



Undergraduate Handbook 2021-22

Faculty of
Arts, Humanities and Social Sciences
Dámh na nDán, na nDaonnachtaí agus na nEolaíochtaí Sóisialta



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IMPORTANT NOTICES

UNIVERSITY OF LIMERICK REGULATIONS

University regulations are regularly updated. The information contained in this handbook is accurate at the time of writing. Should UL regulations conflict at any time with information contained in this handbook, the regulations take priority.

MODULE AVAILABILITY

This handbook contains details of the full range of undergraduate modules offered by the Department of Politics and Public Administration. Students should note that we cannot guarantee that each module is offered every year for reasons of Faculty availability and student numbers. Also, new modules are regularly created in order to reflect Faculty expertise.

KEY DATES FOR ACADEMIC YEAR 2020-2021	
Autumn Teaching Term	06/09/2021 to 26/11/2021 (the term for first year students starts on 27/09/2021)
Autumn Reading Week	29/11/2021 to 03/12/2021
Autumn Examinations	04/12/2021 to 18/12/2021
Spring Teaching Term	24/01/2022 to 22/04/2022 (Easter break 11/04/2022 to 18/04/2022)
Spring Reading Week	25/04/2022 to 29/04/2022
Spring Examinations	02/05/2022 to 16/05/2022

A WELCOME MESSAGE FROM FRANK HAEGE

(Chair of Teaching Committee)



Welcome to the Department of Politics and Public Administration! We hope that you enjoy your time studying with us whatever degree scheme you are on and whether you are a new student or a returning one. This booklet is designed to help you as you study. It contains some basic information about what the study of politics and public administration involves, how to go about studying politics and public administration, who we are, and what modules we are offering.

One of the most important features of this book is that it tries to set out for you what you might expect of us in the classroom and in terms of assessment, and what we expect of you in return when you come to class and when you hand work in to us.

Your rights and opinions are very important to us and if you feel that you are not getting all of the help that you need please tell us, your tutor, module leader, class representative, or me, and we will try and take your views into account and rectify any mistakes that might have been made. By the same token, we expect you to take your work seriously and to try and be as well prepared as possible for classes and seminars as you can be. The more we try to meet each others' reasonable expectations, the easier and the more enjoyable the experience of studying politics and public administration will be for all of us.

Frank Haege

frank.haege@ul.ie

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"Well, you ought to at least
minor in political science."



KEEPING IN TOUCH

We expect students to keep themselves informed about events in the Department. There are many methods of communication available.

The PPA web site is www.ul.ie/ppa. Here you can find information about your courses, lecturers, and events within the Department.

You can also find us on Twitter (<http://twitter.com/POLITICSUL>) and Facebook (<http://www.facebook.com/PPALimerick>).

The Department office (F1-018) is open 9.00—4.00 Monday to Friday. The Department Administrator will be pleased to help you. The Department office is also the place to leave written communications for your lecturers.

All members of faculty hold weekly office hours at which they are available to students. These times vary each semester as a result of timetabling changes; you can find an up-to-date list on the PPA web site. You can also contact your lecturers directly by email. The UL address pattern is `firstname.familyname@ul.ie`.

The university also operates a student advisor system. You are encouraged to get and keep in touch with your advisor who will be happy to provide help regarding any problems you might encounter during your student career.

Each BA programme has a Course Director, who has overall responsibility for the running of the programme.. You should contact the Course Director for your programme about any problems or queries that you have regarding your studies that you cannot resolve with your lecturers. For the Bachelor of Arts, the current Course Director is Chris McNerney (chris.g.mcinerney@ul.ie).



WHAT IS POLITICS AND PUBLIC ADMINISTRATION ABOUT?

Politics and public administration is everywhere, and exists wherever groups of people interact, organise, or make collective decisions. Whether you choose to notice or not, politics and public administration help shape every waking moment of your life; controlling and forming your identity, your material well-being, your upbringing, your freedom of movement, and sometimes (ominously) your time and place of death. You may not be interested in politics, but politics is interested in you! Politics and public administration are also about choice, about the ways and means that you are able to steer and control your existence, about the ways that you are able to represent and articulate your concerns locally, nationally, and globally. In short, politics and public administration can be summarised as the social interactions that create, maintain, and alter human society, and the study of the institutions and ideas that are involved in these processes. The study of politics and public administration is the study of how we, as social beings, govern ourselves. At the University of Limerick, we are interested in how humans, as political animals, organise our families, local communities, the different levels of government, and our international relations.

The focus of political and public administration studies can be local, regional, national, international (including European), or global. The modules at UL combine both empirical (based on the observation of political events and processes) and theoretical (using political concepts and ideas) approaches in order to give you, the student, a comprehensive grasp of how politics and public administration operates, and to provide you with an understanding of the political world. Our choice of modules reflects the rich diversity of political life, and include the study of political ideas, values, and identities, the institutions of government and informal governance structures, as well as the collective decision-making processes through which ideas and values are transformed into practical policy outcomes.

Studying politics and public administration at UL, you will be encouraged to think independently and to critically reflect upon the political and administrative systems that govern your environment. The ability to think politically has always been a complicated mixture of understanding how the world around us works, and looking beyond what is towards what should be.



WHAT IS IT LIKE STUDYING POLITICS AND PUBLIC ADMINISTRATION?

Whilst studying politics and public administration at UL, we encourage you to become interested and involved with the political world around you. You will be encouraged to follow politics and policy making as it occurs and to relate contemporary issues to long-standing questions in politics and public administration, such as the nature of democracy, the exercise of political power, or the quality of political representation, to name just a few. We will encourage you to combine what you learn in lectures and seminars with an understanding of the current debates discussed in the news media.

Most importantly, the study of politics and public administration is designed to foster independent thought and critical thinking, analytical skills to understand the premises and logic of political arguments, and methodological training to assess the validity of political claims.

At a practical level, you will learn study, research, presentational, and speaking skills that are transferable to the world of work outside academia. Lectures, tutorials, seminars, and classes are designed to develop your confidence in this regard and facilitate your learning of how to present arguments in spoken and written form in a coherent, competent, and convincing manner.

In short, the study of politics and public administration in UL is designed to provide you with three important attributes:

- Knowledge and understanding of how political and public administration systems do and should work, at home or abroad.
- A capacity to think analytically and to assess empirical evidence that you can apply to many other areas of life, including other academic disciplines and work environments.
- Good written and oral communication skills that you will need when you enter employment.



DISCIPLINARY SPECIALISMS IN THE DEPARTMENT

There are many specialisms in the area of politics and public administration, each focusing on developments in politics and policy from a slightly different angle. Each, therefore, has its own contribution to make to a broader understanding of the discipline as a whole. Modules offered in the Department of Politics and Public Administration generally fall into four main fields of interest: International Relations, Comparative Politics (including Irish and EU Politics), Political Theory, and Public Administration.

INTERNATIONAL RELATIONS

International Relations (IR) can be broadly defined as the study of the global level of politics. Comparatively speaking, it is a fairly new field within politics, and is still heavily dominated by English-speaking academics. The first professorial chair was the 1919 Woodrow Wilson Chair in International Politics in Aberystwyth. Originally the study of International Relations was dominated by liberal scholars, who were mainly concerned with discussing the ways in which global politics could be reformed in order to eliminate war and conflict. After the Second World War, International Relations gradually became dominated by realism, which was a fundamentally conservative approach to the subject that stressed order and continuity over justice and reform. Realists came to regard the state as the single most important actor in International Relations. In the last two decades the domination of realism has been challenged by new approaches, all of which have called into question realism's privileging of a state-based and largely unchanging order. Much of the work in International Relations today is critical of the idea of a sharp division between domestic and international politics.

