the Institute for Human Sciences (IWM) in Vienna (Austria). Her research addresses gender and women’s history from a transnational perspective, with a specific focus on the former Yugoslavia and Italy. She is currently preparing a monograph titled *Women and Industry in the Balkans: The Rise and Fall of the Yugoslav Textile Sector* (I.B. Tauris, forthcoming 2018).

**Kathy D’Arcy**

Kathy D’Arcy is currently researching Irish women poets of the 1930s for her doctoral thesis with UCC’s Department of English. She has worked as a tutor in that department for several years, in the areas of writing and presentation as well as women’s literature. She is a qualified and practicing youth worker. Kathy is also poet in residence with Tigh Fili and her second poetry collection, The Wild Pupil, was published by Bradshaw Books this year.

**Laurence Davis**

Dr. Laurence Davis is College Lecturer and Director of the PhD in Government and Politics in the Department of Government and Politics, University College Cork, where he works in the areas of political theory and philosophy, political ideologies, and U.S. politics. Dr. Davis earned his B.A. in Political Science from Columbia University in New York, and his D.Phil. in Politics from Oxford University. He has published widely on political theory and ideologies, with a particular expertise in radical political thought, including anarchist and utopian studies, democratic and revolutionary theory, and the politics of art, work, ecology, love, and social change. His leadership in the areas of equality and social justice is reflected in his commitments at University College Cork, where he is an active member of the University Equality Committee, Chair of the LGBT Staff Network, LGBT Staff Liaison Officer, member of the Steering Group of Athena SWAN, Academic Council Staff Development Committee member, and IFUT Cork branch committee member and National Council delegate.

**Amanullah de Sondy**

Dr Amanullah de Sondy joined University College Cork in 2015 as Senior Lecturer in Contemporary Islam. He has taught Islamic Studies at the University of Glasgow, where he earned his PhD; the University of Strathclyde; and the University of Stirling in Scotland. While at Glasgow, he was short-listed for the Teaching Excellence Award and was the lead researcher on "Philanthropy for Social Justice in British Muslim Societies," a project funded by the Ford Foundation. After completing his Ph.D in 2009, he moved to the USA, where he taught Islamic Studies at Ithaca College (1 year) and the University of Miami (5 years) in 2010.He has studied Arabic and Islam in France, Jordan, and Syria and has particular interest in Urdu and Punjabi poetry, or ghazals. His first book, *The Crisis of Islamic Masculinities*, was published with Bloomsbury Academic in January 2014.
Anna Kingston
Dr Anna Kingston has an MA in Women's Studies and a PhD in Social Policy. She is actively involved in disability organisations in Ireland. Her teaching is mainly on the topic of feminism and mothering/motherhood. Current research interests are contemporary mothering, gender, care and disabilities. She has given seminars, both nationally and internationally, relating to mothers of children with special needs. Anna currently holds a part-time position as UCC CARL-coordinator (Community & Academic Research Links) promoting collaborative research between community groups and students. Her publications include: *Mothering Special Needs: a Different Maternal Journey*, London: Jessica Kingsley, 2007, This book explores the lived experience of mothers raising a child with a learning disability, through interviews with mothers of children with autistic spectrum disorder (ASD), attention deficit hyperactivity disorder (ADHD) and Down syndrome.

Liz Kyte
Liz Kyte has recently completed a PhD in UCC Women's Studies, 'Feminist Fusions: Irish Socialist Feminists, 1900s-1940s'. Having taken the UCC MA Women's Studies in 2005, Liz focused on the links between trade unions and the Irish women's movement for her MA research. Liz has a background as a development educator for international development agencies. Liz's research interests include the history of Irish feminism, radical histories and feminist biography.

