



OLLSCOIL NA  
GAILLIMHÉ  
UNIVERSITY  
OF GALWAY

Scoil na hEolaíochta Polaitiúla  
agus na Socheolaíochta  
School of Political Science  
and Sociology

# BA in Child, Youth and Family: Policy and Practice Year 4

Student Handbook



## Welcome

Welcome to the Final Year of the BA in Child, Youth and Family: Policy and Practice. The programme directors, Dr. Helen Casey and Dr. Deirdre Hardiman would like to take this opportunity to wish you well with your academic endeavours in the forthcoming year.

It is our priority as programme directors to offer academic guidance and support to all participants on the programme. However, we would advise you to review the content of this handbook and reflect on the programme expectations and responsibilities before embarking on the year ahead. We, and all programme staff look forward to working with you throughout your studies and assisting you to fulfil your educational goals.

**Le gach dea-ghuí,**

**Dr. Helen Casey and Dr. Deirdre Hardiman**



**Dr. Helen Casey**



**Dr. Deirdre Hardiman**

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## SECTION A – LEARNING AT THE UNIVERSITY OF GALWAY

### 1. Learning at University

Learning at University is, of course, a very different experience to that of being at school. For a start, as a student you are considered an adult learner, capable of managing your own study schedule and putting in the time to read textbooks, articles and other materials so that you really understand your chosen subjects and feel more confident as you progress.

Attendance at lectures, seminars, and other timetabled classes is actually only a small part of the total effort that you need to put in to succeed. All of the assessment, coursework and available credits are based on the idea that you are spending a minimum of 40 hours per week, every week of the semester, on learning and assessment. This just represents a full-time workload and is the standard model used across Ireland and all courses that use European Credits (something called *ECTS* – European Credit Transfer System). In some courses, it may be a little higher than this because of the nature of the subject.

The other big difference between university-level courses and some other types of qualification is that you really need to try to understand the subject and the ideas you come across in class or your reading. It's not about memorizing and regurgitating facts, but about seeing the ideas that lie behind them and being able to make use of knowledge to tackle new problems. That can be tricky to adjust to and sometimes it is really difficult to make sense of new concepts.

The good news is, that this is exactly what learning something new is like for everyone. There are always ideas that are really tricky to grasp at first and which don't make sense until you try again and again, hopefully getting some feedback on your efforts and maybe through working with fellow students. But when it does 'click' things fall into place and you get a sense of satisfaction that hopefully makes some of that struggle worth it! That's why we say you need to spend so many hours on self-study, because we know from experience (and extensive research on education) that you will need that time.

If you are experiencing difficulties or take ill, please make sure that you contact:

*Programme Directors of the BA Child, Youth and Family: Policy and Practice.*

Dr. Helen Casey [helen.casey@universityofgalway.ie](mailto:helen.casey@universityofgalway.ie) or

Dr. Deirdre Hardiman [deirdre.hardiman@universityofgalway.ie](mailto:deirdre.hardiman@universityofgalway.ie)

You may also wish to speak with Professor Michelle Millar, Head of School or our Dean, Professor Rebecca Braun or you may wish to contact Student Services. Please do not hesitate in letting us know of any issues so that we can provide help where possible. Academic and support staff in this University are very approachable and are used to helping students with all sorts of issues that might impede their studies.



Equally, Disability Support Services support students with a variety of disabilities including: Asperger's Syndrome/Autism; Dyspraxia, Dyslexia, Dyscalculia; Physical disabilities; ADD/ADHD; Mental Health Conditions; Blind/Vision Impaired; Deaf/Hearing Impaired; Neurological Conditions; Significant Ongoing Illnesses.

### *Jargon Buster – Courses, Programmes, Levels*

All programmes in the University of Galway are made up of '*courses*'. These are usually described by a set of '*Learning Outcomes*' that state what you should be able to do after successfully completing the course and a number of 'ECTS' credits. ECTS is an indicator of how big the course is. A course that is rated at 5 ECTS, for example, means that you need to spend at least 100 hours of concerted effort (including lectures, exams and self-study) in order to complete it satisfactorily. A course that is 10 ECTS, unsurprisingly, requires double that effort.

A whole year's worth of courses should total up to 60 ECTS (30 in each semester). To be awarded the credits for a course you must have successfully completed it in terms of attendance, participation, coursework and examinations. Please ensure to check your course page on canvas to be fully briefed on what is expected of you per course. Please also ensure to check with your course lecturer if you are not clear. Do NOT rely on the 'hearsay' of other students. As a student it is your responsibility to double check any information/detail of which you are unclear.

All of our Degree programmes are recognised by employers and other educational institutions and comply with international agreements on course structure (the 'Bologna Process'). All programmes are subject to regular quality reviews where the quality of the teaching and learning is scrutinised by an external panel with international experts in the subject. Every programme also has an 'external examiner' (a senior academic from another University) who oversees the final decisions about grades, checks the examination papers and processes and guarantees that the quality of our courses and graduates compare well with the standards in the subject.

Ireland has a National Framework of Qualifications (NFQ) that describes the levels of all courses of study and this matches similar schemes in other countries so that it is easy for employers and educators to make sense of different qualifications obtained from different institutions, as well as making it easier for students to move between one country and another, picking up credit and qualifications along the way. According to this scheme, an undergraduate honours degree (BA, BSc, BComm, etc) is a 'level 8' qualification. A Masters would be level 9 and a PhD level 10.

So what does this mean in practice? Well, that you must attend all the scheduled classes, spend time every week on reading, studying and working through course materials and that what you are trying to do in the assessments and exams is show that you can actually achieve the learning

outcomes. There's still plenty of time to socialize and get involved in clubs and sports outside the 40 hours!

The lectures, tutorials and other classes, combined with the textbooks, online materials, and the library are all resources that the university provides to help you succeed. At the end of the day, however, success depends on your own efforts. But, the good news is that we know that it is possible to not only succeed in the assessments and feel a sense of achievement at having learned new knowledge and skills, but also to enjoy being a student in your chosen subject. Your final qualification will be well-regarded and recognised internationally by employers and other educational institutions across the world.

The University does not see you as a 'customer' or a 'consumer' but hopes that you will, instead, be a member of our academic community. That you will be able to get the most out of being in a city of ideas and learning not just about the basics of your subject, but also get a feel for the latest research, the big ideas, the debates and where future opportunities lie for further study, research or employment.

## 2. Canvas

In this University we use a learning system called *Canvas*, which allows lecturers to post materials such as lecture notes, reading materials, weblinks, videos, quizzes, etc. online. Many courses also use this for announcements, news items and for students to submit their coursework. Canvas has many additional tools and capabilities as decided by the lecturer or course team. Canvas is available 24/7 from both on and off campus. Not every lecturer or course will necessarily be using it, but most will and in different ways.

You should certainly login regularly to check for updates to your courses. For those of you with a smartphone or tablet, there is also a Canvas App (in iPhone and Android versions) which you can download.

*How to access Canvas:*

Once you are enrolled in the University you will have access to Canvas using the same username and password for email and other computer services. Canvas is available at: <http://universityofgalway.canvas.com/>

## 3. The Learning Centre - online support and training

All Final year students are also enrolled onto a Canvas course called the 'Learning Centre,' which contains online self-study lessons and guides to many relevant academic skills such as essay/report writing, studying and preparing for assessments. The University has a licence to make these materials available to students and we would strongly encourage you to make use

of them. Feedback from other students has been very positive. The Learning Centre will also have links to other materials and interesting articles and updates will be posted there throughout the academic year, so please log in regularly.

#### 4. Individual Learning Requirements

To enable us to respond effectively to the requirements of all learners, we request that individuals, who require particular learning supports or services, notify the Disability Support Office and the Year Coordinator.

##### Learning Needs Assessment (LENS)

Students with a disability are entitled, under law, to reasonable accommodations to enable them to participate on more equal terms with their peers. Supports and reasonable accommodations are determined through an individual needs assessment, taking into account the nature and impact of the disability, evidence of disability, and course requirements. Below is a list of the most recommended reasonable accommodations. This list is not exhaustive, and it is important to note that not all students will be eligible for all accommodations.

- Advice, Support and Advocacy
- Exam Accommodations
- In-class Accommodations
- Learning /Skills Support
- Assistive Technology
- Placement Support
- Other Specialised Supports

Incoming final-year students are welcome to register for disability support. We recommend you do so as soon as possible. Please note: Registration with the Disability Support Service (DSS) is a separate process to registering as a student in the University of Galway. Students with evidence of a disability, ongoing physical or mental health condition, or a specific learning difficulty can register with the DSS. You only need to register with the DSS once and this remains in place for the duration of your course.

For more information please see: <https://www.universityofgalway.ie/disability/>

##### Information regarding access to and use of learning materials

As a student in the university, you will be provided with a range of materials to help you succeed in your chosen academic programme. These include materials provided by the University centrally, support services, the Library, Academic Schools/Colleges, and individual lecturers, tutors, and others who support teaching and learning. These materials and resources (which include, for example, lecture notes, slide presentations, video and audio recordings, official copies of journal papers, e-books, readers, handbooks, assessments, exam papers, etc.) are provided to you for your private, individual use as a student registered on our programmes.



The materials are protected by copyright legislation and licensing agreements and therefore you cannot copy these (or materials derived directly from them), or share and redistribute them to others, or via other channels (either online or physically).

## 5. Valuing and Promoting Equality, Diversity, Inclusion, Anti-Racism and Non-Discrimination

Guided by the Code of Conduct of University of Galway and the BA Child, Youth & Family: Policy and Practice programme student code of practice and conduct; educators and students are committed to the recognition and respect for differences in racial, ethnic and cultural backgrounds and in class, gender, age, physical and intellectual ability, religion, sexual orientation, gender identity and gender expression. We also are alert to intersectional considerations pertaining to class. Staff and students involved with the BA Child, Youth & Family: Policy and Practice programme are committed to anti-racist, ethnically sensitive social work education, research and practice.

Staff and students have a shared responsibility for championing social and economic justice for all members of society. This includes a commitment to seeking to eliminate structural and institutional discrimination and to challenge how discrimination ‘plays out’ in micro-encounters. We also recognise how vital it is for individuals and communities to be able to access resources to enable them to flourish.