While originally it was mainly concerned with the study of war and diplomacy, International Relations now also involves the study of the global political economy, globalisation, international non-state actors (such as international organisations, multi-national corporations, and non-governmental organisations like Greenpeace or Amnesty International), and global environmental issues. While Comparative Politics (see below) studies and compares politics *within* states, International Relations studies the relations *between* states and state-based bodies (in which the state is the main focus of study), as well as the role of non-state actors at the global level.

The teaching of International Relations at UL stresses: (1) that the processes of International Relations have a direct impact on the day-to-day lives of ordinary people; (2) the wide-ranging theoretical and ideological debates that are currently going on in International Relations; and (3) the prospects for change at the global level.

COMPARATIVE POLITICS

To 'compare and contrast' is one of the most common human exercises. Whether it's the latest technology, personal relationships, movies, books, or music, an essential way of assessing the quality of what we have, or want, is to compare and contrast it with what we don't have, or what we might want.

In political science, comparative politics is central to the development of political theory and explanation. Whereas for most other sciences, experimentation is the way to test a theory, in political science comparison is the principal method. You can, for example, always test whether water tastes better with the addition of fluorine, but might have more difficulty testing whether democracy works better with the addition of a new political institution. Therefore, comparing what happens when different countries modify their own institutions of government, or constitutions, or party systems, etc., provides political scientists with useful information about the probable consequences of changes in states or the impact of different kinds of political order on states.

The comparative approach relies principally on analysis designed to identify the similarities and differences *between* countries by focusing on selected institutions and processes of governing. As students of comparative politics, we believe that we cannot make reliable statements about most aspects of politics if we only look at a single case. So, whilst we might often hear the opinion that "Irish politicians are a bunch of crooks – they're all in it for themselves", as comparativists we immediately wonder how the level of corruption in Irish politics compares with that in other states.

Some comparativists analyse political institutions or processes by looking at two or more cases that are deliberately selected, either because they have much in common, or because they seem to contrast each other. Others take a thematic approach to their work and draw on many different countries to analyse broad trends or common patterns, such as changes in voting behaviour, developments in political parties, or the causes of revolution. Another way of looking at the different approaches taken by comparativists is to look at the alternative 'levels of analysis' at which they choose to focus their work. For example, some comparativists work is concerned with the 'state level' in studies of comparative political development or regime transition and reform, whereas others are more concerned with the 'meso' (or middle range) level of analysis in comparative studies of particular policy areas or processes within different states.

POLITICAL THEORY

Political theory is the study of how we *ought* to live together. It is primarily concerned with how things ought to be rather than with how they actually are. In this respect, it is quite distinct from the main branches of political science, which aspire to describe and explain politics as it actually is. For example, instead of asking *who* wields power and *how* is it exercised, the political theorist asks who *should* wield power and how *should* it be exercised? Addressing these questions requires us to think carefully about the different principles that might be used to evaluate social and political arrangements.

An important task of political theory is to bring clarity and precision to the ideas, concepts and values that we use in political life, such as justice, equality, freedom and democracy. In one sense, this may seem unnecessary – not many people, for example, argue *against* justice. However, behind these grand ideals lurk important disagreements: about what these terms mean, about why they are valuable, and about what role they should play in the design of social institutions or policies. Moreover, many of our most cherished values often seem to come into conflict with one another, and political theory has an important role to play in helping to make sense of these conflicts. For example, if a majority were to vote in favour of limiting the freedom of a minority, should we side with democracy or freedom? If equality requires reducing wage disparities, what does that mean for the freedom of employees and employers?

Because people have been arguing about politics and political ideals for millennia, an important part of the study of political theory is the history of ideas. Amongst other things, historians of political thought closely read the writings of the great authors of the past, such as Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Mill and Marx. We study the history of political thought for three main reasons. First, to familiarise ourselves with the perennial problems of political association. For instance, why do we have laws and governments? What is political authority, and how can it be justified? Second, to trace the evolution of political ideas and to make sense of our current social practices. For example, what are the origins of democracy and what are the different ways in which democratic societies have arranged their affairs? Where did the ideas of property and rights come from? Third, to plunder the great books for compelling arguments that might still be able to guide us today. For example, why did John Stuart Mill think that freedom of speech was so important? What did Karl Marx think was wrong about exploitation?

PUBLIC ADMINISTRATION

In 1963, Eckstein noted that the study of political institutions is central to the identity of the discipline of political science: “if there is any subject matter at all that political scientists can claim exclusively for their own, a subject matter that does not require the acquisition of the analytical tools of sister fields and that sustains their claim to autonomous existence, it is, of course, formal-legal political structure”. Characterising the development of this branch of political science, one prominent professor of public administration, Rod Rhodes, suggested that:

“Our forebears in political science were not preoccupied with methodology. Not for them the lengthy discussion on how to do it. They just described, for example, the government of France, starting with the French constitution. The focus on institutions was a matter of common sense, an obvious starting point for studying a country and therefore there was no need to justify it.”

Still, however, just as the study of political science has evolved, so too has the study of public administration within it. Whilst traditionally the study of public administration was focused primarily on the institutional structures and philosophical justification for government, more recently the field of public administration has developed so that the study of public policy is just as important as the institutions that formulate it. This shift in focus is concerned with the *description and explanation of the causes and consequences of government activity*. This focus involves: description of the content of public policy; analysis of the impact of social, economic, and political forces on the content of public policy; inquiry into the effect of various institutional arrangements and political processes upon public policy; and evaluation of the consequences of public policies on society, both the expected and sometimes unintended consequences.

The study of public administration and public policy may be divided into different fields of specialisation. Traditional approaches to public administration are used to improve our knowledge of government and society. This approach centres around questions such as: what socio-economic conditions and political system characteristics operate to shape the content of public policy; or, what impact does public policy have on society and the political system? Another realm of public administration relates to the study of public policy for professional reasons: understanding the causes and consequences of public policy enables us to apply our knowledge to the practice of policy delivery and implementation. This approach centres on questions such as: what kinds of policies would best achieve certain prescribed political aims or societal objectives? Finally, the study of public administration is also concerned with developing specific prescriptions and recommendations about the types of policies that are right or reasonable for government to pursue.



A TEACHING CHARTER

What Students Should Do

1. Students must pursue their studies with due diligence.
2. Attendance at lectures, tutorials, classes and seminars is required at all times.
3. Being late is a discourtesy to the whole group and is unacceptable.
4. Students are expected to prepare properly for classes and seminars. Students who act as 'free riders', attending classes and seminars but not doing any preparatory work or making a constructive and thoughtful contribution to the discussion, will be reminded of their obligations by the teacher and, preferably, also by student members of the group.
5. When making a presentation, students should approach the task professionally. Copying or paraphrasing material from books and articles and then reading it out is not satisfactory. Students should, when feasible and appropriate, consider using presentation slides and hand-outs. This makes the presentation more effective and is a preparation for the world outside the University.
6. Students should be open-minded in seminars, classes and tutorials, in the sense that they should be prepared, for educational purposes, to argue for and against positions with which they themselves do not actually agree. Likewise, they should accord respect and attention to the arguments presented by fellow students
7. Students must be prepared to undertake an independent programme of reading relating to their courses, and should not rely on the lectures to 'cover' the syllabus entirely. It is the student's responsibility to ensure that he/she masters the syllabus adequately, even if the lecture series does not give detailed attention to each topic listed in the course outline.
8. Students are advised to keep a diary to enable them to make and keep appointments and not forget lectures, classes, seminars, and tutorials.
9. Students must submit assignments on time. Extensions must be sought prior to the submission date. Late work that is not accompanied with a medical certificate will be penalised.
10. Written work must be professionally presented. (See the section of the Undergraduate Handbook on Essay writing).
11. All the written work a student submits must be his/her own. Plagiarism of other people's work, whether passages are 'lifted' directly or with slight rewording, and irrespective of whether the work in question is listed in your bibliography, is wholly unacceptable and will be penalised in accordance with University rules. (See the section of the Undergraduate Handbook on Plagiarism and Referencing)

10. Students must give their class presentations when they have been scheduled. Absences will only be excused with a medical certificate. Students who cannot attend a class are responsible for informing their teacher prior to the time they were to give their presentation.
11. Students are responsible for finding out when their examinations will be held.