Máire Leane
Dr Máire Leane (PhD) is Vice-Head of College (Research) in the College of Arts, Celtic Studies and Social Sciences at UCC. In this role she leads the development and delivery of research strategy and operational plans to support the consolidation and further development of research activity among staff within the college. She combines this role with her academic work as Senior Lecturer in Social Policy in the School of Applied Social Studies. Her research centres on analyses of how policy and legislation impact on peoples' lives and she has a particular interest in the spheres of sexuality, gender and disability and has conducted research, published and supervised PhD work in these areas. Among her publications: Kiely, E. & Leane, M. (2014) 'Pre-baby boom women's attitudes and responses to second wave feminism in Ireland'. *Women's Studies International Forum*, 44: 172-183; Leane, M. & Kiely, E. (Eds.) *Sexualities and Irish Society: A Reader* (Dublin: Orpen Press).

Nicoletta Mandolini
Nicoletta Mandolini is a PhD candidate at University College Cork. Founded by the Irish Research Council, her project focuses on the representation of gender based violence and femicide in contemporary Italian journalistic and literary narratives. Among other articles on sexist abuse in contemporary Italian women’s writing, she published an essay on “Telling the Abuse: A Feminist-Psychoanalytic Reading of Gender Violence, Repressed Memory and Female Subjectivity in Elena Ferrante’s *Troubling Love*” in the volume *The Works of Elena Ferrante Reconfiguring the Margins* (Palgrave, 2016), edited by G. Russo Bullaro and S. V. Love. She is at the present convenor of the UCC research cluster on Violence, Conflict and Gender. Her research interests include feminist theory, gender-based violence, Italian women writers and transmedial storytelling.
Sandra McAvoy
Sandra McAvoy has recently retired after years of teaching on and co-ordinating UCC’s MA in Women’s Studies Course and also having taught for many years on Adult Ed. Women's Studies courses, both outreach courses and UCC based. A graduate of Trinity College Dublin (History and Political Science), she has an MA in Women's Studies and a PhD in History. She has been involved in a number of community and national organisations including: Cork Women's Political Association; Cork Women's Right to Choose Group; the National Women's Council of Ireland; and the Domestic Violence One Stop Shop (OSS Cork). Her most recent published work on Susanne Day (‘Relief Work and Refugees: Susanne Rouviere Day (1876–1964) on war as women's business’) appears in a special December 2016 volume of the Women’s History Review that focuses on Irish Women in the First World War Period (pp. 1-17).

Clare O’Halloran
Dr Clare O’Halloran is a lecturer in the Department of History, and Chair of the Board of Women’s Studies in UCC. She completed her PhD at the University of Cambridge and moved to UCC in 1993. Her teaching interests include cultural history and the history of European and Irish women from 1500. She has published on the impact of partition on Irish nationalism in the early twentieth century, and, more recently, on antiquarian writing in eighteenth-century Ireland, which she looks at from a British and European as well as Irish context. Her current project is a study of the development of Irish popular nationalism in the nineteenth century. Since 2004 she has been a co-editor of The Irish Review, one of the longest established and most influential journals of Irish Studies.

Catherine O’Sullivan
Dr Catherine O’Sullivan is a graduate of UCC (B.C.L. 1995, LL.M. 1996). She completed a Ph.D. at Osgoode Hall Law School, Canada, in 2005. Her doctoral thesis analyses the legal and societal reaction to a sexually violent female offender. Her main research interests lie in the following areas: Criminal Law; Criminology; Gender and the Law; and Law and Literature. Her research interests include Law and Literature, Feminist Legal Theory, Criminal Law, Social Constructionism, Female Criminality. Publications include: Liz Campbell, Shane Kilcommins and Catherine O’Sullivan, Criminal Law in Ireland: Cases and Commentary (2010), Dublin: Clarus Press.

Jacqui O’Riordan
Dr. Jacqui O’Riordan joined the school of Applied Social Studies, UCC in 2006 as part of the BA Early Childhood Studies team. She is a member of the Child Migration and Social Policy research group in the School who are currently working on a range of projects related to child migration and constructions of childhood. She previously worked as an independent researcher in Ireland and Tanzania and has contributed to a number of departments and centres in UCC, including Sociology and Adult Education. Her work in the Women’s Studies programme includes seminars on the Gender, Sexuality, and Women in Society sections of the programme. Research interests include range of issues concerning ethics of care, equality and diversity in local and global contexts with a particular interest in the intersection between lives and livelihoods, Women’s Studies and gender.
Catherine Ware
Dr. Catherine Ware is a lecturer in Classics at UCC. She did her undergraduate studies in UCC, a Masters at Brown University (Rhode Island) and her PhD in TCD. After teaching for several years at NUI Maynooth and TCD, she was awarded an Irish Research Council CARA post-doctoral fellowship in 2010. She taught at the University of Edinburgh from 2013-15 and joined the Department of Classics at UCC in January 2016.

