MA in Women's Studies

First Semester Handbook

2019-2020

Contents

Introduction and Welcome

Welcome to the MA in Women's Studies (MAWS) Programme 2019-2020. The MAWS teaching-team hopes that you will find the coming academic year both fulfilling and enjoyable.

Our taught MA in Women's Studies has been offered as a one year, fulltime course since the academic year 1991-1992. (Since 2012-2013 it has also been available as a part-time course.)

It is an interdisciplinary course to which teaching staff from the College of Arts, Celtic Studies and Social Sciences and the College of Business and Law contribute.

As you will see from the information on the teaching-team in this and the second semester handbook, students benefit from a wide range of academic expertise.

On successful completion of the course students will be enabled to:

- formulate arguments at postgraduate level that reflect a critical and comprehensive, inter-disciplinary, knowledge of feminist debates around social and cultural issues;
- communicate those arguments effectively both orally and in writing;
- apply concepts, theories and methodologies appropriately at post-graduate level;
- assess how differences (race, ethnicity, class, sexual identity, time, place, values etc.) inform theoretical positions;
- critically evaluate evidence drawn from existing research and scholarship;
- design and pursue independent research;
- utilise those transferable skills developed through engagement with the self-directed learning, research and academic writing aspects of the course.

During the first semester, though students will encounter a wide spectrum of feminist theory, our aim is to provide a conceptually integrated course in which the teaching team works together to:

- offer students a postgraduate training in Women's Studies methodologies;

- introduce them to key feminist theories, concepts and historical and contemporary debates;

- introduce them to the practice of keeping a reflective journal;

- and provide an opportunity for students to develop the critical and analytical skills that will enable them to conduct postgraduate, interdisciplinary, research.

During the second semester:

- the focus in seminars is on gender and society, with discussion on issues such as the origins of feminism, the development of women's movements, concerns around violence against women, aspects of motherhood, women and work, women and the law, women in Irish literature and on issues such as prostitution / trafficking and reproductive rights.

- In the second semester the reflective journal will be more fully developed.

- Students will identify their dissertation topics between October and December. In the period January to March, they will arrange meetings with their supervisors and work on a detailed literature review. Students will also give marked presentations on their dissertation topics during the final classes of the semester (see instructions below).

Preparing to write the dissertation

- In December students will hand in one page outlines summing up what they would like to focus on in the dissertations. These outlines will be considered by the Board of Women's Studies in January and, if deemed feasible, the most appropriate supervisors will be appointed.

- During the period January-March, students will begin consultations with supervisors and will hand in the literature review assessment at the end of March.

- Full-time research and the writing-up of the dissertations are carried out over the period May to end of September. (Part-time students have a different timeframe)

The Taught Elements of the Course

- The taught elements of the five course modules are delivered during two semesters: from September-December and from January-April.

- Copies of the module descriptions are available in the on-line Book of Modules.

- There are usually 6 staff-student contact hours per week in this period (Tuesdays, Wednesdays and Thursdays 5pm-7pm), although some additional hours or class outings may be arranged.

- Students participate in seminars, directed reading, research skills training, essay and report writing, maintaining the reflective journal, student presentations, and one or two fieldtrips. They may also have the opportunity to attend some sessions with visiting speakers.

- In December and March the review weeks provide an opportunity for research, revision, reading and essay writing – though we try to spread essay writing across the semesters.

- Students are expected to attend Women's Studies conferences and events.

- Staff and students will keep each other informed about relevant events in the local community as well as about upcoming academic conferences and seminars at UCC.

Attendance and active participation in class

Students are expected to attend all seminars and field trips:

'Every student registered for a diploma or degree is expected to attend all lectures, tutorials, laboratory classes etc. In the case of absence through illness, a student must, if possible, give notice of each absence in writing to the Lecturer concerned and/or Head of Department responsible. In the case of such absence for more than four lecture days the student must, on resuming attendance, notify the Lecturer and/or Head of Department to do so, lodge a medical certificate with the Student Records and Examinations Office which in turn will be circulated to the Head of Department. A student will not be permitted to enter for an examination at the conclusion of a module if attendance at that module is not considered satisfactory by the Registrar and Vice-President for Academic Affairs following a report by the Lecturer concerned and/or Head of Department responsible for the module. The decision of the Registrar and Vice-President for Academic Affairs is subject to the appeal of the Academic Council of the University.'

Regular attendance at lectures/seminars/options is essential if you are to get the most out of the course and poor attendance does have its effect on written assessments.

*** In Women's Studies we ask students who are unable to attend a seminar to contact the course coordinator and explain the reason for their absence. **If you are unable to attend through illness for more than four days you should forward a medical note or other relevant documentation. Attendance sheet will be taken by lecturers during each class and collected by the coordinator.**

Active participation:

Active participation is more than sitting in class on all sessions. Students are expected to come to class well prepared, and to have read at least the required readings for each sessions. It is crucial to read the required texts – and possibly also the recommended ones – and to take notes while reading. Notes can be brought to class alongside questions and reflections to enhance the collective discussion.

Assessments

The distribution of marks and assessment details for individual modules are contained in the book of modules which is available at: www.ucc.ie/academic/modules/

Marks Maxima
Part I
100 marks per 5 credit module (WS6003 and WS6007)
200 marks per 10 credit module (WS6002 and WS6008)
300 marks per 15 credit module (WS6005 and *WS6006, which is available in specific circumstances.*)

Part II
900 marks per 45 credit module (WS6004 – the dissertation)

Total: 1800 marks

The dissertation must be submitted on or by the last Friday in September. Marks for Part I will be submitted to the Summer Examination Board. Marks for Part II will be submitted to the Winter Examination Board. Results are usually made available in mid-November.

The pass standard for each module is 40%. Special Requirements for individual modules, if any, are detailed in the Book of Modules (www.ucc.ie/academic/modules/).

Candidates must pass Part I before progressing to Part II.

Candidates must pass all the modules in order to be awarded the MA. Candidates who achieve 30 credits or more in the year's work but who fail, or fail to submit, the dissertation may be awarded a Higher Certificate in Women's Studies.

Candidates who complete Part I but are unable to proceed with the dissertation may apply to the Board of Women's Studies to undertake WS6006 in order to exit with a Higher Diploma in Women's Studies.

Failed elements of continuous assessment may be repeated for a summer exam board.

*** Penalty for late submission of work - a mark of zero will be assigned.***

In a case where illness is the reason for late submission, a medical certificate must be presented to the course coordinator.

The Reflexive Journal

One element of the assessment of WS6005 involves keeping a reflexive journal. You do not begin this module until the second semester but you will be introduced to journaling during the first semester.

Lecturer: Kathy D'Arcy

Description: Introduced in the first semester but assessed as an element in WS 6005 Women in Society, the reflective journal is an opportunity to engage further with the issues and theories raised during the course. It may be used to analyse and reflect on your own learning experience in relation to personal experiences or opinions which seem relevant, to re-examine previous learning experiences, and to interrogate preconceived ideas and their sources. It can also be a site for more elaborate development of theoretical positions and arguments presented during the course, and a chance to present your own ideas and critiques in relation to these. We will discuss the idea of reflective learning further in the classes.

Assessment: 1. Sample Entries

Sample entries will be submitted on several occasions throughout the year, and individual and group feedback will be given on these and concerning the practice of reflective learning.

2. Journal Submission

The journals are assessed as part of the second semester module "Women in Society II" (WS6005).

6 entries (or any greater number not exceeding 3,000 words in total) chosen from your journal, which ideally should show some ideological or theoretical progression, are to be submitted in the final semester.

3. 1,500-2,000 word Essay

An essay reflecting on the journal as a learning experience is submitted along with the journal. The essay should identify and discuss further the theme(s) which you found to be of particular importance in the journal.

Feedback and queries: There will be a couple of one to one feedback sessions on the journal during the year and Kathy D'Arcy is available to discuss the journal and answer questions. She can be contacted by email to make appointments at gobnait3@gmail.com.

Essay Requirements

During the first semester you will be required to submit TWO essays:

Feminist Methodologies WS6007 - 1 x 3000 word essay

Feminist Theory WS6002 – 1 x 5,000 word essay

During the second semester you will be required to submit TWO essays:

- Gender and Society I WS6003 – 1 X 2,500 – 3,000 word essay

- Research Skills WS6008 – 1 x 5,000 word Literature Review essay

Though you work on the reflective journal and attend classes in WS6005 during the second semester, the assessments in this module are handed in May:

Gender and Society II WS6005 – 1 x 3,000 word essay

plus

6 reflective journal entries (or up to 3,000 words) and 1 x 1,500 – 2,000 word essay on the journal

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Presentations

You give your presentations as part of the assessment of WS6008 at the end of semester two. This is a 200 mark module in which 150 marks are allocated to the literature review and 50 marks are allocated to the oral presentation. The presentation consists in a 20 min discussion of your envisaged dissertation project, in front of other students and lecturers (see instructions at the end of the handbook).

You will have a great advantage in preparing to make your presentations because you will have completed your lit reviews and may have done some further thinking about the thesis.

*** In order to provide some training with presenting in front of others, you will choose one required reading from the Feminist Theory module and prepare a short summary for class during semester one ***

Essay writing / Continuous Assessment

- The essays set during the year provide an opportunity for self-directed learning as well as establishing an assessment method that allows for the accumulation of marks over a number of assignments.