What Lecturers Should Do

1. Lecturers will provide students with complete and accurate information concerning their module requirements, readings, essay titles, topics for class presentations, and all that will be expected of students taking their module. They will provide a coherent and structured approach to a field of study that will enable the student to work independently and competently in that field. Lecturers will provide a detailed hand-out outlining the structure of both lectures and class/seminars. They will provide written information about the purpose and content of each scheduled session and what is required of each student for that session.
2. Lecturers will ensure that students are aware when they are to give papers, chair sessions, etc., so that students will have sufficient time to prepare.
3. Lecturers will make it clear to students that their sessions will start and finish on time and will ensure that this commitment is fulfilled.
4. Lecturers will ensure that they themselves attend scheduled lectures, classes, and seminars.
5. Lecturers will attempt to ensure that their lectures are interesting, lively, and relevant to the material under discussion. Teachers will avoid reading out long continuous passages of text.
6. Lecturers will be available to see students during scheduled office hours. Every member of the Department will post their office hours on their office doors. Staff will arrange to meet students at other times if such meetings are appropriate and necessary.
8. Students will be given time in lectures, classes, and seminars to ask questions, seek advice about unresolved problems, and consolidate their learning.
9. As professionals, lecturers will seek and welcome constructive feedback on the effectiveness of the teaching and learning sessions for which they are responsible.
10. Lecturers will mark essays and return them in a timely fashion. Usually, students should have their essays returned to them within three weeks of them being submitted.
11. Lecturers will provide students with constructive feedback for each assignment about how they might improve the standard of their written and oral work.
12. Lecturers will encourage participation by all students in classes and seminars and will offer constructive criticism.



POLITICS AND PUBLIC ADMINISTRATION PATHWAYS ON THE BACHELOR OF ARTS

The Department of Politics and Public Administration offers two streams on the Bachelor of Arts and contributes modules to various other undergraduate programmes. The streams on the Arts degree are 'Politics and International Relations' and 'Public Administration and Leadership'. Both streams can be studied by themselves, leading to a single honours degree, or in combination with the other stream or another subject (like sociology or geography, for example), leading to a joint honours degree. The tables below provide an overview of the structure of these pathways. Please note that the indicated elective modules reflect our current offerings (as of August 2021) but may be subject to change over time.

POLITICS AND INTERNATIONAL RELATIONS SINGLE HONOURS PATHWAY

SEMESTER 1	SEMESTER 2
PO4051 Introduction to Politics and International Relations 1	PO4052 Introduction to Politics and International Relations 2
SEMESTER 3	SEM 4
<u>Elective Bundle min 4/max 4</u>	OFF CAMPUS COOP PLACEMENT
PO4023 Comparative European Politics PO4018 International Relations PO4033 Political Theory PO4013 Introduction to Irish Politics	
SEMESTER 5	SEMESTER 6
OFF CAMPUS ACADEMIC PLACEMENT	CORE
	PO4102 Methods and Research in Political Science
	<u>Elective Bundle min 3/max 3</u>
	PO4015 Government & Politics of the EU PA4047 Comparative Public Policy PO4030 Theories of Distributive Justice PO4004 Global Political Economy
SEMESTER 7	SEMESTER 8
<u>Elective Bundle min 4/max 4</u>	<u>Elective Bundle min 4/max 4</u>
PO4027 International Organisations & Global Governance PO4117 Policy Making in the European Union PO4107 Nationalism, Ethnicity and Conflict	PO4048 Issues in World Politics
PO4067 Studies in Political Thought PA4007 Careers and influence in public leadership: ministers and civil servants PA4037 Public Administration and Social Justice	PO4108 Multiculturalism and Political Theory PO4118 Ireland and the EU: Adapting politics, policy and polity PA4008 Public Policy and the Environment

PUBLIC ADMINISTRATION AND LEADERSHIP SINGLE HONOURS PATHWAY

SEMESTER 1	SEMESTER 2
PA4001 Introduction to Public Administration 1	PA4022 Introduction to Public Administration 2
SEMESTER 3	SEMESTER 4
CORE	OFF CAMPUS COOP PLACEMENT
PA4003 Issues and Concepts in Development	
PA4012 Paragovernmental Organisations	
PO4018 International Relations	
PO4013 Introduction to Irish Politics	
SEMESTER 5	SEMESTER 6
OFF CAMPUS ACADEMIC PLACEMENT	CORE
	PA4047 Comparative Public Policy
	PO4102 Methods and Research in Political Science
	<u>Elective Bundle min 2/max 2</u>
	PO4015 Government & Politics of the EU
	PO4030 Theories of Distributive Justice
	PO4004 Global Political Economy
SEMESTER 7	SEMESTER 8
CORE	CORE
PA4037 Public Administration and Social Justice	PO4118 Ireland and EU Membership: Adapting politics, policy and polity
PA4007 Careers and influence in public leadership: ministers and civil servants	PA4008 Public Policy and the Environment
<u>Elective Bundle min 2/max 2</u>	<u>Elective Bundle min 2/max 2</u>
PO4027 International Organisations & Global Governance	PO4048 Issues in World Politics
PO4117 Policy Making in the European Union	PO4108 Multiculturalism and Political Theory
PO4107 Nationalism, Ethnicity and Conflict	
PO4067 Studies in Political Thought	

POLITICS AND INTERNATIONAL RELATIONS JOINT HONOURS PATHWAY

SEMESTER 1	SEMESTER 2
PO4051 Introduction to Politics and International Relations 1	PO4052 Introduction to Politics and International Relations 2
SEMESTER 3	SEMESTER 4
<u>Elective Bundle min 2/max 2</u>	OFF CAMPUS COOP PLACEMENT
PO4023 Comparative European Politics PO4018 International Relations PO4033 Political Theory PO4013 Introduction to Irish Politics	
SEMESTER 5	SEMESTER 6
OFF CAMPUS ACADEMIC PLACEMENT	<u>Elective Bundle min 2/max 2</u> PO4102 Methods and Research in Political Science PO4015 Government & Politics of the EU PA4047 Comparative Public Policy PO4030 Theories of Distributive Justice PO4004 Global Political Economy
SEMESTER 7	SEMESTER 8
<u>Elective Bundle min 2/max 2</u> PO4027 International Organisations & Global Governance PO4117 Policy Making in the European Union PO4107 Nationalism, Ethnicity and Conflict PO4067 Studies in Political Thought PA4007 Careers and influence in public leadership: ministers and civil servants PA4037 Public Administration and Social Justice	<u>Elective Bundle min 2/max 2</u> PO4048 Issues in World Politics PO4108 Multiculturalism and Political Theory PO4118 Ireland and the EU: Adapting politics, policy and polity PA4008 Public Policy and the Environment

PUBLIC ADMINISTRATION AND LEADERSHIP JOINT HONOURS PATHWAY

SEMESTER 1	SEMESTER 2
PA4001 Introduction to Public Administration 1	PA4022 Introduction to Public Administration 2
SEMESTER 3	SEMESTER 4
PA4003 Issues and Concepts in Development PA4012 Paragovernmental Organisations	OFF CAMPUS COOP PLACEMENT
SEMESTER 5	SEMESTER 6
OFF CAMPUS ACADEMIC PLACEMENT	PA4047 Comparative Public Policy PO4015 Government and Politics of the EU
SEMESTER 7	SEMESTER 8
PA4037 Public Administration and Social Justice PA4007 Careers and influence in public leadership: ministers and civil servants	PO4118 Ireland and EU Membership: Adapting politics, policy and polity PA4008 Public Policy and the Environment