Darius Whelan
Dr Darius Whelan received his BCL Degree in 1986 from University College Dublin and then completed an LL.M. thesis, also at UCD, on ‘The Comparative Method and Law Reform’ in 1990. He was called to the Bar in 1988 and his Ph.D. was conferred by Trinity College Dublin in 2000 for a thesis on the topic ‘Criminal Procedure and Mental Health’. He runs the Irish Law e-mail discussion group and the Irish Law Site (www.irishlaw.org), which is hosted at UCC. His research interests include Mental Health Law and Internet Regulation. He is Director of UCC’s LLM in Intellectual Property and E Law. Darius is one of the Public Leads for Creative Commons Ireland. He is currently President of the Irish Mental Health Lawyers Association, the members of which represent patients admitted to approved centres under the Mental Health Act 2001. Research interests include Mental Health Law, Electronic Legal Resources, E Law, Internet Regulation, Employment Law. Publications include: Mental Health Law and Practice: Civil and Criminal Aspects (2009), Dublin: Round Hall.
Referencing in essays and the dissertation

(This material was also included in the First Semester Handbook.)

The following is a simplified guide with detailed information on the version of the Harvard referencing system. STUDENTS ARE REQUIRED TO FOLLOW THIS REFERENCING METHOD.

PLEASE ALSO REMEMBER THAT BY REFERENCING YOUR SOURCES YOU ARE PROVIDING EVIDENCE OF THE RESEARCH YOU HAVE DONE. THIS ENHANCES YOUR WORK.

Some sample sentences have been added in the section on references within the text.

Acronyms:

Spell out an acronym in full on first using it, for example, National Women’s Council of Ireland (NWCI) and then write NWCI in the text thereafter.

You do not need to punctuate acronyms with full stops.

In a dissertation, an alphabetical list of acronyms/abbreviations should be provided at the beginning of the volume.

Numbers:

As a general rule numbers less than ten are spelled out, for example: ‘There are six golden rules.’

Percentages:

Refer to ‘per cent’ in the text and use % in tables.

Using The Harvard System (Author–Date System)

This system defines the ways in which you:
(i) refer to authors/sources in your text;
(ii) list reference sources in the bibliography at the end of your text.

You will find that on-line guides to the Harvard System vary slightly. For example, some methods bracket dates of publication while others do not, some break up references with
References within the Text

You must provide information on your sources when you:
1. refer to an author;
2. quote an author;
3. summarise or paraphrase an author’s ideas;
4. quote factual information;
5. quote statistics or enter figures, tables, diagrams etc

Ensure that all sources referred to are entered in your bibliography – and do build the bibliography as you work.

References should contain:

- the author’s surname;
- the year of publication;
- and the page number (in the case of a direct quote, reference or to direct readers to sources of ideas);

We require in-text references in this format and with this punctuation:

Open bracket / author name / comma / year / colon / page number / close bracket

e. g., (Murray, 2005: 14).

Where to place references

1. Do they fit naturally with the author’s name?

   Where the reference occurs in the text may relate to whether or not the author’s name fits naturally into the text.

   For example:

   As Jameson (2002: 25) suggests ….
   Wilson’s study (2005: 108) identified a number of factors …

2. End of sentence references:
References that occur at the end of a sentence occur **before the full stop**, except in displayed quotations (an issue explained later), where the reference occurs after the full stop.

**For example:**

Vulnerable groups, as Heath points out, were considered to include 'children, women and the working-classes' (Heath, 2010: 51).