- Working on an essay gives students the chance to research aspects of the course more deeply, to demonstrate that they have a grasp of the theories and concepts introduced during the taught course and that they can critically evaluate them.

- They allow you to develop high standards of academic practice, supporting statements with evidence and accurate referencing in the required style. (The version of Harvard style detailed later in this handbook.)

- Writing essays provides students with an opportunity to show their strengths.

- The process provides an opportunity to obtain feedback on progress. (Essays are read by two internal markers and agreed written feedback is provided. Students may make appointments for further discussion of marked work. Assessment criteria can be found at the end of the handbook).

- At the end of the year the essays are also read by the external examiner, an academic from an institution outside the National University of Ireland who monitors the marking process with a view to ensuring that it is fair and that academic standards are maintained. Our current extern is Prof. Niamh Reilly, NUI Galway.

- The minimum pass mark in an essay is 40%.

N.B.: Basic essay requirements

- In order to allow space for a marker to write in comments between the lines, **essays should be double spaced.**

- Required font and size are Times New Roman, 12 pt.

1. Each of the essays during the year should have the declaration form that will be emailed to you to be attached as a cover page. (Copy also included in this handbook.)

- Students are **required to submit 3 hard copies of all essays by the due date** and to submit a e-copy through Turnitin. (This will be explained.)

- **Late submissions will not be accepted except in exceptional circumstances, e.g. when a medical certificate is furnished. <u>Please be conscious of this rule!</u>**

Acknowledging Sources and Avoiding Plagiarism

This may seem very basic but we find it useful to emphasise it because finding, drawing on and accurately referencing relevant sources is **hugely important in MA work**.

You must acknowledge your source when you:

- use the words of another writer;
- summarise the words of another writer
- use another writer's ideas
- refer to a document, book, article etc. that you cite as evidence;
- use material from a website, blog, student paper etc.

Acknowledging your sources using accurate referencing allows the reader to see exactly what research you have done for your essay – in other words, it allows you to show off your hard work and may gain you marks.

Plagiarism

Not acknowledging your sources or using someone else's words leaves you open to an accusation of **plagiarism**. This is considered **a very serious offence**.

Plagiarism happens when one uses someone else's words, sentences or paragraphs without acknowledgement. Using someone else's analysis, ideas and references, wholly or partially, is also plagiarism, even if you are paraphrasing or changing some of the words.

It is important to be conscious of the issue of plagiarism and of how to avoid it, especially if it is some time since you have done academic work.

The following statement on plagiarism was taken from the UCC Examinations Office webpage and it provides a useful guide to what plagiarism may involve:

1.1 Plagiarism is the presentation of someone else's work as your own. When done deliberately, it is cheating, since it is an attempt to claim credit for work not done by you and fails to give credit for the work of others. Plagiarism applies not just to text, but to graphics, tables, formulae, or any representation of ideas in print, electronic or any other media.

1.2 In some cases work can be plagiarised inadvertently, but this is usually due to carelessness and poor academic discipline. Whether deliberate or inadvertent, plagiarism undermines scholarship, is a form of academic misconduct, and conflicts with the ethos of the University.

1.3 Much of this policy document is aimed at informing undergraduate and postgraduate students about plagiarism.

1.4 In almost any academic pursuit, one learns from the ideas and the work of others. Therefore, in preparing any work to be presented as part of one's course or for research or scholarship, one must rely on other people's work to develop one's own. It is imperative, however, that this work is fully acknowledged, following the standard referencing practice within the particular discipline.

1.5 At a minimum one must indicate when any material is being quoted directly (e.g. by enclosing it in quotation marks ["'] in the case of text) and cite the source. Also, one must acknowledge the influence of other sources even when they are not being quoted directly. Acknowledgements must be provided at the appropriate point in one's work - it is not enough simply to list the sources at the end of one's work.

1.6 In some cases, particularly in the professional academic arena, plagiarism will also be a breach of copyright, which can expose the copier to civil or even criminal legal proceedings. However, plagiarism is not confined to cases of breach of copyright, since it can relate to unpublished material, such as someone else's notes, which may not be covered by copyright. Also, while copyright has an expiry date, no such date applies to plagiarism.

1.7 Collusion is a form of plagiarism. If one allows someone else to copy one's work, this is collusion and both parties are guilty of plagiarism. Also, if one presents work as one's own individual effort, where it has in fact been developed jointly with others, this is regarded as collusion. This would obviously not be the case where students work as groups and submit one assignment as a group. Appropriate cognizance should be taken of this fact in departmental or course plagiarism policies.

Turnitin:

All essays will be submitted through Turnitin, and checked against plagiarism. The same goes for dissertations. Turnitin can be used to make sure that all sources are properly acknowledged: when submitting your paper, you can check the percentage of words that are matching online sources and other publications, and make sure that all the 'matches' are properly acknowledged through quotation marks and a reference (Author, year). If there is a word by word matching of several sentences/paragraphs, without reference, it is plagiarism and it needs to be revised.

Managing your time

- It is important to learn how to organise your time.

- When approaching an essay, work out how much time you have and lay out a realistic work plan. Do not underestimate how much time you will need.

- At an early stage, ensure that you can access the required readings. Provide for time to read them, to make notes and to consider the angle from which you will approach your essay.

- You have probably already established the working patterns that suit you best but you might, for example, find it useful to organise your work in one or two hour blocks – e.g. 50 minutes of reading / note-making, a 10 minute break, then another 50-60 minutes of reading and note-making. (If you are content with your own methods that is fine.)

- Expect to make more than one draft of the essay and leave enough time to do so.

- Do not leave work on an essay until the last minute. This will create unnecessary pressure - as things are more likely to go wrong - and it is difficult to achieve the required standard in an MA essay such circumstances.

Taking advantage of UCC Resources

The UCC Library offers information sessions for incoming students in September, on library essentials and referencing/plagiarism. You are strongly encouraged to take part in both sessions, a schedule will be distributed during class.

The Skills Centre provides support with academic writing, note-taking, presentations or other academic-related issues: http://skillscentre.ucc.ie/

Student Counselling provides support for students struggling with mental and psychological well-being: https://www.ucc.ie/en/studentcounselling/supporting/

*** Feel free to approach the Coordinator, Liz Kyte, if there is anything you need to discuss. Individual feedback sessions on essays can be provided after marking, preferably on course days (Tue-Wed-Thu). ***

Semester 1 Seminars

*** Please note: the required readings for each class are available either on Canvas, or in the online UCC repository (journal articles) and UCC library (books and book chapters). Sometimes teachers will provide the readings as handouts or booklets. If there is material you cannot access, please contact the relevant teacher or the coordinator. ***

WS6007 Research Skills in Women's Studies (Part 1: Feminist Methodologies)

In addition to the seminars outlined below, there will be recommended additional sessions outside of the usual hours in the library, on library search and plagiarism. These sessions are important elements in research training and provide a valuable introduction to using the library's electronic resources in research and the possibility of catching up with relevant innovations for those who have some experiences of the service.

There will be a class on writing your dissertation proposal, and an essay-writing seminar. A further seminar can be arranged outside the 5pm-7pm timetable if this is considered necessary.

Feminist Research Methodology and Methods

Lecturer: Dr Liz Kiely

1. **What Constitutes Feminist Research?**
   This session will focus on exploring some of the contested issues of epistemology, method and methodology in feminist research. Despite the acceptance that there is a distinctive mode of feminist enquiry, the lack of consensus on what this means and involves, will be the starting point for discussion. Key developments and challenges over time in feminist research scholarship will be examined.

2. **Key Principles Underpinning Feminist Epistemology and Methodology**
   In this session, key principles (which are generally accepted as underpinning research which is feminist) will be identified and the challenges such principles pose when doing feminist research. Key issues considered will include:

   Feminist Vision / Agenda / Motivation
   Feminist Reflexivity
   Power / Empowerment
   Research for action / to achieve change
   Representation and Interpretation
   Relationship between the Researcher and the Researched,
   Use of Innovative Approaches and Methods when Doing Feminist Research.

3. **Feminist Research Practice**
   In this session, we will have opportunity to put the theory into practice, by engaging in some feminist analysis of discursive data (feminist inspired discourse analysis).

Suggested reading list (Sources in bold text may be particularly helpful)

Ackerly, B. & True, J. (2010) *Doing feminist research in political and social science*, **Basingstoke, New York: Palgrave Macmillan.**

Baxter, J., (2003) *Positioning Gender in Discourse, A Feminist Methodology*, Basingstoke, New York: Palgrave Macmillan.

Beasley, C., (1999) *What is Feminism?* London: Sage.

Bell C. & Roberts, H. (1984) *Social Researching: Politics, Problems and Practice,* London: Routledge and Kegan Paul.

Buikema, R., Griffin, G., and Lykke, N. (eds.) (2011) *Theories and Methodologies in Postgraduate Feminist Research, Researching Differently,* Routledge: New York.

Byrne, A. & Lentin, R., (2000) *(Re)searching Women,* **Dublin: Institute of Public Administration.**

Carabine, J., (2001) 'Unmarried Motherhood 1830-1990: A Genealogical Analysis' in M. Weatherill, S. Taylor, S.J. Yeates, (eds) *Discourse As Data, A Guide For Analysis,* Milton Keynes: Open University Press.

Day, K. & Keys, T. (2008) 'Starving in Cyberspace: A Discourse Analysis of Pro-Eating Disorder Websites' *Journal of Gender Studies,* vol. 17, issue 1, pp.1-15.