UNDERGRADUATE MODULES

Important note: The modules mentioned below are taught subject to staff availability. Elective modules may change over time. This list will be revised occasionally, and should not be regarded as definitive. For more information please consult our website at: www.ul.ie/ppa/undergraduate/

SEMESTER	PUBLIC ADMINISTRATION		
1	PA4001	Introduction to Public Administration 1	B. Connaughton
2	PA4022	Introduction to Public Administration 2	C. McInerney
3	PA4012	Paragovernmental Organisations	C. McInerney
3	PA4003	Ideas and Concepts in Development	E. Dolan
7	PA4037	Public Administration and Social Justice	C. McInerney
6	PA4047	Comparative Public Policy	C. Little
7	PA4007	Careers and Influence in Public Leadership	C. Little
7	HP4108	FYP 1 (Public Administration & Leadership)	C. McInerney
8	PA4008	Public Policy and the Environment	C. Little
8	HP4002	FYP 2 (Public Administration & Leadership)	C. McInerney
	POLITICS		
1	PO4051	Introduction to Politics and International Relations 1	A. Shorten
2	PO4052	Introduction to Politics and International Relations 2	A. Shorten
3	PO4018	International Relations	S. Fitzsimmons
3	PO4023	Comparative European Politics	R. Costello
3	PO4033	Political Theory	A. Shorten
3	PO4013	Introduction to Irish Politics	P. Doyle
6	PO4004	Global Political Economy	O. Worth
6	PO4015	Government and Politics of the EU	R. Costello
6	PO4102	Methods and Research in Political Science	F. Haegel
6	PO4030	Theories of Distributive Justice	B. Milstein
7	PO4027	International Organisations and Global Governance	S. Fitzsimmons
7	PO4067	Studies in Political Thought	B. Milstein
7	HP4127	FYP Project (Politics & International Relations)	R. Costello
7	PO4032	Russian Politics	N. Robinson
7	PO4117	Policy Making in the EU	F. Haegel
8	PO4108	Multiculturalism and Political Theory	A. Shorten
8	PO4048	Issues in World Politics	S. Fitzsimmons
8	PO4118	Ireland and EU Membership	B. Connaughton
8	HP4128	FYP Project (Politics & International Relations)	R. Costello

MODULE DESCRIPTIONS

PA4001 INTRODUCTION TO PUBLIC ADMINISTRATION 1

This module will introduce students to the study of Public Administration. It will identify the characteristics of Public Administration as an academic study and a practitioner focus. It will present the main ideas and concepts in the traditional model of public administration - bureaucracy, politics-administration dichotomy, scientific management - and their application. The module will then explore the rationale for contemporary ideas about public management and governance, reforming public sector organisations and attempts to deliver public services efficiently and effectively.

PA4022 INTRODUCTION TO PUBLIC ADMINISTRATION 2

Awareness of different systems is essential for explanation, theory and practice in Public Administration. This module explores how new national and international realities shape administrative practices and systems and draws on examples from throughout the world. It examines public service systems in different contexts, the roles and functions they fulfill and the administrative traditions that shaped them. It explores how common administrative problems are dealt with and the processes used to deal with contemporary challenges. It also identifies trends in public sector reform and the role of international institutions, such as the OECD, in promoting public sector modernization.

PA4012 PARAGOVERNMENTAL ORGANISATIONS

This module aims to explore the role of paragonovernmental organisations, sometimes known as state agencies, in developing and delivering government policy since the foundation of the State. The module will also address the role of civil society organisations and their role in working with the state to achieve common goals and objectives or, in some cases, to dispute them. It will locate both of these issues within a discussion of the changing role of the state in decision making and service delivery.

PA4003 IDEAS AND CONCEPTS IN DEVELOPMENT

This module aims to provide students with an understanding of the key theories, concepts and methods that inform thinking about international, national, regional and local development. The module will explore some historical experiences of international development as well as a number of significant contemporary policy debates. Much of our contemporary way of thinking about development in recent times has been shaped by neoliberal ideologies. However, alongside that are concerns for sustainability, participatory development, gender sensitive processes, poverty reduction, inequality and the environment at all levels of governance. The module introduces students to various mainstream and marginal approaches to development as well as the tensions between these approaches.

PA4037 PUBLIC ADMINISTRATION AND SOCIAL JUSTICE

Whether we realise it or not, the relationship between public administration and social justice is a hot topic right now. The focus on the role of police in the US and the Black Lives Matter protests, public policy approaches to homelessness and even the differential impacts of the Covid 19 pandemic on different socio economic groups, all highlight the role of the public administration system. The purpose of this module is to enable students to consider the place of social justice within public administration practice and paradigms. It will present some of the main conceptual understandings of social justice and social exclusion / inclusion and will use these to facilitate students to critically assess how public policy issues and the role of public administration in them can be viewed differently through a social justice lens.

PA4007 CAREERS AND INFLUENCE IN PUBLIC LEADERSHIP

Ministers and civil servants are central to the functioning of democratic political systems, yet they have different incentives and career patterns. This module introduces students to the roles of institutions and individual attributes in shaping ministers' and civil servants' careers and policy influence. The module introduces students to delegation and accountability in democratic systems, Principal-Agent theory, opportunity structures as applied to ministerial and civil service careers, and concepts such as eligibility and qualification. It takes a comparative, cross-national perspective, allowing students to become familiar with the institutions and norms that shape policymakers' careers in European democracies. In doing so, it broaches issues such as representation, gender balance, generalist and specialist recruitment, and accountability.

HP4108/HP4002 FYP 1 & FYP 2 (PUBLIC ADMINISTRATION)

The FYP is a student-driven learning experience, providing students the opportunity to study a topic of their choice in depth under the supervision of a faculty member. Successful FYPs combine the skills of acquiring, managing and critically analysing information with those of planning, collating and communicating. The FYP presents students with an opportunity for both personal and academic development. It is probably the longest and most focused piece of research that a student will undertake in their degree and it plays an important part in determining the final award classification.

PA4008 PUBLIC POLICY AND THE ENVIRONMENT

This module focuses on environmental policy and the policy processes, outputs, and outcomes related to it, thus addressing public policy responses to some of today's most significant societal challenges. It focuses on explaining differences in environmental policies across political systems and over time, with particular attention given to Europe and Ireland. It uses environmental policies as a lens through which broader concepts and theories in comparative public policy can be understood, including the conceptualisation and measurement of public policy, the influence of institutions, ideas, interests, and international factors, and the role of key actors in public administration, representative politics, and the broader economy and society. The module is centred on regular reading and participation in class. It places a strong emphasis on recent research literature that uses a range of methods of data collection and analysis.

PA4047 COMPARATIVE PUBLIC POLICY

This module explores a range of concepts, theories and findings in public policy research with a view to understanding similarities and differences across advanced industrial societies. What is public policy? How can policy be conceptualized and measured? How can we distinguish types of policy and is it useful to do so? The module examines existing research that seeks to explain policy outputs and policy outcomes. Why do countries respond differently to similar problems? Which factors influence policy making? Do policy actors like parties and interest groups matter? Which interests and ideas matter, and how? Do policy makers learn from their own experiences and from the experiences of others? We will use discussion of these general questions as a platform to explore substantive policy areas. The module is centred on regular reading and participation in class. It places a strong emphasis on recent research literature that uses a range of methods.

PO4051 INTRODUCTION TO POLITICS AND INTERNATIONAL RELATIONS 1

This module will introduce you to some classic and contemporary questions of Politics and International Relations. In doing so, we hope to familiarise you with some core political concepts and some of the main methods and theories used in the study of politics. We also hope to show you how political science can help us to better understand the world we live in.

PO4052 INTRODUCTION TO POLITICS AND INTERNATIONAL RELATIONS 2

This module further introduces students to the study of Politics and International Relations, in particular focusing on the puzzle of political obligation (why obey the state?), by studying the limits of legitimate political authority, and by investigating the justification and morality of civil disobedience.