We should challenge prejudicial attitudes and discriminatory practices. We expect that staff and students are respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

All of us involved in the BA course expect that staff and students will demonstrate respect for the diversity of their classmates/students, faculty, practice colleagues and all members of the public encountered in education and practice. We also expect that everyone shares the commitment to address issues of marginalization, racism, sexism, oppression, prejudice and all other forms of discrimination.

The link to relevant University of Galway information in relation to diversity, equality, anti-racism and inter-cultural sensitivity is:

<https://www.universityofgalway.ie/equalityanddiversity/ediststructure/>

and the link to relevant policies and procedures is:

<https://www.universityofgalway.ie/equalityanddiversity/policies-procedures>

While the information provides guidance, we recognise that policies and procedures can be intimidating, and some students may find it difficult to initiate policies relating to their experiences in the university or on placement. We recognise the power differential that students may experience, especially in contexts where you are being assessed. Every effort will be made by educators to be cognisant of this in the classroom and placement. Students who have

concerns should seek support via their tutor, practice teacher, lecturers, year coordinator, practice learning coordinator, course director, Head of School, Student Union or any other relevant person or other relevant organisation that may offer guidance, support and solidarity in addressing racism, discrimination or other forms of inequality.

It is important that students seek support early and avoid letting issues develop to the point where they adversely affect student outcomes and/or experiences.

In the operations of the BA programme, we commit to further fostering of cultures that are unconditionally inclusive, and in return ask that every stakeholder (students, faculty, practice educators, placement organisations, HEIS, accreditation bodies, professional organisations etc.) contribute all their differing perspectives, ideas and experiences for one common purpose: to advance equality, diversity and inclusion for all people and communities.

## **SECTION B – TECHNICAL DETAILS FOR YEAR 4**

### **1. BA Child, Youth and Family: Policy and Practice**

The BA in Child, Youth and Family: Policy and Practice is a programme of the UNESCO Child and Family Research Centre within the Discipline of Applied Social Science at the School of Political Science and Sociology. The programme is ideal for students who wish to pursue a career working directly for positive change and support in the lives of children, young people and families, whether through frontline practice or shaping effective policy response. It examines the impact of societal developments on children, young people and families over the life course, nationally and internationally. Students learn about the latest policy and practice approaches in the field and gain in-depth understanding of topics relating to the advancement of social justice, social inclusion, and protection of vulnerable cohorts, as well as addressing issues such as poverty, trauma, and conflict. Students benefit from small group teaching and learning strategies with dedicated courses to support personal and professional development. The programme offers exceptional professional placement opportunities that ensure students will acquire both the theoretical grounding and practical knowledge required to work in the sector. Graduates are well prepared to pursue career opportunities and/or further studies relating to youth work, child welfare and family support, educational settings, community development practice, disability services, social work, social policy, civil or public service or research-based opportunities. Related postgraduate opportunities at the University of Galway include the MA in Social Work, MA in Family Support Studies and the MA in Child, Youth and Community.

In short, the BA Child, Youth and Family: Policy & Practice enables you to study policy and practice relating to children, young people and families in-depth over four years; gain exceptionally strong competencies in applied social science research; and undertake a tailored,

nine-month work placement, which prepares you for employment in youth work, child welfare, family support or related areas.

## 2. Key Contact Information

*Programme Core Team (contact details for all lecturer colleagues in course descriptions):*

- Dr. Helen Casey, *Co-Programme Director* (Room 1101 ILAS)  
[helen.casey@universityofgalway.ie](mailto:helen.casey@universityofgalway.ie)
- Dr. Deirdre Hardiman, *Co-Programme Director* (Room 1004 ILAS)  
[deirdre.hardiman@universityofgalway.ie](mailto:deirdre.hardiman@universityofgalway.ie)
- Dr. Anne Egan, *Academic Support* (Room 1005, ILAS)  
[anne.c.egan@universityofgalway.ie](mailto:anne.c.egan@universityofgalway.ie)
- Ms. Gillian Browne, *Administrator, Child and Family Research ILAS*,  
[gillian.browne@universityofgalway.ie](mailto:gillian.browne@universityofgalway.ie)

*School of Political Science and Sociology*

- Professor Michelle Millar, *Head of School* (Room 326, Áras Moyola)  
[michelle.millar@universityofgalway.ie](mailto:michelle.millar@universityofgalway.ie)
- Dr. Vesna Malesevic, *Deputy Head of School* (Room 324, Áras Moyola)  
[Vesna.Malesevic@universityofgalway.ie](mailto:Vesna.Malesevic@universityofgalway.ie)

*College of Arts, Social Sciences, and Celtic Studies*

- Prof Rebecca Braun, *Executive Dean of College of Arts, Social Sciences and Celtic Studies* [artsdean@universityofgalway.ie](mailto:artsdean@universityofgalway.ie)
- Rosemary Crosse, *Student Support Officer* [rosemary.crosse@universityofgalway.ie](mailto:rosemary.crosse@universityofgalway.ie)
- Catherine McCurry, *Student Advisor* - [catherine.mccurry@universityofgalway.ie](mailto:catherine.mccurry@universityofgalway.ie)

*Information Technology Support*

- For all information technology information or detail with regard how to access your email and Canvas etc. please contact: <http://www.universityofgalway.ie/information-solutions-services/services-for-students>

### 3. The Academic Calendar

<b>Semester Dates</b>
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**Semester One: Sept 8<sup>th</sup> 2025 (TBC) - Nov 28<sup>th</sup> 2025**

**Study week: Dec 1<sup>st</sup> – Dec 5<sup>th</sup> 2025**

**Exams: Dec 8<sup>th</sup> – Dec 19<sup>th</sup> 2025**

**Semester Two: Jan 12<sup>th</sup> 2026– April 2<sup>nd</sup> 2026**

**Study week: April 13<sup>th</sup> – April 17<sup>th</sup> 2026**

**Exams: April 21<sup>st</sup> – May 8<sup>th</sup> 2026**

**Autumn –Repeat Exams August 4<sup>th</sup> – August 14<sup>th</sup> 2026**

### 4. Registration

Registration for the programme is online. See link below:

<https://www.universityofgalway.ie/registration/how-to-register/continuingstudents/>

### 5. Lecture Timetables

Lecture timetables will be available from the academic staff at the Induction Programme. You will also find your timetable on the Programme page on Canvas (e.g. 1BYF1)

### 6. Attendance at Lectures

It is the duty of a student, under University regulations, to attend every scheduled lecture/tutorial and to undertake other academic activities (such as essay assignments, laboratory classes, project work, seminars, tutorials etc.) as required in each of the subjects, unless prevented by some unavoidable cause of absence. Students, therefore are strongly recommended to attend all course lectures and tutorials. In the case of the latter, without weekly participation (i.e. by keeping up with the prescribed or recommended readings and by making a contribution to class discussion) it is highly unlikely that students will produce work of a standard expected from small-group teaching and learning.

For the coming academic year (2025-2026), particular priority will be given to the monitoring of attendance to support engagement and participation in the programme. **Attendance will be recorded so as to help re-engage students whose absence has been noted.**

## 7. Assessment

Students spend an average of 40 hours a week attending lectures and undertaking independent study focused on the core areas of child, youth, family, sociology and political science. Assessment involves a combination of continuous assessment and end-of-semester written examinations. Certain courses also require project work. See section C for further information and descriptions of each of courses for the year ahead.

### Exam Regulations

The University Policy on Exam Regulations can be accessed here:

<https://www.universityofgalway.ie/governance/the-kube-the-governance-hub/universitygovernanceprocesses/academicgovernanceprocesses/studentexaminationassessment/>

### Academic Integrity Policy

The University of Galway Academic Integrity Policy is available here:

<https://www.universityofgalway.ie/registrar/policies-forms/#tab2>

As the Policy states, ‘Academic misconduct is any attempt to gain or help others gain an unfair academic advantage’. This can be ‘intentional or inadvertent’ and can be committed in a variety of ways (University of Galway 2024).

The following examples of academic misconduct are quoted from the University Policy (please note that this is not an exhaustive list):

- ‘Submitting work as your own for assessment, which has, in fact, been done in whole or in part by someone else’.
- ‘Cheating in exams (e.g., crib notes, copying, using disallowed tools, impersonation)’.
- ‘Cheating in projects (e.g., collusion; using ‘essay mills’ to carry out the allocated part of the project)’.
- ‘Self-plagiarism where you submit work which has previously been submitted for a different assignment without permission/acknowledgement’.
- ‘Posting advertisements for services which encourage contract cheating either physically or virtually’.
- ‘Submitting all or part of an assessment item which has been produced using artificial intelligence (e.g. Google Translate or other machine translation services/software, generative AI, etc.) and claiming it as your own work.’

(Source: University of Galway (2024) QA220 Academic Integrity Policy)

### Referencing- Citing Your Sources

When you complete assignments in University (or when you publish) citation and referencing are very important. These are required by best practice in academic writing. When you refer



to, quote directly, or paraphrase an author's work you must cite the author in the text. You must also include a list of all cited works with complete bibliographical information in a bibliography or reference list.

*A referencing system has a number of functions:*

1. It gives the reader precise information of what works you have used in your research and writing
2. It allows the reader to locate any cited works and check what you have said about them
3. It gives you a chance to show the breadth of your research
4. It allows you to acknowledge the work of others

*A referencing style must be clear and consistent.*

- It is clear if the reader is provided with all the information they require to identify and locate your sources.
- It is consistent if the same referencing system is used throughout.