DeVault, M.L. (1999) *Liberating Method: Feminism and Social Research,* Philadelphia: Temple University Press.

Fonow, M. & Cook J.A. (1991) *Beyond Methodology, Feminist Scholarship as Lived Research,* Bloomington: Indiana University Press.

Gunaratnam, Y. & Hamilton, C. (2017) 'Introduction, the Wherewithal of feminist Methods', *Feminist Review*, vol. 50, issue 3, pp. 368-388.

Harding, S. (1987) *Feminism & Methodology,* Milton Keynes: Open University Press.

Holland, J. Blair, M. & Sheldon, S. (1995) *Debates and Issues in Feminist Research and Pedagogy: A Reader,* Clevedon, Avon: Multilingual Matters.

hooks, b. (1999) 'Sisterhood: Political Solidarity Between Women' in J.A. Kourany, J.P. Sterba & R. Tong (eds) *Feminist Philosophies,* New Jersey, Prentice Hall.

Hesse-Biber, S.N. (2006) *Handbook of Feminist Research: Theory and Praxis,* London: Sage.

Hesse-Biber, S.N. & Leavy, P. L. (2007) *Feminist research Practice: A Primer*, **Thousand Oaks: Sage.**

Hughes, C. (2002) *Key Concepts in Feminist Theory and Research,* London: Sage.

Humm, M., (2nd ed) (2003) *Dictionary of Feminist Theory,* Edinburgh: Edinburgh University Press.

Kennedy, M. Lubelska, C. & Walsh, V. (1993) *Making Connections,* London: Taylor and Francis.

Lather, P. (1991) *Getting Smart: Feminist Research and Pedagogy With/in The Postmodern,* New York: Routledge.

Lazar, M.M. (ed.) (2005) *Feminist Critical Discourse Analysis: Gender, Power and Ideology in Discourse,* **New York, Basingstoke: Palgrave Macmillan.**

Lentin, R., (1995) 'Explicitly Feminist? Feminist Research Methodologies Re-visited' in *UCG Women's Studies Centre Review,* vol. 3, pp.1-18.

Letherby, G. (1999) *Feminist Research in Theory and Practice,* Buckingham: Open University Press.

Marso, L.J. (Ed.) (2016) *Fifty-One Key Feminist Thinkers*, London: Taylor & Francis.

Maynard, M. & Purvis, J. (1994) *Researching Women's Lives From a Feminist Perspective,* **London: Taylor and Francis.**

Oakley, A., (1999) 'Peoples' Ways of Knowing: Gender and Methodology: Gender and Methodology' in S. Hood, B. Mayall, S. Oliver (eds) *Critical Issues in Social Research, Power and Prejudice*, Buckingham: OUP.

Olesen, V. (1998) 'Feminisms and Models of Qualitative Research' in N. Denzin and Y. S. Lincoln (Eds.) *The Landscape of Qualitative Research, Theories and Issues,* London: Sage.

Ramazanoglu, C., & Holland, J., (2002) *Feminist Methodology: Challenges and Choices,* **London: Sage.**

Rayaprol, A. (2016)'Feminist research: Redefining Methodology in the Social Sciences' *Contributions to Indian Sociology*, vol. 50, issue 3, pp.368-388.

Reinharz, S. & Davidman, L. (1992) *Feminist Methods in Social Research,* New York: Oxford University Press.

Ribbens, J. & Edwards, R. (1998*) Feminist Dilemmas in Qualitative Research: Public Knowledge and Private Lives,* London: Sage.

Roberts, H. (1981) *Doing Feminist Research,* **London: Routledge & Kegan Paul.**

Roseneil, S. (2012) Doing Feminist Social Research after the Cultural Turn: Research with Practical Intention' in S. Roseneil & S. Frosh (eds) *Social Research After the Cultural Turn*, Palgrave Macmillan.

Roseneil, S., (1999) 'Postmodern Feminist Politics, The Art of the (Im)Possible?' *The European Journal of Women's Studies,* Vol.6, issue 2, pp.161-182.

Ruddick, S., (1999) 'Maternal Thinking as a Feminist Standpoint' In J.A. Kourany, J.P. Sterba & R. Tong (eds) *Feminist Philosophies*, New Jersey, Prentice Hall.

Sprague, J., (2005) *Feminist Methodologies for Critical Researchers: Bridging Differences*, California, Altamira Press.

Stanley, L. & Wise, S. (1983) *Breaking Out: Feminist Consciousness and Feminist Research,* London: Routledge & Kegan Paul.

Stanley, L. (1990) *Feminist Praxis: Research Theory and Epistemology in Feminist Sociology,* London: Routledge.

Tong, R. & Botts, T.F. (2017 /18 – 5th ed.) *Feminist Thought, A More Comprehensive Introduction,* **Routledge / Westview.**

Wilkinson, Sue & Kitzinger, C., (1995) *Feminism & Discourse: Psychological Perspectives,* London: Sage.

Wodak, R. (1997) *Gender and Discourse,* London: Sage.

Some Relevant Journals
Gender and Society
Feminist Review
NORA – Nordic Journal of Feminist and Gender Research
Signs: Journal of Women in Culture and Society
Women's Studies International Forum

Additional suggested readings to help along understanding
Burgess-Procter, A. (2015) 'Methodological and Ethical Issues in Feminist Research with Abused Women: Reflections on Participants' Vulnerability and Empowerment' *Women's Studies International Forum*, 48 (Jan-Feb), 124-134.
http://www.sciencedirect.com/science/article/pii/S0277539514001691

Miller, L. J. (2000) 'The Poverty of Truth Seeking' Postmodernism, Discourse Analysis and Critical Feminism' *Theory and Psychology,* vol. 10, issue 3, pp. 313-352.
http://journals.sagepub.com/doi/pdf/10.1177/0959354300103002

Nazneen, S., Darkwah, A. & Sultan, M. (2014) 'Researching Women's Empowerment; Reflections on Methodology by Southern Feminists' *Women's Studies International Forum,* vol. 45 (Jul-Aug), 55-62.   http://ac.els-cdn.com/S0277539514000405/1-s2.0-S0277539514000405-main.pdf?_tid=b939d490-9de4-11e7-b615-00000aacb35d&acdnat=1505899314_a3e740f5a70019d4d6b96b615b20e8ef

Oakley, A. (2016) 'Interviewing Women Again, Power, Time and the Gift', *Sociology.* Vol. 50, issue 1, pp. 195-213.
http://journals.sagepub.com/doi/pdf/10.1177/0038038515580253

Rayaprol, A. (2016)'Feminist research: Redefining Methodology in the Social Sciences' *Contributions to Indian Sociology*. Vol. 50, issue 3, pp.368-388.
http://journals.sagepub.com/doi/pdf/10.1177/0069966716657460

Sharp, E.A. & Weaver, S.E. (2015) 'Feeling Like Feminist Frauds: Theorizing Feminist Accountability in Feminist Family Studies Research in a Neoliberal Postfeminist Context' *Journal of Family Theory & Review.* Vol. 7, issue 3, pp. 299-320.
https://onlinelibrary.wiley.com/doi/epdf/10.1111/jftr.12080

Keeping a Reflexive Journal

Lecturer: Kathy D'Arcy

This class will introduce students to the concepts involved in keeping a reflexive journal.

There is brief information on keeping the journal in the handbook and you will be given information on how it is assessed.

You will have an opportunity to hand in samples of your work before the end of the semester and one-to-one meetings with Kathy will be arranged during the second semester.

Recommended reading: K. D'Arcy (ed.) (2018), Autonomy, Cork: New Binary Press. Online ebook: http://newbinarypress.com/product/autonomy-edited-by-kathy-darcy-e-book/ (one paper copy available in the library and one in the Women's Studies office).

The Feminist Practice of Oral History

Lecturer: Dr Marie-Annick Desplanques

As part of the Research Methods section of the MAWS, we will explore Oral History and Oral Testimony as tools for feminist analysis. We will also discuss the concepts of 'Community' and 'Identity' from a feminist perspective. We will consider the theoretical, ethical, and practical challenges of carrying out interviews in doing Women's Studies research.

Wednesday 3rd October: Feminist dimensions and perceptions of Communities. Students identify which communities they belong to and how they function within them. They also discuss if there is a feminist dimension to their communities and if so, how it is manifest. There will be a general introduction to the basic principles of Oral History.

Thursday 4th October: Discussion of the Readings and Websites. What are the goals of Feminist Oral History? There will be a discussion of the relationship between the Interviewer and Interviewee, and the ethical concerns will be addressed. Practical information on carrying out interviews for research purposes will also be discussed.

Required readings

Anderson, K. & Jack, D. (1991) 'Learning to Listen: Interview Techniques and Analyses,' in S. Berger Gluck and D. Patai (eds.), *Women's Words: The Feminist Practice of Oral History*, NY: Routledge, pp. 11-26.

Minister, K. (1991), 'A Feminist Frame for the Oral History Interview,' in S. Berger Gluck and D. Patai (eds.), *Women's Words: The Feminist Practice of Oral History*, NY: Routledge,pp. 27-41.

Hicke, C. (1997) 'One-Minute Guide to Oral Histories.' UC Berkeley Library. Available at: Http://www.lib.berkeley.edu (accessed 21.08.2018).