PO4033 POLITICAL THEORY

This module explores some central ideas and issues in contemporary political theory. Political theorists try to bring precision to some difficult and contested concepts, and to figure out how they might fit together. In this module we study recent philosophical work about the ideas of political community, pluralism, representation, democracy, power, freedom, equality, justice and rights. We do so in order to address substantive normative questions about how political communities ought, morally speaking, be organised.

PO4013 INTRODUCTION TO IRISH POLITICS

This course is designed to build on and develop the knowledge gained in earlier politics modules by examining the politics and society of a single country in more depth. The course will apply a range of alternative analytical perspectives from political science and the sub-disciplines of political economy, political sociology, public administration and public policy, to the study of the government and politics of Ireland. At a practical level, this course aims to: introduce students to the government and politics of Ireland; develop analytic and evaluative skills for examining the processes of government and politics; understand the historical and political development of the Irish state, and be able to identify key influences in that development; be familiar with key institutions and their workings.

PO4004 GLOBAL POLITICAL ECONOMY

This module is a second year undergraduate course that introduces the main themes and approaches to the study of the Global Political Economy. The module will be divided up into two one-hour lectures per week, and one tutorial. It is very important that you show up to as many of the tutorials as you can. While we realise that it is not always possible to come to every class, due to unforeseen circumstances such as illness, we do encourage you to attend as many as possible as much of the small group work that takes us through some of the more complex parts of the course will be examined during them.

PO4015 GOVERNMENT AND POLITICS OF THE EU

This module aims to develop students' understanding of the way the European Union works and how its policies and powers affect the lives of citizens of EU member states. It will provide students with a solid understanding of the history, institutions, decision-making processes and major policies of the European Union, as well as the principal issues and controversies which it currently faces. Having completed the module, students should be able to: describe the political system and main activities of the EU; discuss and evaluate the various theoretical accounts of the process of EU integration; explain the workings of the major EU institutions and assess the balance of power between them; conduct research on EU activities using a range of primary and secondary sources.

PO4102 METHODS AND RESEARCH IN POLITICAL SCIENCE

This module introduces students to quantitative methods and research in Political Science. On successful completion of this module, students should be able to: understand what variables are and conceptually define, operationalise, and measure them; identify and distinguish the measurement scales of variables and use appropriate tabular and graphical methods to describe their distributions; formulate theoretically derived hypotheses; describe different research designs and assess their ability to generate sound causal inferences; understand the logics of statistical control and statistical inference; conduct and interpret bivariate and simple multivariate statistical analyses; demonstrate proficiency in computer-assisted quantitative data analysis using SPSS.

PO4027 INTERNATIONAL ORGANISATIONS AND GLOBAL GOVERNANCE

The overall aim of this module is to provide students with theoretical perspectives and practical knowledge of international organizations, economic sanctions, and terrorism. More specific goals of this module include helping students to: understand contemporary debates about the work and further development of international organizations; examine how international organizations are viewed by major theoretical schools of thought in the study of international relations; analyze contemporary global governance issues.

PO4018 INTERNATIONAL RELATIONS

This module is a second year undergraduate course in which the study of International Relations is introduced. Whilst the course provides an overview of the subject, some of the literature will allow students to engage in more complex discussions that will be highly useful for future study. The module will be divided up into two one-hour lectures per week, and one tutorial.

PO4067 STUDIES IN POLITICAL THOUGHT

This advanced undergraduate module introduces students to contemporary issues and controversies in political theory. This year, the focus of our discussion will be on how liberal democracies face emergencies and crises. Emergencies and crises are pervasive in modern societies, and dealing with them can pose unique challenges to democratic politics: To what extent should governments be allowed “exceptional powers” in times of crisis? Can freedom be acceptably “traded” for security? Who gets to decide when a situation rises to the level of a “crisis,” and who decides when things have returned to normal? Is there a sense in which such “states of exception” are not really exceptional at all, and in which “emergency politics” is a permanent feature of political life? In this module, we will grapple with a variety of ways theorists have attempted to address the challenges of crises and emergency governance. We will also connect these concerns to current political debates over the European Un-

HP4127/HP4128 FYP 1 & FYP 2 (POLITICS AND INTERNATIONAL RELATIONS)

The FYP is a student-driven learning experience, providing students the opportunity to study a topic of their choice in depth under the supervision of a faculty member. Successful FYPs combine the skills of acquiring, managing and critically analysing information with those of planning, collating and communicating. The FYP presents students with an opportunity for both personal and academic development. It is probably the longest and most focused piece of research that a student will undertake in their degree and it plays an important part in determining the final award classification.

PO4107 NATIONALISM, ETHNICITY AND CONFLICT

This module introduces students to a variety of debates around nationalist, ethnic and identity-based conflict. It begins by exploring the ways in which collective identities are formed through collective memory and social construction before going on to investigate several case studies of ethnic and nationalist conflict spanning different regions of the world (e.g., Northern Ireland, Rwanda, Sri Lanka). Importantly, the module also focuses on academic debates around intervention, transitional justice and commemoration, asking students to consider the various methods used to resolve identity-based conflict, their effectiveness and the controversies they imply.

PO4117 POLICY MAKING IN THE EU

This elective module examines EU policy-making through a detailed study of the formulation, adoption, and implementation of controversial legislation across a range of EU policy areas. On successful completion of this module, students should be able: to reproduce and critically discuss the major theoretical approaches to the study of EU policy-making; to appreciate the role of different types of actors in shaping the EU’s policy agenda; to describe the typical intra- and inter- institutional decision-making processes of the main EU institutions; to evaluate the relative power of decision- makers in the adoption of EU law; to assess the ability of different actors to shape EU policy at the implementation stage; to evaluate different process and outcome characteristics of EU policy-making in light of its democratic legitimacy; to conduct independent research on EU policy-making using news sources, archives, and databases accessible online.

PA4047 COMPARATIVE PUBLIC POLICY

This module explores a range of concepts, theories and findings in public policy research with a view to understanding similarities and differences across advanced industrial societies. What is public policy? How can policy be conceptualized and measured? How can we distinguish types of policy and is it useful to do so? The module examines existing research that seeks to explain policy outputs and policy outcomes. Why do countries respond differently to similar problems? Which factors influence policy making? Do policy actors like parties and interest groups matter? Which interests and ideas matter, and how? Do policy makers learn from their own experiences and from the experiences of others? We will use discussion of these general questions as a platform to explore substantive policy areas. The module is centred on regular reading and participation in class. It places a strong emphasis on recent research literature that uses a range of methods .

PO4108 MULTICULTURALISM AND POLITICAL THEORY

This module examines recent debates about citizenship, pluralism and cultural diversity, from the perspective of political theory. During the course we will critically evaluate a range of alternative justifications for multicultural political policies, and explore how they relate to other important political concepts, such as democracy, freedom, equality, justice, pluralism and respect. To that end, we will explore some of the various rights claims and policy proposals that have been called for by (and on behalf of) minority cultural communities, and investigate how these measures challenge traditional political theories and the practices of existing liberal-democracies. Upon completion of the module you should be able to critically evaluate the various justifications that have been offered for minority cultural rights, and understand a range of arguments for and against multiculturalism. Fur-

PO4030 THEORIES OF DISTRIBUTIVE JUSTICE

This module will examine the main theories of distributive or social justice in contemporary political theory. Distributive justice is about the fair distribution of burdens and benefits in a society and this issue is at the forefront of political debates, especially since the onset of the 2008 financial crisis. The module will ask whether the welfare state is justified and how extensive it should be, what level of inequality is acceptable in a just society, if and how banks and corporations should be regulated, and whether an unconditional basic income should be guaranteed.