*Although there are many different referencing styles, we recommend the Harvard system:*

Material Type	In-text citation	Bibliography
Book: Single author	(Nozick 1974); or Nozick (1974) argued ...	Nozick, R. (1974) <i>Anarchy, State and Utopia</i> , Oxford: Basil Blackwell.
Book: 2 or 3 Authors	(Gutmann and Thompson 1996)	Gutmann, A. and Thompson, D. (1996) <i>Democracy and Disagreement</i> , London: Belknap Press.
Chapter in Edited Book	(Beitz 2004)	Beitz, C. (2004) 'Human rights and the Law of Peoples', pp. 193-214, in DK Chatterjee (ed.) <i>The Ethics of Assistance</i> , Cambridge: Cambridge University Press.
Chapter/article in an eBook	"Historical thinking is actually a Western perspective" (White, 2002, p. 112)	White, H. (2002) 'The westernization of world history' pp. 111-119 in J. Rusen (ed.) <i>Western historical thinking: an intercultural debate</i> , New York: Berghahn Books. Available from: ACLS Humanities E-Book. [Accessed 14 May 2009].
Journal article: print	(Rawls, 1985)	Rawls, J. (1985) 'Justice as fairness: Political not metaphysical', <i>Philosophy &amp; Public Affairs</i> , 14(3), pp. 223-251.
Journal article: online only journal	(Segon & Booth, 2011)	Segon, M. & Booth, C. (2011) 'Bribery: what do Australian managers know and what do they do?' <i>Journal of Business Systems, Governance and Ethics</i> ,

		6(3), pp. 15-29. Available from: < <a href="http://www.jbsge.vu.edu.au/issues/vol06no3/Segon_&amp;_Booth.pdf">http://www.jbsge.vu.edu.au/issues/vol06no3/Segon_&amp;_Booth.pdf</a> >. [Accessed 20 October 2014].
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You should familiarise yourself with the University Referencing guide:

<https://libguides.library.universityofgalway.ie/Plagiarism/Referencing>

A useful guide to using the Harvard method can be found here:

[https://libguides.ul.ie/ld.php?content\\_id=23581826](https://libguides.ul.ie/ld.php?content_id=23581826)

### Assignment Cover Sheet and Turnitin

We require students to confirm that any written work submitted is their own work: see the Assignment Cover Sheet in the Assessment folder on Canvas. When submitting work via Turnitin on Canvas, you can 'sign' the Cover Sheet by typing your name in the space provided. We allow students to make multiple submissions to Turnitin before the set deadline. You are advised to make use of this option and carefully review your Turnitin similarity match report to ensure that your essay is properly referenced and that all the used sources are acknowledged.

You can find guidance on how to interpret your Turnitin similarity report here:

<https://help.turnitin.com/feedback-studio/turnitin-website/student/the-similarity-report/interpreting-the-similarity-report.htm>

### Feedback Timeframe Policy

For continuous assessment, feedback and marks will be returned 3 weeks from the submission deadline.

### Deadlines, Extensions & Deferrals

If you are unable to submit your work on time, you must apply to the Module Coordinator or Seminar Leader for an extension no later than 24 hours in advance of an assessment deadline. If granted, the maximum extension will be no more than one week (7 calendar days). This requirement applies to all students, including those with a LENS (Learning Educational Needs Summary) report. If you have extenuating circumstances where more than 7 calendar days are required, the authorisation process depends on the weighting of the piece of assessment:

- Where the module assignments of course work constitutes **less than 30% of the overall mark**, this will be considered by the Module Coordinator or Seminar Leader in line with the [Extenuating Circumstances policy](#).

- Where the module assignments and coursework constitutes **over 30% of the overall mark**, you must apply 7 days in advance of the assessment deadline directly to the College of Arts, Social Sciences, and Celtic Studies following the [Extenuating Circumstances policy](#) and completing the Extenuating Circumstances form. The extension request must be based upon a medical certificate and/or relevant supporting documentation.

#### Late submission without an extension

If you submit an assignment after the deadline without submitting an extension request, the work will be marked and a penalty will be applied.

- Late submissions will be penalised at a rate of 2 marks per working day off the mark originally awarded. (E.g. if the essay merits a mark of 68, and was submitted one day late, the mark will go down to 66).
- No work is accepted or marked if submitted more than 10 working days after the deadline without an extension.

#### Grade Descriptors for Undergraduate Programmes

- an A grade corresponds to a H1 level of performance;
- a B grade corresponds to a H2.1 level of performance;
- a C grade corresponds to a H2.2 level of performance;
- a D grade corresponds to a H3 performance in the final undergraduate or a Pass performance in the earlier years;
- an E grade corresponds to a compensatable performance, if the course is compensatable, otherwise a fail performance;
- F and G grades correspond to fail performances.

Grade descriptors act as guidelines for students. The grade descriptors and marking scheme set out on the next page are provided as an example of general guidance offered to students and may be adapted or alternative rubrics implemented for particular courses. It is important to always refer to the Course Description in the Information tab on your canvas page and to also refer to the detail within the Assessment Tab as the assessment requirements for each course vary.

## 8. Progression

Undergraduate degree programmes at the University are normally organized into Stages. Students must successfully complete each stage before progressing to a subsequent one. Full-time Undergraduate Degree Programmes will be organised on an academic year basis, where each year represents a defined Stage. Full-time undergraduate students will be required to register for and present for examination in a set of modules to a total credit weighting of 60 ECTS, in accordance with the programme structures and regulations set-out in the College's

Programme Descriptions and Regulations for their chosen programme of study. Provision may be made for Part-time students to complete a stage over several years, accumulating the credits required for each stage in a more flexible credit accumulation structure

### Undergraduate Marks and Standards

The University Policy on Undergraduate Marks and Standards can be accessed here:

<https://www.universityofgalway.ie/media/registry/exams/policiesprocedures/QA228---Undergraduate-Marks-and-Standards-approved-Sept-2022-at-AC-Standing-EN&IR-Final.pdf>

### Passing

The pass mark on all modules is 40%. Where different components of assessment (i.e. continuous assessment, final assessment, etc.) within a module contribute to the final grade it shall not normally be a requirement that any one of these components be separately passed.

### Official Examination Results

The Examinations Office releases official examination results. Further information is available here: <https://www.universityofgalway.ie/exams/results/>

### Consultation Day

Consultation day is organised by the University after 1st sitting results release. It gives an opportunity to the students to seek informal recheck of their submitted work and the mark achieved. It is a requirement of the University to go through informal recheck first before proceeding with an Appeal.

### Rechecks & Appeals

The Examinations Office has a procedure for dealing with queries relating to marks awarded for modules:

<https://www.universityofgalway.ie/media/registry/exams/policiesprocedures/QA235---Procedurefor-the-Discussion-Checking-and-Appeal-of-Examination-Rresults---Feb-2021.pdf>

### Examination Timetable

In terms of how your courses will be assessed, details will be released through course outlines and/or posted on Canvas. If you have any queries, please contact the relevant lecturer.

The Examination Timetable is posted on the University of Galway Exams Office website and each student will receive a personalised exams timetable via their CASS account.

### Examinations

Examinations are normally held at the end of each, Semester 1 in December and Semester 2 in April- May (further detail will be issued however, in relation to semester 1). **The Autumn repeat Examinations are usually held in August.** Students who fail Semester 1 course(s) or Semester 2 course(s) will have an opportunity to repeat failed courses in **Autumn**. PLEASE ENSURE that if you need to repeat courses, or you have deferred courses to the Autumn board

that you DO NOT schedule to travel abroad during the autumn exam board period which is currently set for August 5<sup>th</sup> to August 15<sup>th</sup> 2025 (these dates may be subject to change so it is your responsibility to check in the event you need to present for autumn exams).

### Repeat Examination / Second Sitting

For information on repeats please see the Examinations Office webpage: [https://www.universityofgalway.ie/exams/timetable-advice/examinations\\_faqs/repeats\\_faq/](https://www.universityofgalway.ie/exams/timetable-advice/examinations_faqs/repeats_faq/)

### Material Assessed at Repeat Examinations

Marks for components of a course (i.e. sub-course assessment elements) from previous attempt(s) do not carry forward from one assessment to the next unless the relevant College has made provision to exempt student from retaking specific components for academic reasons.

### Compensation Provision

Compensation will only be applied in cases where its application enables the student to pass the Examination as a whole. The pass standard for a Course is 40%. However, a student with marks of less than 40% in one or more courses will be deemed to have passed the Stage provided:

- the aggregate mark for all courses of the Stage is at least 40%
- the mark in every course is 35% or more
- the course(s) with marks in the range 35-39% total 15 ECTS or less

The marks at a repeat or deferred examination will not be capped **unless a cap has been recommended by the University's Examination Security Group**.

### Calculation of Grading per Year

Your final grade in 1BYF1 is calculated over 10 x 5 credit courses and 1x 10 credit course with the following grades applying: 0% - 39% = Fail 40% - 49% = D (Pass) 50% - 59% = B- (Second Class Honour Grade 2) 60% - 69% = B+ (Second Class Honour Grade 1) 70% + = A (First Class Honour)

For your final Degree result in Fourth Year, honours will be calculated on the basis of 30% of the aggregate mark (overall mark) obtained at the pre-final stage examination (*2<sup>nd</sup> year in the context of this programme as year 3 is a full year of placement*) and 70% of the aggregate mark obtained at the final year examination. The standard will be based upon the following table:

- H1 70% on the aggregate
- H2.1 60% on the aggregate
- H2.2 50% on the aggregate
- H3 40% on the aggregate





## Generic Marking Scheme for an Essay

	<i>Knowledge &amp; understanding</i>	<i>Analysis</i>	<i>Reading &amp; referencing</i>	<i>Essay structure</i>	<i>Use of language</i>
80-100% AA	As for A, plus demonstrates exceptional comprehension of topic	As for A, plus sophisticated analysis using ideas and principles beyond those introduced in the module	Essay fully supported by reference to relevant up to date material. Accurate use of Harvard referencing technique.	Clear structure which enriches the discussion and argument	Essay displays an excellent use of standard written English
70-79% A	Shows thorough knowledge and understanding of the topic, with evidence of reading beyond the key texts	Essay shows a resourceful and imaginative analysis using ideas and principles beyond those introduced in the module	Clear evidence of wide and relevant reading. Accurate use of Harvard referencing technique	Clear structure which enhances the discussion and argument	Essay displays an excellent use of standard written English
60-69% B	Shows evidence of relevant and sound knowledge and understanding of the topic	Shows evidence of analysis using ideas and principles introduced in the module	Essay well informed by reading which goes beyond key texts. Accurate use of Harvard referencing technique	Structure is clear and supports coherent discussion and argument	Essay displays a very good standard written English with all statements clearly expressed
50-59% C	Shows relevant knowledge of the topic	The essay is largely descriptive with some discussion using ideas and principles introduced in the module	Effective use of key reading. Accurate use of Harvard referencing system	Structure supports the discussion and argument	Essay displays a very standard written English with few, if any, grammatical or spelling errors. Written in an appropriately academic style.
40-49% D	Shows basic knowledge of the topic	The essay is limited to description and includes frequent unsupported facts and opinions	Appropriate use made of a limited range of reading. Largely accurate use of Harvard system	Evidence of structure relevant to the title	The work is written to an acceptable standard of English. There may be some grammatical errors and the work may need more careful editing.
35-39% Fail	Signs of emerging knowledge of the topic but insufficient for progression to level 2	Essay is generally descriptive and uncritical. Some inaccuracy in the material	Some use of very limited reading, although fairly superficial. Inaccurate use of Harvard referencing system	Some structure although key issues may be omitted. Some repetition	More care needs to be taken with elements of grammar, spelling and sentence construction
Under 35% Fail	Shows inadequate knowledge of the topic to meet learning outcomes	Descriptive and uncritical. Some discussion irrelevant to the title	Poor use of reading. Poor or incorrect using of Harvard system	Little evidence of planning the essay	Poor standard of written English. Inappropriate register

Example from Bloxham & Boyd (2007). Developing Effective Assessment in Higher Education, p.91, Table 6.2

## SECTION C - MODULE LIST and CONTACT DETAILS FOR YEAR 4

### Module List

Each student will take 10 modules as part of Year 4 of the BA in Child, Youth and Family: Policy and Practice. In semester one, 4 x 5 ECTS modules and 1 x 10 ECTS. In semester two, 4 x 5 ECTS modules and 1 x 10 ECTS. Information relating to the name of each module, the assessment method, the lecturer and semester in which the module is offered is shown in the Table below.