Reid, C. et.al. (2011) 'Living an Ethical Agreement: Negotiating Confidentiality and Harm in Feminist Participatory Action Research', in G. Creese and W. Frisby (eds.), *Feminist Community Research: Case Studies and Methodologies*, Vancouver: UBS Press, pp. 189-209.

Recommended

Mills, M. (1993), 'Feminist Theory and the Study of Folklore: A Twenty-Year Trajectory toward Theory', *Western Folklore*, Vol. 52, No. 2/4 (Apr. - Oct.), pp. 173-192.

Kalčik, S. (1975) '"... Like Ann's Gynecologist or the Time I Was Almost Raped": Personal Narratives in Women's Rap Groups', *The Journal of American Folklore*, Vol. 88, No. 347 (Jan. - Mar.), pp. 3-11.

Extracts from Hamilton, P. (1994), 'The Knife Edge: debates about memory and history', in K. Darian Smith and P. Hamilton (eds.), *Memory and History in 20th Century Australia,* Melbourne: Oxford University Press (Canvas)

Humphries**,** M. T. (2008), "Rituals of Power in Ceremonial Customs and Beliefs Relating to Pregnant and Post-Parturient Women", *Beascna*, 4, pp. 98-111.

General literature (see also additional bibliographical resources on Canvas):

Beddoe, D. (1983) *Discovering Women's History: A Practical Handbook*, London: Routledge. [Q+2 305.4Bedd]

Creese, G. & and Frisby, W. (eds.) (2011), *Feminist Community Research: Case Studies and Methodologies*, Vancouver: UBC Press

Coffey, A. and Atkinson, P. (1996), *Making Sense of Qualitiative Data: Complementary Research Strategies*. Thousand Oaks, CA.: Sage [Q+2 300.7 Coff]

Finnegan, R. H. (1992), *Oral Traditions and the Verbal Arts: A Guide to Research Practices*, London: Routledge. [Q+2 U306Finn]

Berger Gluck, S. & Patai, D. (eds.) (1991), *Women's Words: The Feminist Practice of Oral History*, NY: Routledge. [Q+2 305.4Gluc; U305.4Berg]

Maynard, M. & Purvis, J. (eds.) (1995), *Researching Women's Lives from a Feminist Perspective*, London: Routledge. [Q+2 305.4 Mayn]

Peto, A. & Waaidijk, B. (eds.) (2006). *Teaching With Memories: European Women's Histories in International and Interdisciplinary Classrooms*. Galway: NUI. [Q+2 370.1 Peto]

Feminist research ethics and dilemmas

Lecturer: Dr Máire Leane

This session will be dedicated to the ethical and methodological dilemmas that arise during feminist research (differences in power relations, ethnicity, understandings of gender and femininity, generations etc.). These issues will be dealt with by looking at different examples of feminist-oriented research projects.

Required readings

Leane, M. (2002) (with H. Duggan & P. Chambers), Feminist Research Practice: Learning From Older Women'*, Education and Ageing.* Vol. 17, No.1, pp. 35-53.

Recommended readings

Leane, M. (2014), Embodied Sexualities: Exploring Accounts of Irish Women's Sexual Knowledge and Sexual Experiences 1920-1970 in Leane, M & Kiely, E. (Eds), *Sexualities and Irish Society: A Reader*, Blackhall/Orpen Press, Dublin.

Akrich, M; Leane, M; Roberts, C; and Arriscado Nunesd, J. (2014) 'Practising childbirth activism: A politics of evidence', *BioSocieties*, vol. 9. Issue 2, pp. 129-152.

Kiely, E. & Leane, M., (2014) Pre-baby boom women's attitudes and responses to second wave feminism in Ireland, *Women's Studies International Forum* vol. 44 (May-June), pp. 172-183.

Kiely, E. and Leane, M. (2012) *Irish Women at Work 1930-1960, an Oral History*. Dublin: Irish Academic Press.

Feminist Methodologies

Lecturer: Maggie O' Neill

These two sessions explore the influence and impact of feminist theory on qualitative research methods, focusing specifically in session one on participatory methods and in session two on ethnographic, biographical and performative methods. We will discuss feminist approaches to 'subjugated knowledges' addressing 'intersecting oppressions' of race, gender, class, disability and feminist cultural forms and practices of resistance and struggle.

Session 1. Participatory methods

Required Reading
O'Neill, M. (2010) Cultural Criminology and Sex Work: Resisting Regulation through Radical Democracy and Participatory Action Research (PAR), *Journal of Law & Society* Vol 37 (1): 210-232

O'Neill, M and Laing, M (2018) 'Sex Worker Rights, Recognition and Resistance: Towards a 'Real Politics of Justice' in Fitzgerald, S and McGarry, K [eds] *Realising Justice for Sex Workers: An Agenda for Change,* London: Rowman and Littlefield.

Bowen, R., & O'Doherty, T. (2014). Participant-Driven Action Research (PDAR) with sex workers in Vancouver. In C.R. Showden, & S. Majic (Eds.), *Negotiating sex work: Unintended consequences of policy and activism* (pp. 53–74). Minneapolis: University of Minnesota Press.

Recommended Reading
Fonow, M, Cook, J (eds) (1991) *Beyond Methodology*. Bloomington, IN: Indiana University Press

Session 2. Biographic and Performative Methods

Required Reading
O'Neill, M (2017) Walking, well-being and community: racialized mothers building cultural citizenship using participatory arts and participatory action research, *Ethnic and Racial Studies* vol. 41(2):1-25

O'Neill, M (2018) Walking with Faye from a direct access hostel to her special place in the city: walking, body and image space. A visual essay Article *in Journal of Social Work Practice* vol 31(2):1-17

O'Neill, M.; Erel, U. ; Kaptani, E.; Reynolds, T. (2019), Borders, risk and belonging: Challenges for

arts-based research in understanding the lives of women asylum seekers and migrants 'at the borders of humanity, *Crossings: Journal of Migration & Culture,* Vol. 10 (1):129-147(19).

Recommended Reading
Caine , B.(1994) Feminist biography and feminist history, *Women's History Review*, vol. 3(2), 247-261.

WS6002 Feminist Theory

Origins of Feminism, Early Feminism and First Wave Feminism

Lecturer: Dr Clare O'Halloran
These three sessions investigate the role of the Enlightenment in the development of some of the key ideas of early feminism: principally that, in the words of François Poulain de la Barre (1647-1723), 'the mind has no sex', and that therefore women should be given access to education on the same terms as men. In Session1 we look at the constituent elements of the patriarchal view of women. In Session 2 we will be exploring the ideas of Poulain de la Barre, Mary Astell, Jean Jacques Rousseau and Mary Wollstonecraft and their arguments in response to that tradition. Finally, in Session 3 we will look at how such ideas and arguments shaped the first generations of feminist activists in the late 19th and early 20th centuries.

Required readings for Sessions 1 and 2 (these are short extracts from a variety of original sources from the periods we will be discussing and are available to download on Canvas for use in class)

Session 1
O'Faolain, J. and Martines, L. (eds), (1973), *Not in God's Image: Women in History*, London: Fontana/Collins, pp. 140-45.

De Pizan, C. (1405), *The Book of the City of the Ladies*, in L. DiCaprio and M. E. Wiesner (eds.) (2001), *Lives and Voices: Sources in European Women's History*, Boston, New York: Houghton Mifflin, pp. 163-71.

Session 2
Poulain de la Barre, F. (1673), *The Equality of the Sexes*, trans and ed. D. M. Clarke (1990), Manchester and New York: Manchester University Press, pp. 45-53.

Astell, M. (1700) *Some Reflections upon Marriage* in I. Kramnick (ed), (1995), *The Portable Enlightenment Reader*, Harmondsworth: Penguin, pp. 563-7.

Rousseau, J.J. (1763), *Emile*, in L. DiCaprio and M. E. Wiesner (eds.) (2001), *Lives and Voices: Sources in European Women's History*, Boston, New York: Houghton Mifflin, pp. 248-51.

The Declaration of the Rights of Man (1789) in J. Hardiman (ed.) (1985), *The French Revolutio*n, London: Arnold, pp. 114-15.

De Gouges, O. (1790), *Declaration of the Rights of Woman and Citizen* in E.S. Riemer and J.C. Fout (eds.) (1980), *European Women: A Documentary History, 1789-1945*, New York: Schoken Books.

Wollstonecraft, M. (1792), *Vindication of the Rights of Women* in L. DiCaprio and M. E. Wiesner (eds.) (2001), *Lives and Voices: Sources in European Women's History*, Boston, New York: Houghton Mifflin, pp. 252-5.

Recommended reading for Sessions 1 and 2

Coole, D. (1993). *Women in Political Theory: from Ancient Misogyny to Contemporary Feminism.* Hemel Hempstead, Harvester: Wheatsheaf.

Okin, S. M. (1992), *Women in Western Political Thought*, Princeton, N.J. Princeton U.P.

Required readings for Session 3 (download from Canvas)

Cullen Owens, R. (2005), *A Social History of Women in Ireland, 1870-1970*, Dublin: Gill and Macmillan, pp. 6-15.

Luddy, M. (2002), 'Introduction to Women and Politics in Ireland, 1860-1918' in A. Bourke et al. (eds.) *The Field Day Anthology of Irish Writing, vol. V: Irish Women's Writing and Traditions*, Cork: Cork University Press in association with Field Day, pp. 69-73.

Haslam, T.J., *The Women's Advocate* (1874) [extract], in A. Bourke et al. (eds.) (2002), *The Field Day Anthology of Irish Writing, vol. V: Irish Women's Writing and Traditions*. Cork: Cork University Press in association with Field Day, pp. 75-76.