PO4118 IRELAND AND THE EU

This module examines the nature and impact of Ireland's membership of the EU and systematically investigates the impact Europeanisation has had on selected policy domains. Various theoretical interpretations of Europeanisation are explored to identify the domestic and global factors which have influenced Ireland's relationship with the EU and to assess the learning and adaptation which has led to changes in Ireland's political and policy processes.

PO4048 Issues in World Politics

This module focuses on the causes, dynamics, and effects of political conflicts. Its purpose is to familiarise students with important theories and debates pertaining to political conflicts through active discussions of a wide range of literature. The module begins with a discussion of recent trends in the frequency of violent political conflicts. It then undertakes an in-depth overview of important theories – operating on the individual, group, state, and international levels of analysis – purporting to explain the outbreak of wars. Following this, the final section of the module examines a range of theories and debates pertaining to other forms of political conflict, such as genocide and other gross violations of human rights, and efforts to forcibly spread democracy to an ever-greater number of states around the world. By the end of the module, students should be able to understand not only why a number of historic political conflicts occurred, but also how to utilize a range of theories to understand current and future political conflicts.

PO4023 Comparative European Politics

This course provides a systematic introduction to politics and government in European democracies. The similarities and differences among these countries in terms of key political features (such as political institutions, party systems, voting behaviour and political culture) will be explored. Students will also be familiarised with the central debates and evidence regarding the impact of political institutions and processes on government and society. In this way, the course provides a basis for understanding the striking diversity we see in how European countries are governed. By the end of this course, it is expected that students will: be familiar with the different political systems that exist in European countries; understand the main political developments and trends across Europe in recent decades; be able to analyse and explain differences between countries in terms of political outcomes; be able to formulate an informed position regarding the advantages and disadvantages of the different forms of democracy that are practiced in Europe.



ASSESSMENT

You will be assessed several times on most politics and public administration modules that you take. How assessment is to occur – for example, what the breakdown of marks will be for coursework such as essays and exams – must be detailed in the module guide that you receive at the start of each semester. Many modules will require you to write at least one essay and do one exam. The module guide will also tell you what arrangements will be made for assessing students who have to do the repeat assessment because of illness or some personal circumstance that lead to them being awarded an I grade (see the University's Student handbook for details on I grades), or because they failed the first round of assessment. In many instances, repeat assessments are done through a single assessment taken at the end of August. If you repeat the assessment because you failed the module, your repeat assessment grade will be capped at a C3.

However, there is more to assessment than getting a grade. Grades are important, of course, and what a grade means and the general expectations that we have for awarding a grade can be found in the assessment criteria table opposite. However, assessment is also a part of the learning process. Through assessment, we find out what you know and what you do not know, and how well you are able to express your knowledge. For you to take full advantage of assessments as part of the learning process requires that you receive some feedback about your work.

The Department provides feedback on assessed work in a variety of ways that differ from module to module. How feedback will be given for any particular module will be outlined in the module guide. At a minimum, you can expect to receive feedback on your work in one of the following formats:

- ◆ You can request to view your end of semester exam scripts on a viewing day designated by the University.
- ◆ Written comments on assessed course work will be provided in all modules. This will take the form of either comments written directly on your work, or on a standardised mark sheet that tells you how well your work was presented, argued, researched, etc.
- ◆ Some module teachers meet students individually to tell them why they have been assessed in a particular way. This is sometimes done in addition to providing written comments, sometimes in place of written comments. You will be told the times that your teacher is available to return your work to you and it is your responsibility to attend during these times.

We have to keep copies of all of your assessed work for consideration by external examiners. In order that we can keep a copy of your work for examination purposes and give you comments back, you may be asked to submit two copies of assessments, or at least two copies of a standardised mark sheet. If you do not hand in two copies of written work or of a mark sheet when requested you will not be given comments, since your work will simply be stored for consideration by the external examiners. If you do not understand the comments that have been made, or require some further clarification, you should arrange to see the person who marked your work. All lecturers in the Department have office hours when they are free to see students. They will tell you these hours in class at the start of each module, and the times will be posted on staff members' office doors, in the departmental office (F1-018), and on the department's website.

ASSESSMENT CRITERIA

Honours

To attain first class honours (A1, A2) the writer will have constructed a sound argument, made a convincing case, or resolved a problem by the reconstruction of knowledge as against the reproduction of knowledge. To do so will entail the application, synthesis and evaluation of knowledge obtained from independent study of sources referred to in lectures and in bibliographies. A question will be addressed in its entirety and all of the material used in the answer will be relevant to the question. The answer will have a deliberately fashioned structure which itself will be a direct response to the structure of the question. The language used will be precise and clear; the text will adhere fully to the appropriate conventions and will be largely free from error in spelling and grammar.

A candidate answering at the higher level of first class honours (A1) may, in addition to the above, give evidence of an ability to relate the answer to other components of the degree course or of having integrated relevant material not derived from bibliographies. An answer below the first class honours standard (B1, B2, B3, C1) will display the characteristics required for that standard but not as comprehensively or as effectively. Such answers will display less ability to present a coherent argument, less ability to synthesise material and in some instances, might also overlook a minor element in the question.

Pass

In contrast to an honours answer, a pass answer (C2, C3) will display a clear tendency to recall relevant evidence in order to structure an essay, rather than to support an argument. Consequently it may indicate that appropriate material was read but that its full significance was not grasped. The format of references is complete, the conventions for presentation are adhered to, and the text will be relatively free from spelling and grammatical error. In addition to the above characteristics, an essay or an answer at the minimum level of pass (C3) may indicate that more than a minor element in the question was overlooked or that the language used was imprecise and unclear.

Fail

A student who falls short of performing at the level required for a pass will be deemed to have failed but that result may be compensated for (D1, D2) if there is evidence that the essay or answer is the result of an imprudent use of time, or the result of overlooking some (though not the majority) of key concepts in the question.

In general, the above will be applied equally in the assessment of essays and examination answers. However, the time available for writing an essay and the freedom to consult material suggests that it is reasonable to expect that an essay should have higher standards of presentation and that its arguments will be presented with greater ease, assurance, and clarity.

GRADING SCALE FOR MODULES				
GRADE	DESCRIPTOR	QUALITY POINT VALUE QPV	PERCENTAGE EQUIVALENT	CREDITS AWARDED
A1	Outstanding Performance (First honours)	4.00	75+	Yes
A2	Excellent Performance (First honours)	3.60	70-74	Yes
B1	Very Good Performance (Honours 2.1)	3.20	65-69	Yes
B2	Good Performance (Honours 2.1)	3.00	60-64	Yes
B3	Competent Performance (Honours 2.2)	2.80	55-59	Yes
C1	Satisfactory Performance (Honours 2.2)	2.60	50-54	Yes
C2	Acceptable Performance (Third honours)	2.40	45-49	Yes
C3	Min Acceptable Performance (Third honours)	2.00	40-44	Yes
D1	Weak Performance (compensating fail)	1.60	35-39	Yes
D2	Poor Performance (compensating fail)	1.20	30-34	Yes
F	Fail (no compensation allowed)	0.00	Less than 30	No
NG	Fail (no compensation allowed)	0.00		No

DEGREE AWARD SCALE			
Award	Abbreviation	Minimum QCA	Discretionary Band
First Class Honours	1 st	3.40	3.30
2 nd Class Honours Grade 1	2.1	3.00	2.90
2 nd Class Honours Grade 2	2.2	2.60	2.50
Third Class Honours	3 rd	2.00	---



ESSAY WRITING: A BRIEF GUIDE

Most students have problems, particularly initially, with preparing and writing essays. This section is intended to help. A good essay writing style, like most things in life, is something that involves work. Of course, writing does come easier to some people than others, but everyone can improve; and if you are intelligent enough to be here, you should be able to write competently before you leave.