**Further points relating to referencing:**

(a) When you are referring to an author’s broad theory, the central thesis developed in a work, it is permissible to refer to author and date –

**For example:**

In her well known study Anthony (2005) suggested …

(b) A **string of references cited together in a text** may be listed in chronological or alphabetical order –


(c) **When the same author has published more than one work in the same year**, distinguish references by adding ‘a’, ‘b’, ‘c’ to the date, e.g. Garvey (1991), Garvey (1991a), Garvey (1991b). Letters should be assigned according to the order in which the works are referred to in the text.

(d) **Where a work has three or more authors or editors**, the name of the first author or editor is given in the text followed by ‘*et al.*’; all author or editors’ names should be given in the corresponding bibliographical entry.

(e) When **citing an anonymous work**, acknowledge it in the text as anonymous, e.g. (Anonymous 1945); for unsigned works use the name of the journal or periodical e.g. (*Irish Independent* 1998).

(f) When **referencing a web site in the text**, you may know the names of authors of some sites or the organisations that maintain them. It is simpler to use these names when referencing in the text than to enter the website address at the end of a sentence. As indicated in the section on bibliography below, the site name, address and date when accessed are entered in the bibliography.
Quoting Within the Text

- If you quote directly from an author you must give details of author, year and page and make sure that you have included the source in the bibliography.

- Short quotations (less than 30 words or up to two lines) should be enclosed in single inverted commas and quoted in the text.

- Double inverted commas are used when there is a quote within a quote. For example: ‘For British colonists, “the imperial conquest of the globe found both its shaping figure and its political sanction in the prior subordination of women as a category of nature.”’

Displayed quotes /longer quotes are:

- set out separately, indented and single spaced to distinguish them from the text;
- not enclosed in inverted commas.

Referencing displayed / longer quotes

Details of the author, date and pages usually follow these quotes either at the end of its last sentence (in which case — unlike the format for quotes in the text - they are placed after the full-stop) or just below it. (Again, make sure that you have included the source in your bibliography.)

For example:

Some were clear-cut: cancer of the womb or breast, severe heart disease, obstetrical histories indicating a dangerously high risk, acute psychological disorders, and other conditions such as renal failure and hypertension that had not responded to treatment and that an experienced physician considered would affect the life-expectancy of the mother.

(Solomons, 1992: 72)

An alternative approach, in which the reference appears in the text preceding the quote, is illustrated by the following quotation from Jennifer D’Arcy’s 1999 chapter ‘Gender and Irish Social Policy in Gabriel Kiely et al. (1999). Irish Social Policy in Context, Dublin: UCD Press.

The importance of the citizen as actor is identified by Lister (1998:38). She argues that:

To act as a citizen requires first a sense of agency, the belief that one can act, acting as a citizen especially collectively in turns fosters that sense of agency. This agency is not simply about the capacity to choose and act but it is also about a conscious capacity which is important to the individual’s self-identity.
If you omit a section of a quote you indicate this with three dots:

‘There was a sense of scratching the surface and finding that the social problems of the real Ireland affected most families in some way. … the campaign … opened up a range of issues including the problems faced by single parents’ (Leahy, 2003: 9).

**Figures, tables, diagrams etc.**

Figures, tables, diagrams etc. must be numbered.

**Footnotes and Endnotes**

Using the Harvard system means that there is rarely a need to include footnotes/endnotes and they should be avoided if possible. If something arises that requires further explanation and you must use a footnote/s these notes should be numbered sequentially and appear at the foot of the page/s in question. The alternative is to place an endnote at the end of the essay/chapter/end of the text of the dissertation.

**Bibliography:**

The bibliography includes **full citation details of works you have used in your research.** It is particularly important to check over your text and ensure that you have included in the bibliography every work you have directly cited. It is a good idea to construct your bibliography as you do your research. Enter each source as you use it. It can sometimes be difficult to retrace everything and pull together the bibliography at a later date.

The bibliography should be in **alphabetical order (by surname of the author)** and should include surname and initials, year of publication, title, place of publication and publisher – as per the Harvard method.

Print and web journal articles, websites, newspaper, archive or other sources should also be included in the bibliography.

**Referencing style in the bibliography**

**Books**

Author Surname, Author Initial. (Year of Publication), *Title of Book*, Edition *(if not the first)*, Place Published: Publisher.