Tod, I.M.S. et al, *To the Members of the Belfast Committee for the Repeal of the Contagious Diseases Acts, and others interested in Public Morality* (1878) [extract] in A. Bourke et al. (eds.) *The Field Day Anthology of Irish Writing, vol. V: Irish Women's Writing and Traditions*, Cork: Cork University Press in association with Field Day, pp. 77-78.

Sheehy Skeffington, H. 'Reminiscences of an Irish Suffragette' (1941) in R. Cullen Owens (ed.) (1975), *Votes for Women: Irish Women's Struggle for the Vote*, Dublin: Skeffington and Owens, pp. 12-27.

Recommended reading for Session 3

Cullen, M. (1995), 'Anna Maria Haslam' in M. Cullen & M. Luddy (eds), *Women, Power and Consciousness in 19th Century Ireland*, Dublin: Attic Press, pp.161-96.

Luddy, M., (1995) 'Isabella M.S. Tod' in M.Cullen & M. Luddy (eds) (1995), *Women, Power and Consciousness in 19th Century Ireland*, Dublin: Attic Press, pp. 197-230.

Hill, M. (2003), *Women in Ireland: A Century of Change*, Belfast: Blackstaff, pp. 51-77.

Gender and Society

Lecturer: Dr Emma Bidwell

Over the course of these seminars students will be initially be invited to interrogate their assumptions and preconceptions on gender and its relation to our roles and responsibilities in society, with a particular focus on assumptions about women and women's lives. Thereafter, the focus will turn to detailing and analysing major theoretical perspectives that attempt to explain gender differences from various perspectives. The seminar series will culminate in a discussion on the intersection between sex and gender. There will be no readings for the first class but further information on readings will be given out in class.

Compulsory:

Barker, M. J. (2016), *Queer: A Graphic History*. London: Icon Books. Available in UCC library.

Recommended:

Bornstein, K. (2013), *My Gender Workbook,* London: Routledge.Available in UCC library.

Feinberg, L. (2004), *Stone Butch Blues*, NYC: Alyson Books. Available on Canvas.

Feminist toolbox

Lecturer: Dr. Valeria Venditti

These sessions are dedicated to key debates and concepts in feminist theory, with a specific focus on the transformation that feminism underwent from the second half of the 20th Century. The first session discusses poststructuralist feminism and sexual difference theory, with a focus on the feminist need to emphasize the constitutive difference of women. The second session deals with the 'othering' drifts of radical feminism, with an emphasis on the high nuanced variety of differences that marks the category of women.

Required readings for Session1
Braidotti, R. 1994, 'Re-figuring the subject' in *Nomadic Subjects. Embodiment and Sexual Difference in Contemporary Feminist Theory*, Columbia University Press: New York, pp. 95-101.
Zerrilli, L. 2006, 'Feminist Theory and the Canon of Political Thought' in J. S. Dryzek, B. Honig & A. Phillips (eds), *The Oxford Handbook of Political Theory*, Oxford University Press: New York, pp. 106-124.

Recommended readings
Cixous, H. 1976, 'The Laugh of the Medusa', in *Signs*, Vol. 1, No. 4, pp. 875-893.
Irigaray, L. 1985, *This Sex Which is Not One*, Cornell University Press: Ithaca (selected parts).

Required readings for Session 2
Chakravorty Spivak, G. (1988) *Can the Subaltern Speak?* In C. Nelson and L. Grossberg (eds.) *Marxism and the Interpretation of Culture,* Macmillan Education: Basingstoke, pp. 271-313.

Recommended readings
hooks, b. 1981, *Ain't I a Woman? Black women and Feminism*, South End Press: Boston (selected parts).
Koyama, E. 2003, *The Transfeminist Manifesto*, in R. Dicker and A. Piepmeier (eds.) *Catching a Wave: Reclaiming Feminism for the Twenty-First Century*, Northeastern University Press. Available on-line at https://eminism.org/readings/pdf-rdg/tfmanifesto.pdf.
Lorde, A. 2016, *Your Silence will not Protect You,* Silver Press: London (selected parts).

Global Feminism

Lecturers: Prof. Nuala Finnegan and Eva Cabrejas

These sessions will explore ideas around feminism, difference and global inequality starting with a broad overview of how European-inflected definitions of feminism have been culturally as well as linguistically translated by women in Latin America. Taking two different case studies in Mexico, we will look at the theoretical and activist turn towards decolonial feminism, a term coined by feminist critic, María Lugones. Exploring how decolonial feminism works in practice – and indeed its criticisms of what is seen as the Eurocentric preoccupation with intersectionality – we will examine the

experiences of indigenous women's activism in the southern Mexican state of Chiapas. As a counterpoint to this perspective, we will also focus on gender violence in the northern border city of Ciudad Juárez (considered globally as a kind of ground zero for thinking about femicidal violence), and the critical feminist interventions in the fight for legislative and cultural change.

Reading:

Grupo Latinoamericano de Estudio, Formacion y Accion Feminista. Latin American feminist collective comprised of activists and feminist thinkers interested in reflection and the generation of anti-racist, anti-capitalist, feminist thinking from a specifically Latin American context..http://glefas.org/

Lugones, Maria.. "Toward a Decolonial Feminism." *Hypatia*, vol. 25, no. 4, 2010, pp. 742–759. JSTOR, JSTOR, www.jstor.org/stable/40928654.

Finnegan, Nuala. "Framing Feminicidio: The Spectral Politics of Death in Ciudad Juárez", in *Cultural Representations of Feminicidio on the US-Mexico Border*. Routledge, 2018. Available on Canvas.

Rovira, Guiomar. *Women Of Maize: Indigenous Women and the Zapatista Rebellion*. Translated by Anna Keene. Latin American Bureau. In Boole Library.

Belausteguigoitia, M. "The Right to Rest: Women's struggle to be heard in the Zapatistas' movement". *Springer*, 2000.

The Irish referendum for marriage equality and the politics of love (WS6005)
Lecturer: Laurence Davis

In one of his most admired short stories, the author Raymond Carver asks what we really talk about when we talk about love. One of the characters in the story offers the following 'common sense' reply: 'You know the kind of love I'm talking about now. Physical love, that impulse that drives you to someone special, as well as love of the other person's being, his or her essence, as it were.' From this perspective, love is essentially insular and private, a mixture of sexual attraction and day-to-day caring about another person that tends to detach one from wider social circumstances. However, love may also be understood in a more public and political sense, as an essential element in the struggle to construct humane alternatives to fear-based social structures responsible for a great deal of pain and suffering. In her book All About Love: New Visions, bell hooks acknowledges that most people are deeply sceptical about the idea of love serving as such a transformative social force. But she replies that one need only recall the words of Martin Luther King, and the relatively recent experience of the American civil-rights movement, to see that loving practice is about far more than simply giving an individual greater life satisfaction. It may also serve as a catalyst for profound social change by prompting us to think beyond our narrow self-interest and helping us overcome our deepest fears. In this class we will consider both the transformative potential and possible pitfalls of the use of love as a political concept in contemporary movements for social justice, focusing specifically on the example of the Irish marriage referendum and feminist perspectives on love. Please note that the class will consist of a seminar-style discussion, so it is essential that recommended readings be completed in advance of the session.

 Required reading:

Jónasdóttir, A.G. and Ferguson, A. (2014), *Love: A Question for Feminism in the Twenty-First Century,* London: Routledge, chs. 1, 2. Available in UCC library.

hooks, b. (2000), *All About Love: New Visions*, London: William Morrow, chs. 8 and 12. Available in UCC library.

Davis, L. 'The fight for gay marriage is only the start of a long struggle', *Irish Examiner*, 19 February 2015. Available at: http://www.irishexaminer.com/viewpoints/analysis/the-fight-for-gay-marriageis-only-the-start-of-a-long-struggle-313385.html (accessed 21.8.2018)

Davis, L. 'This referendum will be remembered as a victory for equality, democracy and love', *thejournal.ie*, 24 May 2015. Available at: http://www.thejournal.ie/readme/referendum-victory-forequality-democracy-and-love-2119506-May2015/ (accessed 21.8.2018)

Recommended reading:

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

Lorde, A. (2007), 'Uses of the Erotic: The Erotic as Power', in A.Lorde, *Sister Outsider: Essays and Speeches by Audre Lorde*, Berkeley, Crossing Press. Available at: http://www.peacewithpurpose.org/uploads/8/2/1/6/8216786/audre_lorde_cool-beans.pdf

De Beauvoir, S. (1997), 'The Woman in Love', in S.De Beauvoir, *The Second Sex*, NYC: Vintage.

Gender Dysphoria in Ireland: Past, Present and Future
Lecturer: Sara-Jane Cromwell

The first part of this presentation is a review of the book *Wrong Body Wrong Life* and its contribution to the discussion around Gender Dysphoria since it was first published in 2010. The presentation will address what is happening in Ireland since the introduction of the Gender Recognition Act 2015, and how it is affecting people who have applied to change their Birth Certificates to reflect their true gender identity. The presentation will also deal with the issue of healthcare, or, the lack of it for people with Gender Dysphoria. Also, it will ask whether gender dysphoria belong under the umbrella of LGBT in general, and Transgenderism in particular.

Recommended readings:

Cromwell, S.J., *Wrong Body Wrong Life* (2010), selected chapters.