Perhaps the most important advice you can be given is to think about your style and how it can be improved. Do not expect an essay to flow from you as a 'stream of consciousness', perfect, well-termed, and coherent. It doesn't happen that way. You write an essay based upon a pre-set and written-out plan and then revise and improve your first effort. As such, you must become aware of what is wrong with your style and how to improve it. A number of books on academic writing are available in the library which can help you with that task.

Finally, obeying a few simple rules can improve your course marks:

- Make sure you check your essays. You will not be penalised for a one-off spelling mistake, but you will be penalised if you consistently misspell a word you should know like democracy or bureaucracy.
- Make sure you pay attention to academic conventions and respect them. This means that you must use references and include a bibliography. You will be penalised if you do not.
- Make sure that you get your essays submitted on time. Depending on the specifications in the module guide, you will be penalised for late submission or your work will not be marked at all.

PREPARATION OF ESSAYS

Your difficulties with an essay may start well before you begin to write, at the stage where you are reading books and articles and taking notes. You will need to devote enough time to this preparation despite the other distractions of university life. Obviously, it is best if you put aside some time each day for preparing essays, but only you can decide when and how you work best. You may be a person who works best in the mornings or at night; you may even find it easier to work very hard and intensively for shorter periods of time and then take a few days off. The crucial thing is to develop your own, sensible, working patterns. It never pays to leave only a few days to write an essay.

You will have essay deadlines in each of your modules. Often these deadlines will be very close to each other. As such, you must plan your workload so that you can submit all the essays on time. You might also bear in mind that if you can start an essay well before the deadline, it is likely to be easier to get the books, given that in big classes a large number of students are scrambling for the same sources.

If you are unsure about how to approach an essay, or are unable to obtain enough material to write one, do not be afraid to approach your lecturer or tutor: he or she is there to help; you are not asking for a favour or for favouritism. Indeed such discussions are an important part of the learning process and will, almost invariably, ensure your essays are better.

Be careful how much you read for an essay. Of course you must read enough, which will involve scrutinising a number of sources, not just one or two. However, it is possible to read too much: then you may become bored with the subject, or the time you spend on reading for one essay may eat significantly into the time you have available for preparing another.

Oddly enough, you will have to learn how not to read books. Unless your essay is based closely on particular texts, you will find that you do not have enough time to read all books right through. So you must learn how to 'gut' books. Of course, everyone reads books in a different way, but two suggestions should help. First, use the book's index; so if you are reading a book on political developments under Mikhail Gorbachev, but are mainly interested in his policies in relation to the economy, look up the entries for 'economy' and 'economic reform' in the index. Second, look at the introduction and conclusions of a book and at the opening and final paragraphs of each chapter; this will give you a good idea of both the content and the argument of the book.

Taking notes from a book is another art. Of, course, if you own a book (but not if it is a library book!) you can mark passages and write marginal comments; this is certainly much quicker than copying them out. You may also decide to photocopy sections of a book or print an article. In other circumstances you will need to write your own notes and you should try to make them selective. Writing out a long quotation or an extensive paraphrase from a book is often a substitute for thought. If you summarise the book's ideas succinctly, then you will save yourself a lot of time when you come to write the essay. If you copy out a quotation, make sure you note the page reference, as it will be extremely annoying for you to have to go back to find it later. A good way to do this is to use a small card index. When you read a book you can write the author's name, title, publisher, and date of publication on an index card and file it alphabetically. If you do this, when you come to write out your bibliography, you will have it ready available on your card index. What is more, you can also put key quotes and page references to important ideas from any book on the relevant index card. All of this can also be done electronically through bibliography software like Mendeley or Zotero, which are available for download online at no charge.

PRESENTATION OF ESSAYS

Each class will have due dates for its essays. These are deadlines, not starting points for negotiations. Unless you have a legitimate excuse, which will normally be a medical one backed with a doctor's certificate, you will be penalised for late essays. Obviously, you will find some deadlines painful, but they exist in order to ensure that you allocate your work more effectively and that there is equity between students.

In addition, you should:

- ◆ Write on only one side of the page;
- ◆ Use a clear font, at least 12pt;
- ◆ Number the pages;
- ◆ Staple the pages of the essay together on the top left corner;
- ◆ Write the title of the essay, your lecturers and/or tutor's name, the module code and title, the date, your name, and student number on the first page;
- ◆ Do not put your essay in any sort of plastic cover or binding. Most staff throw them away so you are wasting your money;
- ◆ Ensure that your essay has wide margins so that there is room for corrections or comments.

ESSAY STRUCTURE

Essays, like life, should have a beginning, middle, and an end. You are not writing all you know about, rather you are answering a specific question. A well-structured essay will certainly earn you a high mark, particularly of course when allied to solid content.

INTRODUCTION

In the introduction you should give your answer to the question and outline your argument. What are the main points you are going to make and why? You should also tell the reader how this will affect the structure of your essay. By doing these two things you will signpost the reader through your essay and give yourself a reminder of your intentions. As an example, here is a specimen introduction to answer to the question 'Was Suez the beginning of the end of Britain as a world power?'

SPECIMEN OF ESSAY PRESENTATION

Was Suez the beginning of the end of Britain as a world Power?

Suez was not the beginning of the end of Britain as a world power. In fact, the decline began earlier; Suez merely accelerated the process. I will argue that, given my definition of what constitutes a major world power, Britain's decline began in the nineteenth century. As such, I will briefly outline both the economic and military decline of Britain up to Suez, and the pre-war and post-war pressure from the colonies. I will then consider the events and consequences of the crisis itself. My argument will be that Britain's subsidiary role in the Anglo-American alliance, the loss of Empire, and the rise of black consciousness pre-date the crisis itself; yet all had a crucial influence on the decline in Britain's position. Suez therefore accelerated the process; it did not mark the beginning of the end of Great Britain's role as a major world power.

THE MIDDLE OF ESSAYS

It is essential to recognise that it is no good writing an excellent introduction if you do not stick to it in the body of your essay.

Essays are not an excuse for you to write everything you know about a given topic. You must avoid being too descriptive, irrelevant, polemical, or tangential. Unfortunately, people still believe that the more you write, the better. More isn't necessarily, or even usually, better. Lecturers would much rather mark a short, bad essay than a long, bad essay. You should use the structure you outline in the introduction, refer back constantly to the question and your argument, and ask yourself the question: is this relevant? If you believe that it is, tell the reader why before you start to write. The reader should not have to find him/herself reading pages of material and having to guess why it was included. The object of the exercise in essay writing is to demonstrate that you can think clearly on a given topic, that you can pick out the important from the unimportant points, and that you can present a reasoned, plausible, and logically consistent argument. Always remember that an essay is a means of communication, you may know, or think you know, what you are saying, but the reader also needs to understand.

CONCLUSIONS

By the time you get to the end of an essay, there is an overwhelming desire to see the back of it, to finish and forget it. This desire, like many others at university, must be suppressed.

There are few things more frustrating than reading an essay which is good, but is let down by its conclusion. You must learn to go back to the beginning of the essay and remind yourself of what you have just done; then you should clearly and concisely re-state your argument, pulling the whole thing together. The conclusion is not the place to introduce new arguments; it is not the place to slip in all those things you had forgotten to say earlier. The conclusion only emphasises your argument. It is only when you haven't planned your essay or given it enough thought that you need to resort to using the conclusion to introduce new material.

STYLE

Very few people write good essays without really trying. You learn by experience and effort. Only you can really change a bad style into a competent one; there is no magic wand. If you think your style could be improved, or if a lecturer or tutor tells you there are major problems with your style, try reading your essay out loud; or better still, beg a loved-one to read it to you, before you submit it. If you, or your friend, find the essay hard to read at a particular point, then reword that sentence/paragraph. Reading essays, particularly out loud, always reveals weaknesses of style. In addition, you should buy and use a dictionary.