**Edited Books**

Editor Surname, Editor Initial. (Year of Publication) (ed.), *Title of Book*, Place Published: Publisher.

**Article in a Book**
Article in a Book with two Authors
Author Surname, Author Initial. and second author Surname, Initial. (Year of Publication), ‘Title of Article or Essay’, in Editor Initial. Editor Surname (Date Published), Title of Book, Place Published: Publisher, Page Nos.

Article in a Journal

Newspaper/Periodical Article
Author Surname, Author Initial. (Year of Publication), ‘Title of Article’, Title of Newspaper/Periodical, Day and Month, Page Nos.

Unattributed articles are listed under title: 
Title of Newspaper/Periodical (Year of Publication), ‘Title of Article’, Day and Month, Page Nos.

Conference Paper (Published)
Author’s Surname, Initials. (Year of Publication), ‘Title of Contribution’ in Editor Initials. Editor Surname (ed.) Title of Conference Proceedings, Date and Place of Conference, Place of Publication: Publisher, Page Numbers.

(Apply as appropriate to unpublished conference papers)

Publication from a Corporate Body
(e.g. a government department or other organisation)

Name of Issuing Body (Year of Publication), Title of Publication, Place of Publication: Publisher, Report Number {where relevant}.

Thesis
Author’s Surname, Initials.(Year of Publication) Title of Thesis, Designation {e.g. Ph.D.}, Name of Institution to which Thesis was Submitted.

Electronic Material
Reference to web pages/sites and e-books:

Author/Editor Surname, Initials. (Year) Title, Place of Publication, Publisher {if ascertainable}, available from: URL [accessed (Date)].

e.g. Holland, M. (2004), Guide to Citing Internet Sources, Poole, Bournemouth University, available from:

**Reference to e-journals:**
Author’s Surname, Initials. (Year) ‘Title’, *Journal Title* [online], Volume No.(Issue No.), Location within Host, available from: URL [accessed (Date)].


**Translation**

**Miscellaneous**

When the same author has a number of publications, these are placed in order with the most recent first.

Alphabetically, in a reference list, 'Mc' is treated as if it was the same as 'Mac'.

When the same author has a number of publications in the same year, say, 2008, the one that occurs first in the text is ‘2008a’, the one that occurs second in the text is ‘2008b’, the next ‘2008c’, etc.
Book of Module entries

WS6003 Gender and Society I: Contexts
Credit Weighting: 5

Semester(s): Semester 2.

No. of Students: Min 6, Max 15.

Pre-requisite(s): None

Co-requisite(s): None

Teaching Method(s): 12 x 2hr(s) Seminars (and self-directed study).

Module Co-ordinator:

Lecturer(s): Staff, College of ACSSS, and cognate areas.

Module Objective: To introduce and contextualise an analysis of gendered aspects of social and cultural life within an interdisciplinary framework.

Module Content: It may include all or some of the following: Representations of Women in History, the Women's Movement; Gender and Social Policy.

Learning Outcomes: On successful completion of this module, students should be able to:
Explore themes which connect first and second wave feminism.
Identify relevant gender issues in contemporary society.
Analyse and critically assess historical and contemporary interventions designed to address gender inequality and present findings orally and in writing.
Explore issues of gender in specific Irish and international documents.
Apply analytical approaches informed by feminist and/or gender theory.

Assessment: Total Marks 100: Continuous Assessment 100 marks (1 x 2,500 - 3,000 word essay).

Compulsory Elements: Continuous Assessment.

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

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

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 (one 2,500-3,000 word essay to be submitted by the third Friday in August.).

WS6004 Dissertation in Women's Studies  
Credit Weighting: 45

Semester(s): Semester 2 and 3.

No. of Students: Min 6, Max 15.

Pre-requisite(s): None

Co-requisite(s): None

Teaching Method(s): Other (Independent supervised research).

Module Co-ordinator:

Lecturer(s): Staff, College of Access, and cognate areas.

Module Objective: To enable the student to undertake further research in a chosen area; to analyse research findings in the context of existing literature; and to further develop his/her written communications skills.