Genders, Sexualities and Feminisms

Lecturer: Dr Emma Bidwell

Using short articles and films, these classes will interrogate our understandings and assumptions of gender theory and practice. We will discuss culture and language, and how the convergence of sex and gender presentations influence our readings of self. Finally, we will consider intersections between trans lives and feminism, and how these praxis may learn from each other. The classes will cover: The Sexed Body, Heterosexuality, Intersexuality and Transsexuality. The first session will give us the opportunity to discuss our basic understandings of gender, and no readings will be required. Throughout the sessions the readings for the next class will be provided in handout form.

Selected Readings for first class (these will be provided as photocopies before seminar):

Bruce Pratt, M. (1995), *S/He*. New York: Firebrand Books.

Fienberg, L. (1998) *Trans Liberation: Beyond Pink or Blu*e. Boston, Mass.: Beacon Press.

Readings for second class:

Mantilla, K. (April 2000) „Men in Ewes Clothing: The Stealth Politics of the Transgender Movement" Available at: http://www.rapereliefshelter.bc.ca/issues/menewes.html (accessed 21.08.2018).

Whittle, S. (2006) "Where Did We Go Wrong? Feminism and Trans Theory – Two Teams on the Same Side?" in S. Stryker and S. Whittle (Eds.) *The Transgender Studies Reader*, New York: Routledge.

Women and Politics

Lecturer: Fiona Buckley

Required Readings:

Galligan, Y. and Buckley, F. (2018) 'Women in Politics', in J. Coakley and M. Gallagher, *Politics in the Republic of Ireland*, Dublin: PSAI Press: Routledge.

Recommended Readings:

Buckley, F. (2013) 'Women and Politics in Ireland: The Road to Sex Quotas', *Irish Political Studies*, Vol. 28, No. 3, pp. 341 – 359.

Brennan, M. and Buckley, F. (2017) 'The Irish legislative gender quota: The first election'. *Administration*, vol. 65, no. 2, pp. 15-35

Ferriter, D. (2008) 'Women and political change in Ireland since 1960', *Éire - Ireland*, Vol. 43, No. 1, pp. 179 – 204.

Randall, V. and Smyth, A. (1987) 'Bishops and bailiwicks: obstacles to women's political representation in Ireland', *Economic and Social Review*, Vol. 18, No. 3, pps. 189 – 214.

Additional background

Lovenduski, J. (Sept 2014) 'The Institutionalism of Sexism in Politics', *Political Insight*, Vol. 5, issue 2, pp. 16 – 19 - this article is not specific to Ireland but good to understand the gendered nature of politics

Mansbridge, J. et al (2005) 'Critical Perspectives: Gender Quotas 1', *Politics & Gender*, Vol. 1; No. 4, p. 621 – article is not specific to Ireland but provides a good overview of the debates and effects of gender quotas

Baldez, L. et al (2006) 'Critical Perspectives: Gender Quotas II', *Politics & Gender*, Vol 2, No. 1, pp. 102-109 - article is not specific to Ireland but provides a good overview of the debates and effects of gender quotas

Krook, M.L. et al (2013) 'Critical Perspectives: Gender Quotas and Comparative Politics', *Politics & Gender*, Vol. 9; No. 3, pp. 299-303 - article is not specific to Ireland but provides a good overview of the debates and effects of gender quotas

Gender and Literature

Lecturer: Dr Heather Laird

In these lectures, the historical development of feminist literary criticism will be traced, while theories that inform feminist readings of literature will be examined. Within this context, feminist theoretical interventions into institutional constructions of literary canons will also be explored.

Reading:
Compulsory: Readings will be provided in a course booklet.

Recommended: Rooney, E. (ed.) (2006), *The Cambridge Companion to Feminist Literary Theory*, Cambridge: Cambridge University Press.

Violence against women
Lecturer: Louise Crowley
The Women and Violence seminars will present an insight into the manner in which domestic violence laws have been framed in Ireland; and in particular their historically limited availability and scope; dependent upon the marital status of the parties involved; with a critical assessment of the broadening of the laws in more recent years. The current deficiencies of the regulatory framework will be identified; to include consideration of the implications of the absence of a criminal offence of domestic violence; the limited availability of emergency orders for non-property owning applicants; the inconsistencies identified in practice in the determination of the required evidentiary threshold to secure relief and the growing call for investment in perpetrator intervention programmes. These shortcomings will also be considered in light of the express recognition by both the UN and the Council of Europe of domestic violence as a gender based offence.

Required reading:

Crowley, L. (2013), *Family Law*, Dublin: Roundhall. Chapter 13, Domestic Violence. Available in UCC library.

Crowley L. (2019) Domestic Violence Law in Ireland (chapter) in *Law and Gender in Modern Ireland: critique and reform* (Hart Publishing) (eds. Black L, Peter Dunne P). Available in UCC library.

The First Semester Teaching Team

Emma Bidwell
Dr Emma Bidwell is an independent scholar who lectures part-time in University College Cork, University of Limerick and West Cork College. She completed her Ph.D. in U.C.C. in 2007 on Female Masculinity in the Works of Carson McCullers, has presented at a number of conferences and is a frequent speaker at Lesbian Lives in UCD and Brighton.

Fiona Buckley
Dr Fiona Buckley is a lecturer in the Department of Government, University College Cork (UCC). She specialises in gender politics, the politics of the Republic of Ireland and the scholarship of teaching and learning. In September 2013 she co-edited with Yvonne Galligan, a special issue of *Irish Political Studies*, which examines Politics and Gender on the island of Ireland (see Vol. 28; No. 3). This special issue was published in book format by Routledge in July 2014 - *Politics and Gender in Ireland: The Quest for Political Agency*. Abingdon, Oxford, UK: Routledge: Taylor and Francis

Eva Cabreras
Eva Cabreras is a PhD Candidate in the Irish Centre for Mexican Studies, Department of Spanish, Portuguese and Latin American Studies. Her research focuses on indigenous women in Chiapas.

Sara-Jane Cromwell
Sara-Jane Cromwell is an Author, Life coach and Motivational Speaker. Sara-Jane was diagnosed with Gender Dysphoria in 2003 at the age of 43 and made the courageous decision to publicly transition towards becoming the woman she is today. She has become a leading authority in Ireland on Gender Dysphoria and has been at the forefront of raising awareness about the issues surrounding gender identity. She is the author of a number of books on Gender Dysphoria, including her autobiography *Becoming Myself* (2008), and *Wrong Body Wrong Life* (2010). Sara-Jane was the initiator, co-founder and chairwoman of Transgender Equality Network Ireland (TENI), and the founder and former CEO of Gender Identity Disorder Ireland (GIDI). Amongst other achievements was assisting in drafting the Heads of Bills, which later became the Gender Recognition Act (2015).

Louise Crowley
Dr Louise Crowley is a senior lecturer in family law at the School of Law, UCC. Her publications include *Family Law* (Roundhall 2013), *Family Law Nutshells* (Thomson Roundhall 2008); the contribution of chapters to *Marital Agreements and Private Autonomy in Comparative Perspective* (Hart 2012) *30 Years of Legal Scholarship* (Roundhall 2011), *Family Law* (Oxford University Press 2008), and the *Family Law Practitioner* (Roundhall 2000). Louise is the Director of the LLM (Child and Family Law), the LLM (Practitioner) and the Family Law Clinic. Louise has recently developed a dedicated online information hub relating to all aspects of family law and is currently working with MOVE (Ireland) and the participants of its perpetrator programmes, to critically assess the impact of the Irish domestic violence laws and processes. Louise is also a member of the Governing Body of UCC.

Kathy D'Arcy
Dr. Kathy D'Arcy is a poet and playwright whose special research interest is Irish women poets of the 1930s, including Blanaid Salkeld, Sheila Wingfield and Rhoda Coghill. She recently completed a Creative Writing PhD for which she has received an Irish Research Council Award. Her doctoral work expands on her experimentation with long-form multivocal poetic forms and with ideas about reimagining patriarchal versions of Irish mytho-history. As well as contributing to the MA in Women's Studies, she has tutored in the English Department for several years, in the areas of writing and presentation as well as women's literature and creative writing. She has also spent a period as poet in residence with Tigh Filí, and her second poetry collection, *The Wild Pupil*, was published by Bradshaw Books in 2012. Kathy originally qualified as a doctor, and has also worked in the community

with families and young people in crisis. She is involved in activism on women's issues and is one of the co-organisers of Rebels4Cork.

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

Marie-Annick Desplanques
Dr Marie-Annick Desplanques is Lecturer in Folklore and Ethnology at UCC and Associate Researcher at CANTHEL (Laboratoire d'Anthropologie Culturelle) at Universite Paris Descartes, Sorbonne. Marie-Annick is originally from France and came to Folklore and Ethnology via a BA, MA and DEA in English Literature and Linguistics, from Université de Haute Normandie. She received her PhD from Memorial University of Newfoundland for her research on French Newfoundland women's communicative traditions. She was subsequently awarded a post-doctoral fellowship from the Institute of Social and Economic Research in St John's for a comparative study of Newfoundland and Irish contemporary women traditional musicians. She joined UCC in 1995 where she set up the Folklore and Ethnology Archive. Her current research interests range from Urban Ethnology to Ethnomusicology, Oral History and the digitisation of multimedia folklore archive resources. She has also been actively involved in traditional music as a listener and occasional musician, concert organiser, and record producer.