*Modules for 4<sup>th</sup> Year of the BA in Child, Youth and Family: Policy and Practice 2025-2026*

**Refer to course page on canvas for further detail**

Core Modules	Assessment	Lecturers and Contact Details	Semester
SP240 Family Law (5ects)	Continuous Assessment	TBC	1
SP3195 Equality, Diversity and Collective Action (5ects)	Examination and Continuous Assessment	Dr. Danielle Kennan <a href="mailto:Danielle.kennan@universityofgalway.ie">Danielle.kennan@universityofgalway.ie</a>	1
SP4125 Research Policy and Practice 1(10ects)	Continuous Assessment	Dr. Cormac Forkan <a href="mailto:cormac.forkan@universityofgalway.ie">cormac.forkan@universityofgalway.ie</a>	1
<b>PLUS Choice of TWO Semi Core (5ects) - See listing</b>			<b>1</b>
SP4126 Research Policy and Practice 1(10ects)	Continuous Assessment	Dr. Cormac Forkan <a href="mailto:cormac.forkan@universityofgalway.ie">cormac.forkan@universityofgalway.ie</a>	2
SP701 Children & Young People in Families Today (5ects)	Examination and Continuous Assessment	Dr. Carmel Devaney <a href="mailto:carmel.devaney@universityofgalway.ie">carmel.devaney@universityofgalway.ie</a>	2
SP3137 Youth and Society (5ects)	Examination and Continuous Assessment	Dr. Bernadine Brady <a href="mailto:Bernadine.brady@universityofgalway.ie">Bernadine.brady@universityofgalway.ie</a> Prof. John Canavan <a href="mailto:John.canavan@universityofgalway.ie">John.canavan@universityofgalway.ie</a> Dr. Cormac Forkan <a href="mailto:cormac.forkan@universityofgalway.ie">cormac.forkan@universityofgalway.ie</a>	2
<b>PLUS -TWO Specialist Electives/Designing Futures modules of 5 ECTS each to be selected by students</b>			<b>2</b>

## SECTION D – CORE MODULE DESCRIPTIONS FOR YEAR 4

### Semester One:

### SP4125 Research, Policy and Practice

Dr. Cormac Forkan

This module is designed as an experimental learning opportunity for final year students in the BA (Child, Youth and Family: Policy and Practice). In the course of the module students will apply their knowledge, skills and practice experience to the design, implementation and write-up of a research project. Students will work in small self-selected groups and topics for the research project may be identified by the students independently or in collaboration with their placement provider. The module will be structured around a series of preparatory and reflective seminars. Through seminar work, students will report on progress, share their learning, discuss opportunities and challenges and identify their own learning needs. This reflective space will help link together participants working on different projects in varied settings. Lectures and/or workshops specific to the class or an individual's learning needs will supplement the seminars, as required.

**Prerequisites:** None

**Teaching and learning methods:** Lectures (2 hours per week)

**Assessment:** Continuous assessment

**Core texts:** Assigned readings

### SP3195 Equality, Diversity and Collective Action

Dr. Danielle Kennan

In this module, students will have the opportunity to deepen knowledge on, and engage with, contemporary issues of diversity and equality advocacy. Students will explore the kinds of social movements and collective activism that have driven, shaped or challenged human rights internationally, taking a 'bottom-up' approach. Case studies will be used for in-depth exploration of tensions between equality and diversity and to examine the forms, functions and outcomes of collective action in relation to the cases considered.

**Prerequisites:** None

**Teaching and learning methods:** Lectures (2 hours per week)

**Assessment:** 30% Continuous assessment by mid-term assignment and 70% end of semester exam.

**Language of instruction:** English

**Core texts:** Assigned readings

### SP240 Family Law

TBC

This module introduces students to basic legal concepts. It looks at the role of legislation in protecting individual family members and families and examines the degree to which legislation supports and protects individuals and families in contemporary Irish society. It outlines the State's role in providing for the well-being of families with a particular focus on child protection

**Prerequisites:** None

**Teaching and learning methods:** Lectures (2 hours per week)

**Assessment:** The module is assessed by a two-hour exam in addition to continual assessment

**Core texts:** Assigned readings

## Semester Two:

### SP4126 Research, Policy and Practice 2

Dr. Cormac Forkan

This module is a follow-on module to SP4125 Research, Policy and Practice 1.

### SP701 Children & Young People in Families Today

Lecturer: Carmel Devaney

This course is designed to give students an opportunity to explore some of the main issues which arise in relation to childhood, children and family life. The historical view of the triangular relationship between child, family and the state has been one where children were seen as the property of their parents. This notion has shifted, and the contemporary approach is to view the family as a community of individuals possessing specific rights; with children being accepted as rights bearers in themselves.

Students will have an opportunity to deconstruct notions of childhood in society with particular reference to policy developments in the Irish context in particular. Students will explore social issues affecting family life and focus on areas such as childhood, children's rights, child welfare. Current models of responding to the needs and wellbeing of vulnerable children and their families will also be explored and considered. This option will provide participants with the opportunity to critically assess the effects of current policy and legislation relating to children, and family life in Ireland.

**Prerequisites:** None

**Min./max. no. of students:** restrictions apply.

**Teaching and learning methods:** Weekly in-person seminar (first hour: contribution from lecturer; second hour: 20 min. student-presentation and class discussion)

**Assessment:** Continuous assessment (40%) and final essay (2500 words, 60%).

**Language of instruction:** English

**Core texts:** assigned readings.

### SP3137 Youth and Society

Dr. Bernadine Brady/ Prof. John Canavan /Dr. Cormac Forkan



This module provides learners with an opportunity to explore and critically analyse the position of childhood and youth from a sociological perspective. In the early part of the module, students will be introduced to theoretical perspectives on the phenomena of ‘childhood’ and ‘youth’, exploring how these concepts have varied across time and culture. Drawing on relevant theory and empirical research, learners will then engage in an in-depth analysis of a range of thematic issues within contemporary research on childhood and youth, including education, citizenship and political engagement, family life and relationships, culture, lifestyle and the digital world. On completion of this module, students will have knowledge and understanding of key theoretical perspectives on childhood and youth in society, be able to critically analyse the lives of children and youth in key areas of: education; citizenship and political engagement; family and peer relationships; culture, lifestyle and the digital world and understand how social factors influence the life experiences and life chances of young people in childhood, youth and early adulthood.

**Prerequisites:** None

**Min/Max number of students:** Restrictions apply

**Teaching and Learning Method:** Blended

**Assessment:** TBC

**Languages of instruction:** English

**Core texts:** Assigned readings

## SECTION E – SEMI-CORE MODULE DESCRIPTIONS FOR YEAR 4

**Semester One: Choose TWO semi-core from the three semi-core modules described below.**

**PLEASE ENSURE THAT THE SEMI CORE MODULES YOU SELECT DO NOT CLASH WITH YOUR PROGRAMME TIMETABLE OF CORE MODULES. REVIEW YOUR TIMETABLE!**

### Semi-Core Modules Semester 1

<b>EITHER:</b> <b>SP404 Development &amp; Change</b>  Tuesday 3.00 – 4.00pm O’Flaherty Theatre Wednesday 4.00 – 5.00pm O hEocha Theatre AMB1021	Su-Ming Khoo  <b>Contact:</b> <a href="mailto:suming-khoo@universityofgalway.ie">suming-khoo@universityofgalway.ie</a>
<b>OR:</b> <b>SP3197 Thinking Politically: The Power of Ideas</b>  Monday 11.00 – 12.00am Fottrell Theatre AMB1022  Thursday 3.00 – 4.00pm O hEocha Theatre AMB1021	Allyn Fives; Kevin Ryan  <b>Contact:</b> <a href="mailto:kevin.ryan@universityofgalway.ie">kevin.ryan@universityofgalway.ie</a>
<b>OR:</b> <b>SP3199 Care, Power, Information</b>  Tuesday 6.00 – 7.00 pm IT250 - THEATRE (250), FIRST FLOOR  Thursday 6.00 – 7.00 pm AMB-1022 FOTTRELL THEATRE	Alexander Stingl  <b>Contact:</b> <a href="mailto:alexander.stingl@universityofgalway.ie">alexander.stingl@universityofgalway.ie</a>

### Semi-core module Descriptions: Semester 1

SP404 Development and Change  
Lecturer: Su-Ming Khoo

This course is a critical introduction to development studies. It focuses on the meanings of ‘development’ and the debates surrounding the definition and measurement of ‘progress’ or ‘good change’. We examine the different priorities attached to development efforts, critically challenging mainstream economic growth perspectives with alternative or ethical feminist, humanistic and ecological approaches. In current times of multiple crises and

challenges, this course suggests that ideas about global ‘progress’ matter a lot and urgently need to be debated.

The course opens by discussing four main approaches to ‘progress’ – economic growth, equality, human rights and capabilities. Economy-focused perspectives are different from ethical or values-based perspectives. The question of sustainability adds a fifth perspective that places limits on progress defined as economic growth, while the question of gender equality pushes us to question what is happening within aggregate populations or countries. The issues illustrate how ‘development’ involves problems of data and measurement, but also deeply sociological, philosophical and political questions about values, meaning and purpose. Persisting demands for growth are challenged by pressures of inequality, both within and between the societies of the Global South and Global North. We explore these contrasting perspectives on progress through the lenses of three major global issues for policy and public action: agriculture and food, health and security. An issue-based approach enables us to open out debates with evidence and perspectives from Asia, Africa, Latin America, North America and Europe.