Module Content: A dissertation on an approved topic, written under supervision by a member of staff.

Learning Outcomes: On successful completion of this module, students should be able to:  
Establish effective strategies for researching a chosen topic.  
Critically evaluate previous research in their area.  
Engage in original research that involves collecting, evaluating and analysing research materials from a range of primary and secondary sources.  
Apply appropriate theories and methodologies.  
Produce appropriately referenced work of a high standard of scholarship.  
Contribute to knowledge in their chosen area.

Assessment: Total Marks 900: Continuous Assessment 900 marks (Three bound, typed copies of the dissertation (18,000 - 20,000 words) to be submitted by the last Friday in September.).

Compulsory Elements: Continuous Assessment.

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

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

Formal Written Examination: No Formal Written Examination.
Requirements for Supplemental Examination: No Supplemental Examination.

WS6005 Gender and Society II: Interdisciplinary Perspectives
Credit Weighting: 15

Semester(s): Semester 2.

No. of Students: Min 6, Max 15.

Pre-requisite(s): None

Co-requisite(s): None

Teaching Method(s): 36 x 2hr(s) Seminars (and visiting speakers, self-directed study, a reflective journal and fieldtrips).

Module Co-ordinator:

Lecturer(s): Staff, College of Access, and cognate areas.

Module Objective: The analysis of gendered aspects of social and cultural life within an interdisciplinary framework.

Module Content: It may include all or some of the following: Representations of Gender in History, Literature and Popular Culture; Motherhood / Parenting; Masculinities; Women, Work and Family; Women and Social Policy; Women and Politics; Gender Violence; Sexuality; Gender and The Law.

Learning Outcomes: On successful completion of this module, students should be able to: Apply interdisciplinary approaches to an analysis of the gendered impacts of social, cultural and political practices and mechanisms. Explore issues of gender and sexuality in specific literary texts. Identify the strengths and limitations in existing scholarship in the areas focused on. Apply feminist and / or gender analyses to case studies relevant to lived experiences.

Assessment: Total Marks 300: Continuous Assessment 300 marks (1 x 3,000 - 3,500 word essay [150 marks] and a reflective journal and 1,500-2000 word essay [150 marks]).

Compulsory Elements: Continuous Assessment.

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

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

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 (1 x 3,000 - 3,500 word essay and/or 1 x 1,500 - 2,000 word essay to be submitted by the third Friday in August).

WS6008 Research Skills Part II: The Literature Review

Credit Weighting: 10

Semester(s): Semester 2.

No. of Students: Min 6, Max 15.

Pre-requisite(s): None

Co-requisite(s): None

Teaching Method(s): Directed Study (individual supervision, self-directed study, fieldwork, student presentations).

Module Co-ordinator:

Lecturer(s): Staff, College of Access, and cognate areas.

Module Objective: To support students in acquiring the research skills needed to undertake (and use varying formats to present) an extended piece of research and writing and to enable students to undertake a literature review.

Module Content: This module will continue the research training begun in WS6007. It is designed to enhance students’ theoretical understanding of the research process and enable the further development of practical research skills. It will also involve a review of literature relevant to each student's chosen dissertation topic.

Learning Outcomes: On successful completion of this module, students should be able to:
Identify, critically assess and synthesise literature relevant to their research projects;
Define and delimit their research questions;
Establish the research framework and methodologies appropriate to their dissertation topics;
Prepare and deliver well crafted oral presentations.

Assessment: Total Marks 200: Continuous Assessment 200 marks (1 x 5,000 word essay (150 marks) and 1 x oral presentation (50 marks)).

Compulsory Elements: Continuous Assessment.

Penalties (for late submission of Course/Project Work etc.): Work which is submitted late shall be assigned a mark of zero (or a Fail Judgement in the case of Pass/Fail modules).
Pass Standard and any Special Requirements for Passing Module: 40%.

**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 (One x 5,000 word essay and/or one x PowerPoint presentation and report, as prescribed by the Board of Women's Studies (in lieu of an oral presentation), to be submitted by the third Friday in August).