Nuala Finnegan
Professor Nuala Finnegan is Director of Irish Centre for Mexican Studies and Head of the Department of Spanish, Portuguese and Latin American Studies. Her research areas cover modern and contemporary Mexican and Mexican American cultural studies with a particular focus on gender. Prof. Finnegan is the author research project on cultural responses to femicide in the US-Mexico border city of Ciudad Juárez, *Cultural Representations of Feminicidio on the US-Mexico Border* (Routledge 2018). This year she is also heading the Casilac Research Cluster on Violence, Conflict and Gender together with Nicoletta Mandolini.

Liz Kiely
Dr Elizabeth (Liz) Kiely (http://research.ucc.ie/profiles/A012/ekiely) is a senior lecturer in social policy in the School of Applied Social Studies. Her teaching / research areas include feminist social policy, youth policy, penal policy and social research methodology. She has published work in these areas. With Dr Máire Leane, she was involved in an oral history project on women's work in Munster (1940s-1950s) funded by the HEA and she was Principal Investigator on a Government funded project on the topic of the commercialisation and sexualisation of children in Ireland. She is currently working on an IRC funded research project on fathers' views and experiences of a supervised parent child contact service. She teaches research methodology on the Masters in Women's Studies programme.

Heather Laird
Dr Heather Laird is a lecturer in fiction in the School of English. She was raised on a small farm outside Carrick-on-Shannon, Co. Leitrim and attended schools in Boyle, Co. Roscommon and Sligo town. She completed a doctoral thesis at University College Dublin and was the James and Mary Fox Postdoctoral Fellow with the Centre for Irish Studies at NUI Galway. She is a postcolonial scholar whose research interests include theories and practices of resistance, critical/radical historical frameworks, and Irish culture since the early nineteenth century. She is the author of *Subversive Law in Ireland, 1879-1920* (2005) and editor of Daniel Corkery's *Cultural Criticism: Selected Writings* (2012).

Máire Leane
Dr Máire Leane holds the role of Dean in the office of the Senior Vice President Academic and Registrar at UCC. In this role she has responsibility for Graduate Studies and provides academic oversight of the newly established Equality Diversity and Inclusion Unit. Máire's academic work is in the area of social policy (http://research.ucc.ie/profiles/A012/mleane) and explores how policy and legislation impact on peoples' lives with particular reference to the spheres of sexuality, feminism, gender and disability.

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

Maggie O' Neill

Maggie O'Neill is Professor and Head of the Department of Sociology at UCC. Her inter-disciplinary research career has developed along a threefold path: the development of cultural, criminological and feminist theory; the development of innovative methodologies for doing social research – including visual, biographical and performative (walking) methodologies; and the development of praxis (policy) and social justice interventions. A former Chair of ESA Research Network 3 on Biographical Research and a board member of the Human Dignity and Humiliation Studies Network, she co-founded the Sex Work Research hub with Rosie Campbell, the Migration network and CrimNet at the University of York and the Race, Crime and Justice Network. Maggie has a long history of conducting participatory, biographical and arts based research working in collaboration with artists, communities

Valeria Venditti

Dr Valeria Venditti is an Irish Research Council Post-doc Fellow in Political Philosophy at University College Cork. She works on LGBT rights, Utopian Studies, Kinship studies Feminist and Queer theory. She has just published a book with Routledge on the risks of legal inclusion (*The Law and Politics of Inclusion: From Rights to Practices of Disidentification*). Her interests range from finding alternative solution to political dilemmas, re-imagining conventional relations, retelling traditional desires and making room for affects, differences and new methodologies in philosophy.

GUIDELINE ASSESSMENT CRITERIA MAWS

These marking criteria are intended as a guide and may be adapted to specific written tasks.

Mark	Argument and Understanding	Responding to Assignment	Sources, Reading and Critical Capacity	Written Expression
85 (1H)*	A work of genuine cogency and originality	Sophisticated understanding, directly and thoroughly addressed to the question	Exemplary range of sources, demonstrating excellent research and analytical skills; originality in choice and application of material	A sustained combination of intellect and elegance; exemplary citation and bibliography according to School guidelines
80 (1H)	Considerable originality; very coherent synthesis of ideas; very high level of subject mastery	Depth of understanding directly and effectively addressed to the question	A very wide range of sources consulted, demonstrating excellent research and analytical skills; sources used with discrimination; independence of judgement	Elegance in expression, including an accurately applied sophisticated vocabulary; structured appropriately to the purposes of the assignment; exemplary citation and bibliography according to School guidelines
75 (1H)	Coherent and original synthesis of ideas; critical and thorough understanding of key concepts	Depth of understanding directly addressed to the question	A wide range of sources consulted; sources used with discrimination; sound analysis of evidence	Lucid expression; no errors of grammar; sophisticated vocabulary; structured appropriately to the purposes of the assignment; exemplary citation and bibliography according to School guidelines
70 (1H)	Some originality; well argued and well considered; critical and thorough understanding of key concepts	Depth of understanding directly addressed to the question	Well selected range of sources; some signs of sophisticated usage	Predominantly lucid expression; wide and well-deployed original vocabulary; very few errors of grammar; exemplary citation practice according to School guidelines
65-69 (Hon)	Good synthesis of ideas; good understanding of key concepts	Good understanding directly addressed to the question	Well selected range of sources consulted; careful assessment of evidence; good use of examples	Effective expression; few errors of grammar; appropriate use of vocabulary; well-structured; accurate and full citation and bibliography according to School guidelines
60-64 (Hon)	Competent synthesis of ideas; good understanding of key concepts	Good understanding directly addressed to the question	Well selected range of sources consulted; generally careful assessment of evidence; good use of examples	Generally good expression with few errors of grammar; some structural inconsistencies; accurate and full citation and bibliography according to School guidelines
55-59 (Pass)	Fair understanding of key concepts; some weaknesses of understanding and knowledge	Competent understanding addressed to the question	A range of sources consulted; some careful assessment of evidence; some appropriate examples	Expression such that meaning is understandable; few serious errors of grammar; inconsistent citation and bibliography with significant omissions

Mark	Argument and Understanding	Responding to Assignment	Sources, Reading and Critical Capacity	Written Expression
50-54 (Pass)	Faulty synthesis of ideas; tendency to describe rather than analyse; significant lapses in understanding and knowledge	Generally competent understanding addressed to the question	Some good source material which is not analysed or integrated in great depth; limited use of appropriate examples	Some grammatical errors and loose, wordy or repetitive expression.
45-49 (Pass)	Lacking in synthesis of ideas; tendency to description rather than analysis; limited understanding of key concepts	Some understanding addressed to the question	Restricted range of sources consulted; only basic understanding of evidence; limited range of examples, sometimes inappropriate ones	Poor typography and layout; considerable number of grammatical errors; limited vocabulary; inaccurate citation and bibliography with significant omissions
40-44 (Pass)	Lacking in synthesis of ideas, but some understanding of key concepts; largely descriptive rather than analytical	Partially addressed to the question	Very limited use of sources and understanding of evidence; poorly chosen and predominantly irrelevant examples	Poor presentation; basic vocabulary; minor errors in spelling and punctuation; faulty paragraph structure
35 (Fail)	Considerable misunderstanding of key concepts; failure to synthesise ideas	Only marginally addressed to the question	Minimal range of sources consulted; inadequate understanding of evidence; minimal use of examples	Errors of organisation so that essay has very little obvious focus or argument; numerous and significant grammatical errors; significantly restricted vocabulary; inadequate citation and bibliography
30 (Fail)	Misconceived in its approach; fundamental misunderstanding of key concepts	Largely irrelevant to the question	Little evidence of independent reading; no relevant critical examples	Poor presentation; significant grammatical errors; highly restricted vocabulary; little or no citation and incomplete bibliography
25 and below (Fail)	Fundamental misunderstanding of key concepts; only fragmentary arguments	Almost entirely irrelevant to the question	Little or no attempt to support assertions; no use of sources beyond direct paraphrase of lectures	Poor grammar and vocabulary makes it difficult to decipher any intended meaning; no citation; no relevant bibliography
0	No work submitted or extensive plagiarism and/or collusion*			

The Dissertation

Writing a dissertation

- The dissertation length will be 18,000 words to 20,000 words.
- The pass mark is 40%
- The dissertation comprises Part II of the programme and is worth 50% of the total marks. It therefore constitutes a key aspect of the course.

Working on the dissertation

- Involves a literature review and appropriate primary research and analysis.
- Involves participating in a substantial research project.
- Provides an opportunity to apply and integrate some of the concepts, theories and analytical approaches you have been introduced to during the taught months of the course.
- Involves a learning journey that is largely self-directed, self-managed and self-motivated – though it will be supervised.
- Allows students to focus on/ specialise in a selected area of interest.

Supervisors

- Provide feedback
- Provide direction where necessary.
- Ensure that students achieve the required academic standard and that the structure of the dissertation is appropriate.
- Ensure that arguments are supported with relevant evidence and that referencing is appropriate.
- Are the first markers of the dissertation.

Steps

- In early December students are required to hand in one page explaining what they wish to focus on the dissertation.
- This is forwarded to the Board of Women's Studies for approval.
- Approval implies that the Board considers that the research topic provides scope for MA research
- Early in the second semester you will be allocated a supervisor.
- In preparation for working on the dissertation, during the period January-April you will work on a focused, critical, supervised literature review essay (WS6008).
- Students research and write the dissertation in the period April-end of September.
- At the outset of this period, it is important to draw up a timetable for submission of chapters to supervisors.