The course material invites you to question conventional assumptions about economic and societal progress or ‘development’. It also introduces leading actors in global development – which include UN agencies and programmes, governments, notionally ‘free’ and globalized markets, and non-governmental and grassroots organization. These have different roles and niches in directing policy, organizing social protection and security and protecting and fulfilling rights.

Prerequisites: None

Min./max. no. of students: Restrictions apply.

Teaching and learning methods: weekly in-person lectures

Assessment: MCQ exam (30%) and final essay (2000 words, 70%).

Language of instruction: English

Core texts: Assigned readings

### **SP3197 Thinking Politically: The Power of Ideas**

Lecturers: Allyn Fives, Kevin Ryan

This module explores the practical application of political theory to real-world issues and problems, thereby exploring ‘the power of ideas’. Topics include: redistribution of income to benefit the least well off; civil disobedience; resistance against deeply unjust regimes; paternalistic policies to benefit adult citizens; parental power over children; gender equality, LGBTQ+ rights and freedoms; racialisation and racism.

In terms of how the module is organised, it provides an introduction to and overview of some of the key arguments in two of the main approaches to political theory: analytical (e.g. John Rawls, Judith Shklar, Alasdair MacIntyre) & continental (e.g. Michel Foucault, Judith Butler, Saidiya Hartman). By exploring the ‘power of ideas’, this module highlights an apparent ‘incommensurability’ between the analytical and continental traditions in political theory, which is important in terms of how we use political theory to both ‘think politically’ but also ‘think critically’. From a standpoint of ‘epistemic toleration’, motivated in part by an awareness

of family resemblances between the traditions, the aim of this module is not to overcome incommensurability, but rather to make students aware of, and encourage their critical analysis of, the two traditions.

Prerequisites: None

Min./max. no. of students: Restrictions apply.

Teaching and learning methods: Weekly in-person lectures.

Assessment: Mid-term essay (30%), end of semester exam (70%)

Language of instruction: English

Core text: Assigned Readings

### **SP3199 Care, Power, Information**

Lecturer: Alexander Stingl

The 20th century was the century for which social scientists had described and analyzed an ongoing processes of “globalization”. In the first two decades of the 21st century, it has become clear that we already have and continue to be living together on one single but increasingly “ruinous”/“ruined” planet (e.g. Anthropocene) and in an integrated and vulnerable planetary society (e.g. COVID), but simultaneously we also exist and dwell in one world that is “made of many worlds”. Scholars, politicians, and activists propose unified responses to the processes that damage our one and very material World and that lead to various forms of injustice and inequality globally and across many different worlds through plans to “build back better” or establish “circular economies”, as well as integrate digital technologies, ecosystem services, global health, and economic development policy, finance, and law. At the same time, much of social, cultural, and economic life has migrated away from so-called “meat-space” into digital realms. These different developments are, however, related: They beg the question how do we relate to one another and to the planet today? In this module, we will address this question through three connected register of how we relate to another as all these developments require the creation and the exchange of information (I), wherein different actors establish, circulate, and execute different forms of power (P), which enable as well as constrain, ultimately, how we care (C) for one another. Social scientists (political scientists and sociologists) not only study these three CPI registers traditionally, but with the increasingly global and local challenges we are now facing, the role of the social scientists and the demands made on them by individual and institutional stakeholders is significantly changing. In this module, not only will the above sketched questions and the theoretical and methodological tools to analyze them be addressed, but also will possible futures of scholarship be developed that establish how social scientists can play the role of a critical friend that brings stakeholders and vulnerable communities together across power and information through mutual established practices of care. In conclusion, the question will be addressed If there can or even must be such a thing as a “transnational welfare state”.

Prerequisites: None

Min./max. no. of students: Restrictions apply.

Teaching and learning methods: Weekly in-person lectures.

Assessment: Mid-term assignment (30%), Final Essay (2500 words, 70%).

Assigned Readings: Assigned weekly texts.

There is no single ‘core’ text that covers the whole module, but students may find the following texts helpful to some of the key topics addressed.

Rea, C. M., & Frickel, S. (2023). The Environmental State: Nature and the Politics of Environmental Protection. *Sociological Theory*, 41(3), 255-281;

Asdal, K., Cointe, B., Hobæk, B. *et al.* '(2023) The good economy': a conceptual and empirical move for investigating how economies and versions of the good are entangled. *BioSocieties* 18, 1–24; Fleurbaey, M. et al (2018) *A Manifesto for Social Progress: Ideas for a Better Society.*, Cambridge UP; Boatcă, M. (2016) *Global Inequalities Beyond Occidentalism.*: Routledge;

Hetherington, K., ed. (2019) *Infrastructure, Environment and Life in the Anthropocene*. Duke UP



## SECTION F – SPECIALIST ELECTIVE AND DESIGNING FUTURES MODULE DESCRIPTIONS FOR YEAR 4

### Semester 2

4BYF Students MUST choose TWO SPECIALIST ELECTIVES/DESIGNING FUTURES Modules that DO NOT Clash with CORE 4BYF programme modules as per timetable.

#### Specialist Elective Modules Semester 2

<b>SP3192</b> Sociology of Religion  <b>Wednesday 10.00 – 12.00 CA001</b>	Vesna Malesevic <b>Contact:</b> <a href="mailto:vesna.malesevic@universityofgalway.ie">vesna.malesevic@universityofgalway.ie</a>
<b>SP3129</b> Sexualities, Genders and Diversities  <b>Monday 12.00 – 2.00 CA117</b>	Vesna Malesevic, Declan Coogan <b>Contact:</b> <a href="mailto:vesna.malesevic@universityofgalway.ie">vesna.malesevic@universityofgalway.ie</a>
<b>SP721</b> Ocean & Marine Politics  <b>Tuesday 12.00 – 2.00 IT125</b>	Brendan Flynn <b>Contact:</b> <a href="mailto:Brendan.flynn@universityofgalway.ie">Brendan.flynn@universityofgalway.ie</a>
<b>SP4131</b> Smart & Liveable Cities & Suburbs  <b>Thursday 11.00 – 1.00 ENG 2035</b>	Kevin Leyden <b>Contact:</b> <a href="mailto:kevin.leyden@universityofgalway.ie">kevin.leyden@universityofgalway.ie</a>
<b>SP3141</b> Socially-Engaged Art and Relations of Power  <b>Monday 12.00 – 2.00 MY306</b>	Kevin Ryan <b>Contact:</b> <a href="mailto:kevin.ryan@universityofgalway.ie">kevin.ryan@universityofgalway.ie</a>
<b>SP420</b> Sociology of the Environment  <b>Wednesday 2.00 – 4.00 ENG-G017</b>	Mike Hynes <b>Contact:</b> <a href="mailto:mike.hynes@universityofgalway.ie">mike.hynes@universityofgalway.ie</a>
<b>SP618</b> Welfare Words  <b>Monday 2.00 – 4.00 CA002</b>	Paul Michael Garrett <b>Contact:</b> <a href="mailto:pm.garrett@universityofgalway.ie">pm.garrett@universityofgalway.ie</a>
<b>SP3194</b> Theories of Nationalism  <b>Tuesday 12.00 – 2.00 AC204</b>	Judith O’Connell <b>Contact:</b> <a href="mailto:judith.oconnell@universityofgalway.ie">judith.oconnell@universityofgalway.ie</a>
<b>SP3193</b> Introduction to Social Work  <b>Wednesday 12.00 – 2.00 ENG-2003</b>	Caroline McGregor <b>Contact:</b> <a href="mailto:caroline.mcgregor@universityofgalway.ie">caroline.mcgregor@universityofgalway.ie</a>
<b>SP3101</b> ‘Community’: Significance & Change  <b>Thursday 10.00 – 12.00 CA002</b>	Brian McGrath <b>Contact:</b> <a href="mailto:brian.mcgrath@universityofgalway.ie">brian.mcgrath@universityofgalway.ie</a>
<b>SP4132</b> Revisiting Violence: Aggression & Abuse in Contemporary Irish Family and Institutional Life <b>Wed 2.00-4.00 CA004 – Lecture Room</b>	Declan Coogan <b>Contact:</b> <a href="mailto:declanp.coogan@universityofgalway.ie">declanp.coogan@universityofgalway.ie</a>
<b>SP3144</b> Political Liberty  <b>Tuesday 11.00 – 1.00 CA115</b>	Allyn Fives <b>Contact:</b> <a href="mailto:allyn.fives@universityofgalway.ie">allyn.fives@universityofgalway.ie</a>

<b>SP3103</b> European Union: Polity, Political Economy, & International Role  <b>Thursday 11.00 – 1.00 CA003</b>	Gerry Fitzpatrick <b>Contact:</b> <a href="mailto:Gerard.fitzpatrick@universityofgalway.ie">Gerard.fitzpatrick@universityofgalway.ie</a>
<b>SP3198</b> Songs of Rebellion: Power, Resistance, and Affect  <b>Monday 1.00 – 3.00 CA101</b>	Diana Stypinska <b>Contact:</b> <a href="mailto:diana.stypinska@universityofgalway.ie">diana.stypinska@universityofgalway.ie</a>
<b>SP3150</b> Teaching Methods for the Politics and Society Classroom  <b>Wednesday 1.00 – 2.00 CA002</b>	Lisa Walshe <b>Contact:</b> <a href="mailto:lisa.walshe@universityofgalway.ie">lisa.walshe@universityofgalway.ie</a>
<b>SP3214</b> Biosociality and Bioeconomy: The Value(s) of Living Things  <b>Thursday 11.00 – 1.00 Venue TBC</b>	Alexander Stingl <b>Contact:</b> <a href="mailto:alexander.stingl@universityofgalway.ie">alexander.stingl@universityofgalway.ie</a>
<b>SP3215</b> Security & World Affairs: People, Planet, Places  <b>Tuesday 13.00-15.00 MY306</b>	Evans Fanoulis <b>Contact:</b> <a href="mailto:evans.fanoulis@universityofgalway.ie">evans.fanoulis@universityofgalway.ie</a>
<b>SP3213</b> Contemporary African Politics  <b>Wednesday 2pm-4pm MY306</b>	Sarah Jenkins <b>Contact:</b> <a href="mailto:sarah.jenkins@universityofgalway.ie">sarah.jenkins@universityofgalway.ie</a>
<b>SP1304</b> Women, Men and the Economy: Critical Explorations of Theory and Policy <b>Tuesday 11-1 Venue: CA003</b>	Nata Duvvury <b>Contact:</b> <a href="mailto:nata.duvvury@universityofgalway.ie">nata.duvvury@universityofgalway.ie</a>

## Designing Futures Elective modules

The two modules below are not available on the online registration system, and places are limited. Students interested in registering either of these electives should contact the module coordinator.