- **Dissertations are handed in on the last Friday in September**.

Selecting a topic

- Have you already got a topic in mind?
- Choose something you find genuinely interesting as you will be living with it for a long time.
- Take a look at some previous dissertations or dissertation topics and get some idea of what is involved.
- Access to sources and other practical issues need to be considered.
- Avoid subjects that you may find stressful.
- Find out what is already known about the subject by exploring the literature and talking to people who may be able to advise you.
- Keep in mind that you are working on a dissertation (minor thesis) and not a PhD thesis. If you cannot find information on your topic, it may not be suitable as a subject.

Beginning your own research

- Identify a research question/problem.
- Ask yourself whether your aims and objectives are clear and practical.
- Am I hoping to contribute to the solving of practical/social and other problems through my research? (How you perceive the outcome will be related to the topic you select.)
- Remember that research design involves considering both theory and methodology.

Methodologies

- You will need to decide which methods are appropriate for your research.
- Ask if the methods you are considering are the most useful for finding out the information you need.
- Will you use qualitative methods/ quantitative methods/a mix?
- Will you use interviews/ focus groups?
- Have you the skills to use these methods…can you acquire them?

Ethical issues

- Ask yourself if there are there any ethical issues you need to consider/discuss before making your choice of topic?
- This may well be an issue for discussion with the course coordinator and/ or a member of staff in whose area your research falls, or may be referred to the Board of Women's Studies for consideration.

The Second Semester Literature Review Essay
and Your Dissertation: using the insights gained while working on your literature review essay

(We will discuss the instructions below in class when preparing to work on the dissertation)

- The purpose of the Literature Review essay – which you will complete in the second semester - is to allow you to explore your chosen area of investigation and to familiarize yourself with the relevant debates, central issues and current research in a deeper way than might be possible if you did not begin this work until mid-May.

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

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

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

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

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

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

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

Graded presentation in semester two - instructions

Things we are looking for in a presentation – *Though it is logical to let us know your research question at the beginning, you might want to deal with some background or other issues in an order that best suits your specific project, for example, it might suit you to refer to key theorists as an aspect of establishing the context of your research.*

- **A statement of your research question or the aim (**a single research statement) **of your research.** *[It seems logical to tell us your aim or research question at the beginning of the presentation. This will help you to establish a coherent structure and argument - as well as the limits of what your presentation will focus on. (Of course, you might find your focus changes a bit as you work on the dissertation.)]*

- **Rationale -** why the research is important / original/ justification for the research**.** Briefly establish the broad context of your research. Explain the background to your issue and tell us why you have decided on your particular focus. *[Tell us why your issue matters. How you explain this will vary depending on the nature of your research. For example, is it a matter of current concern in your area of study? Is it something of current political importance? Is it of academic or historical significance?]*

- **Who are the most relevant / influential feminist or other theorists?** *[Briefly tell us about the key theorists and what perspectives they take. Are there conflicting views on your subject? Have you an opinion on the theorists' arguments? Are there gaps or flaws? (Of course, you may agree with them.)]*

- **The specific context and limits of <u>your</u> research**. What will be the aims and focus of your research? Have you thought of specific questions you want to ask? *[Not absolutely essential at this stage, but you might find it useful to consider how your research might break down under broad headings or into chapters.]*

- **Methodologies.** *[What methodologies do you plan to use?]*
- **Concluding comments**
- **Overall, we are looking at:**

    1. Structure
    2. Argument
    3. Content
    4. Sources
    5. Style and delivery

General Points about Preparing and Giving your Presentation

You will have about 20 minutes to make your presentation and about 10 minutes to answer questions from the class. This means you need to:

- Have a clear structure for your presentation;
- Focus on drawing down what you hope to say into clear but brief key points in a PowerPoint presentation (in the knowledge that you can discuss these more fully as you go along);
- At the planning stage, think about how you will organise the structure of your presentation in order to get your message over to your audience as clearly as possible;
- Consider examples or illustrations that might add interest or drive home your points more vividly;
- Might you need additional visual material, handouts etc.? Have a chat with the coordinator if you need assistance with this *(These may not be necessary and mentioning them does not imply that they are a requirement)*;
- Rehearse and time your presentation in advance. This is essential to ensure that you can cover all your most important points;
- Be ready to discuss your research and ideas with your fellow students and tutors and to respond to questions.
- **If you want to have a run-through in advance of the day, get in touch with the coordinator and we can sort out a suitable room.**

On the day -

- It is a good idea to have notes with brief reminders of what you want to say. For example, if you print out your points, it may be useful to write reminders about additional things you want to say on each page of the printout to prompt yourself. (The kind of short prompts you can glance down at occasionally. PowerPoint also allows you to write notes below slides. Some people find using index cards useful.)
- Try not to read from a script. The presentation will work better if you can talk directly to your audience … and after all the reading you have done this should not be too difficult.
- We do advise you to use PowerPoint, the points help to structure your talk and provide something the audience can focus on.
- Don't rush things…speak clearly and pause at appropriate moments or if you need a moment or two to think. Also, don't worry if you stumble over a word or a point. We all do it and fewer people notice than you would think.
- It may be a good idea to set your watch on the desk so you can check the time now and then. This will help you ensure that you get in all the major points you wanted to make and also help you decide how much additional material – beyond your main points – you have time to include.
- Don't forget that you are speaking to a sympathetic audience and that points made in response to the presentation are intended to be constructive and to add your own insights and open up additional areas you can explore in your thesis.

Referencing in Essays and your Dissertation

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

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

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

Acronyms:

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

You do not need to punctuate acronyms with full stops.

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

Numbers:

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

Percentages:

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

Using the Harvard System (Author–Date System)

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

You will find that on-line guides to the Harvard System vary slightly. For example, some methods bracket dates of publication while others do not, some break up references with semi-colons while others do it with full stops. Some enter author names in bibliographies in upper-case text.

The following examples are intended as a simplified guide to the method we require.

References within the Text

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

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

References should contain:

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

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

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

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

Where to place references

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

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

For example:

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

2. **End of sentence references:**

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

For example:

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

Further points relating to referencing:

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

For example:

In her well known study Anthony (2005) suggested …

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

e.g., (chronological list): The Roman Catholic Church condemns artificial methods of birth control and abortion in any circumstance, and its influence on Irish legislation and public policy since 1922 has been considerable and well documented (Curtis, 2010, Ferriter, 2009, Earner-Byrne, 2007, Hug, 1999, Inglis, 1989, Keogh, 1985, Whyte, 1971).

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

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

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

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

Quoting Within the Text

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

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

- **Double inverted commas** are used when there is a **quote within a quote**.
For example: 'For British colonists, "the imperial conquest of the globe found both its shaping figure and its political sanction in the prior subordination of women as a category of nature."' (Note that the rule is: doubles within single quotation marks (as above), and conversely, singles within double quotation marks.)

Displayed quotes /longer quotes are:

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

Referencing displayed / longer quotes

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

For example:

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

<div align="right">(Solomons, 1992: 72)</div>

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

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

> To act as a citizen requires first a sense of agency, the belief that one can act, acting as a citizen especially collectively in turns fosters that sense of agency. This agency is not simply about the capacity to choose and act but it is also about a conscious capacity which is important to the individual's self-identity.

If you omit a section of a quote you indicate this with three dots … :

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

Figures, tables, diagrams etc.

Figures, tables, diagrams etc. must be numbered.

Footnotes and Endnotes

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

Constructing a Bibliography

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

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

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

Referencing style in the bibliography

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

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

Article in a Book
Author Surname, Author Initial. (Year of Publication), 'Title of Article or Essay', in Editor Initial. Editor Surname (Date Published), *Title of Book*, Place Published: Publisher, Page Nos.

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

Article in a Journal
Author Surname, Author Initial. (Year of Publication), 'Title of Article or Essay', *Title of Journal*, Vol. No.(Issue No.), Page Nos.

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

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

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

(Apply as appropriate to unpublished conference papers)

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

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

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

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

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

e.g. Holland, M. (2004), *Guide to Citing Internet Sources*, Poole,
Bournemouth University, available from:
<http://www.bournemouth.ac.uk/library/using/guide_to_citing_internet_sourc.html> [accessed 4
November 2004].

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

e.g. Korb, K.B., (1995) 'Persons and Things: Book Review of Bringsjord on Robot-Consciousness',
Psycoloquy, 6(15), available from:
<http://psycprints.ecs.soton.ac.uk/archive/00000462/> [accessed 20 May 2004].

Translation

Gramsci, A. (1971), *Selections from the Prison Notebooks*, trans. and ed. Q. Hoare and G. Nowell
Smith, London: Lawrence and Wishart.

Miscellaneous

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

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

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

MA in Women's Studies

Essay Cover Sheet

Student Name:…………………………………………………………………………….

Student Number:………………………………………………………………………….

Essay Number:……………………..

Essay Title:

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Teaching team member (s) ……………………………………………………………...

Word Count: ……………….

Declaration:

I declare that the accompanying essay is entirely my own work. It is not based on any existing essay or dissertation previously submitted or prepared by either myself or any other student. All quotations, ideas and arguments drawn from the work of published authors and the internet are duly acknowledged.

Please sign the declaration at this point:………………………………………………….

Due date:………………………………..

Submission date: ………………………………..