<b>ED2104</b> Design Your Life  <b>Wednesdays 16:00 – 18:00 Venue IT206 (AKA CSB-1002)</b>	Tony Hall, School of Education <b>Contact:</b> <a href="mailto:tony.hall@universityofgalway.ie">tony.hall@universityofgalway.ie</a>
<b>SP3211</b> Empathy in Action  <b>Tuesdays 9.00-11.00 Ideas Lab- Empathy Lab</b>	Natalie Walsh, Michelle Millar <b>Contact:</b> <a href="mailto:natalie.walsh@universityofgalway.ie">natalie.walsh@universityofgalway.ie</a>

## Specialist Elective Module Descriptions Semester 2

### **REMEMBER YOU ARE CHOOSING TWO !**

*As noted above, there is no guarantee of getting a place on your modules of first preference, please ensure to have identified additional specialist elective modules as alternative preferences in such circumstances.*

### **SP3192: Sociology of Religion**

Lecturer: Vesna Malesevic

The module is organized around the themes of how we sociologically understand and interpret the phenomenon of religion. The main emphasis is placed on the analysis of texts to encourage students to think sociologically about religion. We address the classical concepts of religion as well as contemporary theories, and discuss the social, political and cultural processes that affect transformation of religion and its institutions. We examine relationships between religion and other spheres of social life such as politics, gender, sexuality, and health.

Prerequisites: None

Min./max. no. of students: Restrictions apply.

Teaching and learning methods: Weekly in-person seminar.

Assessment: Continuous assessment.

Language of instruction: English

Core text: Selected readings

### **SP3129: Sexualities, Genders and Diversities**

Lecturers: Declan Coogan, Vesna Malesevic

Contemporary societies can offer individuals different ways through which to experience sexuality and gender, to enact gender and sexual identities and to advocate for sexual and gender rights. But genders and sexualities continue to be contested and some gender and sexual expressions are marginalised and problematised. The objective of this module is to explore the construction, expression and management of diversity, gender and sexualities in contemporary societies, with a focus on Western Europe and North America. As an inter-disciplinary module incorporating sociology, politics, social work and gender and feminist theory, this course aims to stimulate students to rethink and re-evaluate typical/traditional understandings of the role and function of gender, sexuality and diversity. It also aims to develop students' analytical skills and critical language so students can question the gendered and normative world in which we live. Case studies that examine continuing exchanges between real-life sexualities and the contexts within which they are forged are integral to the course. The role of masculinities and femininities will be explored, particularly as they relate to economic, political and social inequalities for all genders, and how these are inscribed into, and sometimes challenged by, law and policy. Topics include mental health; relationships and consent; domestic, sexual and gender based violence; social construction of genders and sexualities; heterosexual, gay and lesbian and queer theories.

Prerequisites: None

Min/Max no. of students: restrictions apply

Teaching and learning methods: Weekly in-person seminar.

Assessment: Continuous assessment.

Language of instruction: English

Core Texts: Assigned readings

### **SP721 Ocean & Marine Politics**

Lecturer: Brendan Flynn

This course explores some of the politics that happens at sea. In particular we will focus on the politics of fishing and marine renewable energy, and to a lesser extent we will look at conflicts over marine natural resources, disputes on marine boundaries, and the role of the state as regards all matters of the sea. The course explores various theoretical perspectives, in particular an emerging literature that stresses the ‘social construction’ of the sea, and the concept of ‘resilience’. We will also examine methodological questions, or how should we study a politics of the seas? Here the focus is on exploring to what extent qualitative ethnographic methods can help shed understanding and context on complex marine based activities.

Prerequisites: None

Min./max. no. of students: Restrictions Apply.

Teaching and learning methods: Weekly in-person seminar.

Assessment: Continuous assessment.

Language of instruction: English

Core texts: Jacques, Peter and Zachary A. Smith. (2003) *Ocean Politics and Policy: A Reference Handbook*. ABC-CLIO Ltd. 333.9164 JAC

### **SP4131 Smart & Liveable Cities and Suburbs**

Lecturer: Kevin Leyden

The year 2008 marked a turning point in global historical settlement patterns; for the first time in human history the majority of people now live in urban areas. By 2030, two-thirds of the world’s population will be urban. This module explores the need to improve the way we plan and maintain our urban places in order to make them better for people and the planet. Three interrelated policy and business trends associated with urbanism are examined: Smart Cities, Liveable or Healthy Cities, and efforts to reduce the effects of car-dependent suburban sprawl. Each of these trends has importance for enhancing our quality of life and addressing climate change. Each also creates unique economic opportunities and public and social policy challenges. The course will critically examine these trends and their unique relevance internationally and for Ireland.

Prerequisites: None

Min/Max no. of students: Restrictions apply

Teaching and learning methods: Weekly in-person seminar.

Assessment: Midterm exam (30%) & Final essay (70%)

Language of instruction: English

Core Texts: Assigned readings

### **SP3141 Socially-Engaged Art and Relations of Power**

Lecturer: Kevin Ryan

This module brings sociology into conversation with the field of socially-engaged art, focusing specifically on power relations. The writer and curator Nato Thompson offers a neat entry-point into the field of engaged-art when he proposes that socially-engaged artists share an awareness that ‘living itself exists in forms that [can] be questioned, rearranged, mobilised and undone...Whatever has a form can be criticised, disintegrated, assembled’ (Thompson 2012,

p. 19). This is the approach taken in this module, focusing on artists and practices that aim to disrupt, transform, or reconfigure power relations. In the first part of the course, we explore the work of leading theorists in the field, thereby opening out key questions and issues concerning consensual versus antagonistic approaches, participation v spectatorship, and collaboration as co-production. In the remainder of the course, we will explore a selection of influential artists and projects that engage with relations of power.

Prerequisites: None

Min/Max no. of students: Restrictions apply

Teaching and learning methods: weekly seminar

Methods of assessment and examination: continuous assessment (60%), final essay (1500 words, 40%)

Language of instruction: English

Core Texts: Assigned readings and learning materials

### **SP420: Sociology of the Environment**

Lecturer: Mike Hynes

This module explores the relationship between social, political transformation, and environmental change, focusing in particular on sustainability questions. It seeks to answer questions about whether, and to what extent, interactions between society and the environment in Ireland and elsewhere remain hidden and how political influences shape how they are perceived. The module also looks at urban planning, sustainable, and active transport options, and aims to assess the relationship between the urban and built environments and the crucial social life it sustains. The first two parts of the module give rise to questions about environmentalism as a form of social organisation and its contributions to contemporary debates on society-environment interactions and sustainability questions. The third part of the course examines social and political developments related to the rise of environmental movements in Ireland and worldwide. What are the basic tenets of environmentalism? And is there a 'sustainable way forward'? What are the choices facing us in the 21st century? Are there pathways to alternative futures that recognise the realities of the climate crisis?

Prerequisites: attendance for this module is mandatory. Please do not select this module if you are unable to attend class every week

Min./max. no. of students: restrictions apply

Teaching and learning methods: weekly two-hour discussion-based seminars; students MUST read assigned texts and undertake directed activities in advance of each class

Assessment: in-class participation (10%), regular in-class discussion board posts (50%), a final 5-minute video documentary with an accompanying academic essay/descriptor of at least 1,000 words (40%)

Language of instruction: English

Core Text: assigned readings will be made available on Canvas.

### **SP618: Welfare Words: Key Words in Social Work and Social Welfare**

Lecturer: Paul Michael Garrett

The aim of this course is to articulate and discuss a range of key words that are central to social work and social welfare. Such words, or phrases, include: 'adoption', 'empowerment', 'dependency', 'underclass', 'anti-social behaviour', 'therapy', 'care' and 'caring', 'social inclusion', 'customer' etc. Underpinning the Course is the understanding that such words, often

highly contentious and subject to a range of differing interpretations, need to be examined in a critical way. In short, there is a need to try to situate such words in a sociological and political context. Moreover, words, such as these, are pivotal in terms of the experiences of those providing and receiving social work and social welfare services.

The first hour each week will comprise of a contribution from the Lecturer, followed by a seminar structured around a presentation from students. The Course does have not a set textbook, a range of sources will be recommended and a reading pack will be provided.

Prerequisites: None

Min./max. no. of students: restrictions apply.

Teaching and learning methods: Weekly in-person seminar.

Assessment: Continuous assessment.

Language of instruction: English

Core text: Paul Michael Garrett (2018) *Welfare Words, Critical Social Work and Social Policy*, London, SAGE.

### **SP3194 Theories of Nationalism**

Lecturer: Judith O'Connell

Whilst many would agree that nationalism is a loyalty or devotion to one's nation above all others, some theorists have asked how this affiliation comes into being. Is nationalism an innate natural emotion or is it a social construct? This course will examine the main contemporary theories of nationalism, analyse key concepts and discuss classical debates in the study of nationalism. We will analyse nationalism's emergence and endurance as a factor in modern politics and society. Topics covered include: nationalism and state-building, nationalism and economic modernization, nationalism and identity, by applying these theoretical perspectives to the contemporary experience of conflict in Northern Ireland and Israel/Palestine.

Prerequisites: None

Min./max. no. of students: Restrictions apply.

Teaching and learning methods: Weekly in-person seminar.

Assessment: Continuous assessment.

Language of instruction: English

Core text: Selected readings

### **SP3193 Introduction to Social Work**

Lecturer: Caroline McGregor

This module provides an introduction to professional social work. It considers social work in Ireland and within an international context. The nature and diversity of social work practice is explored. Many areas of social work practice are covered including social work in child protection and welfare, mental health, disability and health care settings. Perspectives from practitioners and those who use services are included in the module. An emphasis is placed on social work with regard to: The diverse knowledge base social work draws from; Values and Ethics; Balancing support and protection; Socio-legal practice; Promoting Human rights and Social Justice; Civic Engagement and Citizenship.

Prerequisites: None

Min./max. no. of students: Restrictions apply.

Teaching and learning methods: Two-hour lecture (on campus) per week.

Assessment: Participation (10%), Continuous assessment (30%), Final essay (60%).

Language of instruction: English

Core text: McGregor C and Pat Dolan (2021) *Support and Protection Across the Lifecourse: A Practical Approach for Social Work* (PART 1), Bristol, Policy Press; Doel M (2010) *Social Work: The Basics*. London, Routledge; Cree, V. (2013) *Becoming a Social Worker*. London: Routledge

### **SP3101: 'Community' – Significance & Change**

Lecturer: Brian McGrath

'Community' remains an enduring, albeit contested, concept despite claims of its disappearance in the modern age. At the same time, globalisation, mobility, technology and a range of other phenomena have changed people's experiences and understandings of 'community'. The experience of changing community life will be located through significant critical themes, which include among others: belonging, conviviality, neighbourliness, place, identity and migration. The module will also examine cases of local conflicts and consensus-style development that shape and are shaped by interpretations of 'community'. Empirical cases will be drawn from a range of international studies to explore these issues and themes.

Prerequisites: None

Min./max. no. of students: Restrictions apply

Teaching and learning methods: Weekly in-person seminars.

Assessment: Continuous assessment & final essay.

Language of instruction: English

Core text: Assigned readings

### **SP4132 Revisiting Violence: Aggression & Abuse in Contemporary Irish Family and Institutional Life**

Lecturer: Declan Coogan

What positive role has the media played in responding to violence in the family and in child care settings? Who abuses whom and how can we intervene effectively to deter and prevent abuse and violence in the family and in child care? Following recent inquiries, are children's rights to safety and protection secured?

This module explores the treatment of abuse and violence by media, policy makers and practitioners. Complex realities from the past and present such as the abuse of children in care and cases where a young person assaults parents/carers are investigated. Building on both available research and practice experiences, the module also examines the myths about and emerging responses to individuals who are abusive towards family members. Students consider such responses in the context of the treatment of abuse and violence within the family and in institutions in Ireland from the twentieth century to the present day. The module outlines different stages of political and social responses to family and institutional violence, ranging from denial to acceptance to analysis and a variety of responses. Students are provided with opportunities to make links between practice, policy and research-guided responses to family and institutional violence. Students will be encouraged to critique accepted conventional conceptions in relation to prevention of and reactions to abuse and violence.

Prerequisites: None

Min./max. no. of students: Restrictions apply.

Teaching and learning methods: Weekly in-person seminar.



Assessment: in-class student presentation (6 minutes) & end of semester written assignment (2000 words).

Language of instruction: English

Core text: Assigned readings weekly

### **SP3144 Political Liberty**

Lecturer: Allyn Fives

This module provides the opportunity for students to engage critically with the philosophical literature on the concept of political liberty. Students will read and discuss key texts in modern political philosophy, beginning with Thomas Hobbes's *Leviathan*. Students will critically analyze the various ways in which liberty has been conceptualised by the most important political thinkers in the modern era.

The first half of the module addresses three of the most important conceptions of political liberty: negative freedom, autonomy, and individuality. The second half of the module examines concrete political problems concerning political liberty: toleration, paternalism, authority, and the freedom to do as we please.

Module Outcomes:

1. Identify and critically analyse arguments.
2. Communicate clearly and effectively in writing and orally.
3. Complete projects that are well presented, based on independent research, correctly referenced, and cogently argued.

Prerequisites: None

Min/Max no. of students: Restrictions apply

Teaching and learning methods: Weekly in-person seminar.

Assessment: Critical review (1,000 words @ 35%), Essay (2,000 words @ 65%)

Language of instruction: English

Core Texts: Assigned readings

### **SP3103: European Union: Polity, Political Economy and International Role**

Lecturer: Gerry Fitzpatrick

This course aims to analyse the 'European Project' – an 'Unidentified Political Object' – through a discrete combination of three approaches: those of Political Theory, Political Economy and International Relations (IR). Students are not expected to be *a priori* theoretically *au fait* with academic scholarship in these three fields: you shall effectively be practically acquainted with and use political theory, political economy and IR ideas in analysing the various facets of the European Union (EU).

The course shall be taught in four parts: first, we shall examine critically the historical origins of the European Idea and its 1980s 're-launch'; secondly, we will try to understand what the EU actually is, what it represents in terms of the political theory of the State and legitimacy; thirdly, the origins, progress and problems of the political economy of the Euro shall be dissected; and finally, the global meaning, role and positioning of the EU shall be assessed. If structure is a function of purpose – what exactly is the purpose of the EU in the 21<sup>st</sup> century and how should it appear and work?

Prerequisites: None

Min./max. no. of students: Restrictions apply

Teaching and learning methods: Weekly in-person seminar.  
Assessment: Continuous assessment.  
Language of instruction: English  
Core texts: Assigned readings

### **SP3198 Songs of Rebellion: Power, Resistance, and Affect**

Lecturer: Diana Stypinska

This module explores the ways in which music operates as a means of challenging, disrupting, and resisting the social order. It encourages students to reflect on the relationship between art, power, and resistance by critically engaging with a wide range of ‘protest’ songs. To this end, the module critically analyses specific pieces of music through the application of a wide range of conceptual tools drawn from critical, decolonial, race, and feminist theories. It intends to advance students’ sociological imagination by fostering the awareness of the value of the ‘aesthetic dimension’ as a means of dissensus, with a particular emphasis on the theme of social change.

Prerequisites: None.  
Min./max. no. of students: Restrictions apply.

Teaching and learning methods: weekly in-person workshops.

Assessment: Presentation (50%) and Critical Comment 1500 words (50%) OR Final Essay 3000 words.

Language of instruction: English.

Core text: Assigned readings.

### **SP3150 Teaching Methods for the Politics and Society Classroom**

Lecturer: Lisa Walshe

This module aims to provide students with the ability to examine and critically engage with the Leaving Certificate subject ‘Politics and Society’. It will provide students with clear knowledge and understanding of the subject specification, the strands of study and the topics of learning and discussion. It will give students the skills to identify and employ a range of materials, resources and teaching methodologies, which will allow them to effectively teach and engage with the subject. The module aims to provide students both with the skills and the confidence to provide a collaborative, participative and democratic learning environment for those studying the subject in a post primary school context.

Prerequisites: None

Min/Max no. of students: Restrictions apply

Teaching and learning methods: weekly in-person seminars.

Assessment: Continuous Assessment

Language of instruction: English

Core Texts: Assigned readings

### **SP3214 Biosociality and Bioeconomy: The Value(s) of Living Things**

Lecturer: Alexander Stingl

Climate Change and the ‘Anthropocene’ present a challenge to every living being on the planet because the way we are living is not sustainable. The social sciences make a crucial contribution in helping understand and evaluate the various dimensions of “sustainability” that exist across different socio-cultural, techno-scientific, and political-economic responses to the Anthropocene. In this module, we will take a serious look at *human to non-human relations* in the context of the so-called Bio-Economy and explore alternatives that include indigenous communities’ ways of living, interrogate complex environments wherein “values” include the interests of non-humans (ecosystems, animals, etc.), and we will investigate conflicts and opportunities arising from different “Western” and “non-Western” cultures. To do so, we will examine the concept of “(knowledge-based/circular) Bioeconomy”, look at local socio-cultural and international legal conflicts surrounding food justice and farming, fishing communities, alternative energy, biotechnology patents, and genetically modified organisms to illustrate the “values” at stake. By investigating the above, we will respond to the question, whether a “global bioeconomy” should be an economic and techno-scientific response, such as the European Bioeconomy proposes, or if the idea of a Bioeconomy can and should be reformulated by diverse values as a socio-culturally and ecologically sustainable alternative.

Prerequisites: None

Min./max. no. of students: restrictions apply.

Teaching and learning methods: Weekly in-person seminar.

Assessment: 10% Participation, 90% Research Paper (2,500 Words)

Core texts: There is no single ‘core’ text that covers the whole module, but students may find the following texts helpful to some of the key topics addressed.

Tsing, A., et al, eds. (2017) *Arts of Living on a Damaged Planet*, Minnesota UP; Kohn, E.

(2013) *How Forests Think*. California UP; Chao, S., Bolender, K., & Kirksey, E. (Eds.).

(2022). *The Promise of Multispecies Justice*. Duke UP; Collins, Y.A. (2024) *Forests of Refuge: Decolonizing Environmental Governance in the Amazonian Guiana Shield*.

California UP; Parreñas, J.S. (2018) *Decolonizing Extinction: The Work of Care in*

*Orangutan Rehabilitation*. Duke UP; Kockelman, P. (2016) *The Chicken and the Quetzal: Incommensurate Ontologies and Portable Values in Guatemala's Cloud Forest*, Duke UP;

Cherry E. (2017) ”The Sociology of Non-human Animals and Society.” In: Korgen KO, ed.

*The Cambridge Handbook of Sociology: Specialty and Interdisciplinary Studies*. Cambridge UP.

### **SP3215 Security & World Affairs: People, Planet, Places**

Lecturer: Evans Fanoulis

This specialist elective module provides students with a critical understanding of the contemporary security landscape, engaging with security as a concept and idea, a policy area, and an empirical reality. Students explore different contemporary security issues and how these relate to world affairs, thinking outside the box of mainstream security studies.

In more concrete terms, students will firstly look at traditional security questions related to conflict, war and international intervention, always with concrete empirical references to international politics. The module continues with the securitization of climate change, immigration, and health. The last part of the module examines the role of women in security and how development and security are interconnected.

The ultimate objective of this empirically-driven yet theory-informed module is for students to acquire a comprehensive understanding of what we call and perform as ‘security’ in international politics nowadays. To do so, students are expected to adopt a multi-perspectival approach in their study, considering how security refers not only to people but also to different places, contexts and the whole planet.

Prerequisites: None

Min/Max no. of students: Restrictions apply

Teaching and learning methods: Weekly in-person (seminar/lecture)

Assessment: policy paper (40%), essay (60%)

Language of instruction: English

**Core Text:** Collins, A. (2022) *Contemporary Security Studies*, 6th edition, Oxford: Oxford University Press. People, C. and Vaughan-Williams, N. (2021) *Critical Security Studies: An Introduction*, 3<sup>rd</sup> edition, London: Routledge.

### **SP3213 Contemporary African Politics**

**Lecturer:** Sarah Jenkins

This module will introduce students to some of the main debates and issues in contemporary African politics, exploring them within their historical, social and cultural contexts. Africa has often been neglected in the study of politics and international relations, and has been subject to media representations that dismiss it as a continent universally ravaged by conflict, state collapse, famine, and disease. This module seeks to challenge these perspectives. Recognising the diversity and heterogeneity of the African experience, the module will explore the factors that have influenced social, economic, and political trajectories across the continent, and will consider both the challenges and opportunities in Africa’s contemporary domestic and international affairs. The module is organised along three central themes: a) colonial legacies and the nature of the contemporary African state; b) contemporary security and development challenges; and c) Africa’s international relations. By the end of the module, students should have a broad understanding of the politics of Africa, and its position in global affairs.

Prerequisites: None

Min/Max no. of students: Restrictions apply

Teaching and learning methods: Weekly in-person seminar

Assessment: 100% continuous assessment comprised of a collaborative podcast episode and accompanying reflective report.

Language of instruction: English

**Core Text:** There is no single ‘core’ text that covers the whole module, but students may find the following helpful introductions to some of the key topics addressed in the module:

Thompson, Alex, 2023, *An Introduction to African Politics*, 5<sup>th</sup> edition, Abingdon:

Routledge; Cheeseman, Nic, David Anderson, and Andrea Schelibler, 2015, *The Routledge Handbook of African Politics*, Abingdon: Routledge.

### **SPL304 Women, Men and the Economy: Critical Explorations of Theory and Policy**

**Lecturer:** Nata Duvvury

The COVID19 crisis has followed as the Irish economy was finally recovering from the 2008 financial crisis. The gains in employment made by women in the recovery phase have now been undermined as the COVID crisis has unfolded in the last year and half. The oscillation in women’s employment poses a challenge to our understanding of the economy and society.

Can we discern a shift from the implicit male breadwinner model of economic and social policy? If so, why does there continue to be marked differences in the experience of women and men in the economy with persistent wage differentials, occupational and sectoral segregation and unequal work-life balance? This module will explore a) feminist critique of mainstream economic models, b) the changing structure of economic activity, including social reproduction, and explanations for the persistence of gender inequalities in the labour market, and c) the implications of economic and social policies such as taxation, social welfare and employment policy.

Prerequisites: None

Min/Max no. of students: Restrictions apply

Teaching and learning methods: Weekly in-person seminar

Assessment: Continuous Assessment

Language of instruction: English

Core Text: Assigned Readings

## Designing Futures Elective Module Descriptions

**Please note these modules are not available on the online registration system. Students interested in registering for either of these electives should contact the module coordinator (places are limited).**

### **ED2104 Design Your Life**

Module coordinator: Tony Hall (School of Education, [Tony.Hall@universityofgalway.ie](mailto:Tony.Hall@universityofgalway.ie))

Finding our way in today's complex and uncertain world is a challenging task. It is also an exciting prospect, with so many choices and options available to us. We therefore need tools and methods that can help us to figure out and discern our best professional and life choices, those likely to bring our lives the greatest fulfilment and meaning. Using Stanford University California's Designing Your Life methodology, this module will develop your understanding and skills in a range of practical and useful techniques and tools that you can use to figure out what your interests, talents and curiosities are, and envision what your future work life might be. As well as professional insight, the module will give you concepts and skills to support your personal, emotional and physical wellbeing, therefore helpful in navigating life at college and also for life after you graduate.

Prerequisites: None

Min/Max no. of students: Restrictions apply

Teaching and learning methods: workshops, lectures

Assessment: 2 written reflections and a digital story

Language of instruction: English

Core Text: Burnett, B., & Evans, D. (2017). *Designing Your Life: Build the Perfect Career, Step by Step*. US: Vintage.

### **SP3211 Empathy in Action**

Module coordinator: Natalie Walsh (Ideas Lab, [natalie.walsh@universityofgalway.ie](mailto:natalie.walsh@universityofgalway.ie))

Social and emotional skills, such as empathy, self-awareness, respect for others and the ability to communicate, are becoming essential as classrooms and workplaces become more ethnically, culturally and linguistically diverse. Empathy in Action focuses on developing these

skills through a combination of action based learning and reflective practice in collaboration with academic, enterprise and social partners. Students will work in multidisciplinary teams to solve real world problems using empathy as a **central element of Design Thinking**. Empathy is fundamental in crafting design solutions and creating products that are useful and meaningful. Empathising with end-users allows students to understand the people we are designing for, learn about them, and understand their complex needs.

Prerequisites: None

Min/Max no. of students: Restrictions apply

Teaching and learning methods: Weekly workshops, individual and teamwork

Assessment: 1. reflective practice assignments on key concepts (a student handbook will facilitate this work); 2. using the IdeasLab challenge approach, students will work in teams over the course of the module to develop a solution to an empathy challenge.

Language of instruction: English

Core Text: Segal E. A. Gerdes K. E. Lietz C. A. Wagaman M. A. & Geiger J. M. (2017). Assessing empathy. Columbia University Press. ISBN: 9780231181914

## SECTION E – STUDENT SUPPORT SERVICES

### What to do if you experience difficulties

If you are experiencing difficulties that are having a negative impact on your studies, it is important that you let us know so that we can help or offer guidance on where you can seek assistance. *Any information relating to your circumstances will be held in strictest confidence. The Golden Rule: deal with these issues as they occur by contacting the Final Year Coordinator and/or the College office.*

If you encounter difficulties with any aspect of a module or with the Final Year of the BA in Child, Youth and Family programme we are here to help, but you need to let us know. We welcome feedback from students and an important part of our job is to support you in your studies. Any issues you may have that have not been resolved with the lecturer/programme director in the first instance can also be raised with our Deputy Head of School & Director of Undergraduate Studies, Dr. Vesna Malesevic ([vesna.malesevic@universityofgalway.ie](mailto:vesna.malesevic@universityofgalway.ie)).

The School is committed to working with **Year Representatives who are affiliated to the Student Union**. If you are interested in being a Year Rep please contact the Final Year Coordinator.

As a constituent unit of the College of Arts, Social Sciences and Celtic Studies, the School is subject to the oversight by the Dean of Arts and issues relating to School decisions can also be raised with the Dean's office (contact details here: <http://www.universityofgalway.ie/colleges-and-schools/arts-social-sciences-and-celtic-studies/staff/>).

The Examinations Office has a procedure for dealing with queries relating to marks awarded for modules. For details on 'rechecks' and 'appeals' please use this link: <https://www.universityofgalway.ie/exams/results/>.



### Student Support Services

The University Support Services offer a range of different avenues of support. Please see their webpages for the detailed information:

<https://www.universityofgalway.ie/studentservices>

Amongst many services on offer, there are the following:

[Student Enquiry Centre](#)

[Things not going right](#)

[Your Health and Wellbeing](#)

[Counselling](#)

[Student Advisors](#)

[Accommodation](#)

[Financial Aid](#)

[Student Health Unit](#)

[Creche](#)

[Chaplaincy](#)

[Educational Support Worker for Care Experience Students](#)

Other health and emergency contacts:

- Your own GP
- University Hospital Galway Emergency Department: 091 544544
- The Samaritans: 116 123
- Pieta House: 1800 247 247

### Extenuating Circumstances

Extenuating circumstances are serious unavoidable, unpredictable and exceptional circumstances outside the control of the student, which may negatively impact the student's performance in assessment. These circumstances could, for example, prevent the student from attending an examination, submitting an assessment or component thereof, and/or performing below their own normative ability in an assessment. The University has a special Policy on Extenuating Circumstances that can be accessed here:

<https://www.universityofgalway.ie/media/registry/exams/policiesprocedures/QA209-ExtenuatingCircumstances.pdf>

## Appendix One: Assignment Cover Sheet



OLLSCOIL NA GAILLIMHE  
UNIVERSITY OF GALWAY

### Assignment Cover Sheet

- Semester 1 or 2 (Please tick)

(BA Child, Youth and Family: Policy and Practice - Academic Year 2025-2026)

**This form MUST be signed by the essay entrant and must accompany each essay as a cover page. We cannot under any circumstances accept essays without this form attached. ESSAYS WILL NOT BE CONSIDERED FOR MARKING UNTIL AN ENTRY FORM IS SIGNED AND SUBMITTED.**

Name: \_\_\_\_\_

ID number: \_\_\_\_\_

Course Code (e.g. SP298): \_\_\_\_\_

Essay title: \_\_\_\_\_

Number of pages: \_\_\_\_\_

Word Count \_\_\_\_\_

**[Students are advised that word counts should be taken seriously. There is a limit of +/- 10% of the word limit, excluding the reference list and footnotes. Penalties will apply if the word count falls below or above the +/- 10% word limit.]**

Reference List attached? ☐ Yes ☐ No

**I hereby certify that I understand what academic integrity is and that this essay is entirely my own work. Neither the paper in its entirety nor parts thereof have been published elsewhere in either paper or electronic form unless indicated through referencing. I understand that this work may be entered on a database to enable detection of similarities and I give my consent to this.**

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

## Appendix Two: Useful Information

1. University Map: <https://www.universityofgalway.ie/buildings/maps/>
2. Parking/ Getting to and Around Campus:  
<https://www.universityofgalway.ie/buildings/service-helpdesk/parking-get-to-around/>
3. Careers Advice and Resources: <https://www.universityofgalway.ie/careers/>
4. ALIVE – University of Galway’s Student Volunteering Programme:  
<https://www.universityofgalway.ie/community-engagement/studentvolunteeringsymposium/symposiumsupporters/alive/>
5. What University of Galway Library can offer you  
<https://library.universityofgalway.ie/about/>
6. Podcasts by University of Galway: <https://soundcloud.com/universityofgalway/sets>

<b>Emergency phone numbers:</b>
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**Emergencies** (Gardai, Fire Brigade & Ambulance) 999 or 112  
**Campus Emergencies** (24 hours) Ext. 3333 or 091-49**3333**

**University Contacts:**

Security	091-49 <b>3333</b> (24 hours)
Building Office	091-49 <b>2134</b>
Student Medical Centre	091-49 <b>2604</b> (24 hours)
Safety Office	091-49 <b>2678</b>