TEN PROBLEMS OF STYLE COMMONLY ENCOUNTERED

1. Sentences

Sentences should normally be short and to the point. Winston Churchill said that no sentence should contain more than nine words. Of course, that is an excessive stricture, but it is worth bearing in mind. There is a famous sentence, written by Bernard Levin, which contains 450 words and reads well. Do not try to break this record.

You must avoid 'non-sentences'. As an example, the following sentence is wrong because it is grammatically incomplete:

Despite appearing in many printed sources nowadays including even books.

If you read this sentence carefully (and, certainly, if you read it aloud) you will notice its oddity. You will ask, 'Despite so-and-so then what?' The sentence should continue and make its point, such as, '...it remains incorrect'. Alternatively, the word which causes the problem ('despite') could be dropped and the sentence re-written by saying: 'Grammatically incomplete sentences appear in many printed sources nowadays, including even books.'

Generally if all your sentences make a simple point and sound right individually when spoken aloud, they will probably be grammatically correct.

Always be on the look-out for 'back-to-front' sentences that would read much better if the clauses they contain were reversed. Two examples should illustrate the point.

(a) Poor:	In an attempt to prevent a serious confrontation with the incumbent Labour Government, the Productivity Deal formed the backbone of this strategy.
(a) Better:	The Productivity Deal formed the backbone of a strategy that attempted to prevent a serious confrontation with the incumbent Labour Government.
(b) Poor:	Resolving the conceptual problems surrounding the relationship between the state and the economy remains Jessop's primary concern.
(b) Better:	Jessop's primary concern remains to resolve the conceptual problems surrounding the relationship between the state and the economy.

It is best to avoid beginning a sentence with a verb or preposition (with, and, but, etc.).

2. Paragraphs

There is no perfect length for a paragraph. However, very short paragraphs, perhaps of two brief sentences should be avoided. Similarly, if a paragraph lasts more than a page, it is almost certainly too long. A paragraph should contain one main point, although sometimes it might include one or two minor qualifications of that point. As soon as you are making another major point you should open another paragraph.

3. Commas

Commas should not be scattered about but reserved for points in the sentence when a speaking voice would want to pause, perhaps to take a breath. Two general points are worth noting. First, a comma only rarely precedes 'and', 'or', or 'with'. Second, many, but not all, commas should appear in pairs, around a subordinate clause. An example is:

He entered the room, and pausing to look around quickly at the empty chairs, sat down at the table.

Most commonly, if you read the text aloud, with a natural and correct emphasis, you will hear where the commas should go.

4. Semi-colons

Semi-colons can assist good style. A long sentence can be relieved, although not if it's grammatically suspect; over-use can be a danger. They should be used when you want a break in the sentence; they involve a stronger break than a comma, but a weaker break than does a full stop.

5. The possessive case

A word's possessive case is another of one's students' common errors. In the previous sentence one uses 'words' and 'one's' because they are in the possessive case and they are singular. We write students' not student's because there is more than one student.

6. Clichés

They are to be avoided like the plague because they get so heavy and boring. Using clichés can mean you lose marks and that will make you feel as sick as a parrot.

7. It's and its

It's a shame when a university finds its students so often unable to tell the difference between the possessive word 'its' and the short form of 'it is'. (It's all the schools' fault, of course.)

8. Principal and principle

A principal or main cause of English spelling mistakes is the lack of principles or rules in English spelling.

9. Slang and 'slangy' abbreviations

Avoid slang and swear words except when they are in quotes and do not use abbreviations such as don't or won't, shouldn't or wouldn't.

10. Flying apostrophes

Most usually to be found in between the '0' and 's' in dates (1960's for example) – these are entirely unnecessary and should be avoided.

REFERENCES

A reference (or citation) is an acknowledgement of sources of ideas, arguments, or factual information. When you employ an idea that is not your own, summarise someone else's argument, or report information which you did not collect yourself, you must identify the source. Everybody depends on the ideas of others. To fail to admit that is a sign of intellectual immaturity. Failure to refer to sources is a form of theft called plagiarism.

A bibliographical reference should contain sufficient information for someone else or yourself to trace the item in a library. Inadequate referencing can lead to suspicions of plagiarism. It is therefore very important to be consistent and accurate when citing references. The same set of rules should be followed every time you cite a reference.

The Department of Politics and Public Administration requires you to use the Harvard system (also known as the 'author, date' system) to compile the reference list for your assignments. Citations in the text should give the author's name with the year of publication and complete source references should be listed in alphabetical order at the end of the paper/dissertation.

A detailed guide to the Harvard system, and the principles of referencing, can be found in the Glucksman Library "[Cite it Right](#)" booklet.

See also the section on Plagiarism and Referencing in this Handbook.



WRITING EXAM ANSWERS

1. PLANNING YOUR ANSWER

Planning your answer is the key to getting a good mark. If you have a plan your answer is likely to be better structured and that plan will provide the basis of your introductory paragraph - see point 5 below. In an average 2½ hour long exam, you should spend at least 10 minutes per essay question on your plan. In addition, you should try to spend five minutes per question reading through your answer.

2. WHAT IS EXPECTED IN AN EXAM

You will not be able to write as much in an exam as you would for an essay. It is important to bear that in mind. It means that you will often not be able to put down all you know about the subject, which re-emphasises the need for a plan. You are looking to make the main points and give some illustrations for those points.

3. MAKE SURE YOU WRITE A COMPLETE ANSWER

It is absolutely crucial to write a complete answer, or, if you have to answer two or three questions, to write two or three complete answers. You will get more marks for a complete answer than you will for an incomplete one. Timing in an examination is crucial. If you spend one and a half hours of an exam on the first question and only half an hour on the second question, then the extra marks you get for writing more on one question will invariably be less than the marks you lose by writing an incomplete second answer. This is clearly another reason why you need a good plan. If you have problems with exam timing you should practice writing in one hour at home.

4. ANSWER THE QUESTION

Students are always being told this for the very good reason that many of them do not do it. It is no good writing down all you know about a subject, only answering the questions at a tangent. You must develop a plan that specifically answers the question posed, not the one you wanted to be asked or the one you answered for your class essay, and then stick to the plan. If you answer the question, even if you are short of information, you are likely to get more marks than if you waffle on using all the information you have on the subject, but only indirectly touch on the question.

5. INTRODUCTIONS AND CONCLUSIONS

The introduction should outline the structure and the argument of your answer. For example:

In this answer, I shall look first at the changes in government policy towards local government since 1979. Subsequently, I shall examine three putative explanations of these changes, which stress: the influence of New Right ideology; the Conservative Government's antipathy towards local authorities, which were mostly Labour controlled; and the Thatcher Government's desire to centralise in the area of 'High Politics'. I will argue that all of these three explanations have some validity, but I will emphasise the importance of the final one.

An introduction like this has two main advantages. First, it offers the reader signposts: he/she (and hopefully you!) will know where you are going. Second, it also convinces the reader that you are on top of your material; you have read the question, planned an answer, and made it clear how you intend to respond - all very impressive.

The conclusion should round off the answer by summarising the main arguments. For example:

In this essay, I first established that there were major changes in relations between central and local government after 1979. In particular, local government is more dependent upon central government funding, the powers of local government have been reduced, and there has been a significant move to introduce 'market forces' into local government. Subsequently, I examined three explanations of these changes which have been suggested. I argued that all three explanations have validity but that the Government's main aim was to increase control by central government over local government, particularly, although not exclusively, in the area of finance, while making local government more accountable to its electors and customers.

As is clear from this example, in a sense, the conclusion is almost a 'mirror image' of the introduction.



PLAGIARISM AND REFERENCING

All work (presentations, materials used for debates, and written assignment) must be your own work. All written work and supporting materials will be screened for plagiarism using state-of-the-art plagiarism detection technology.

You are reminded that it is an academic offence to use the work of others (whether written, printed, or in some other form) without acknowledgement. The most common form of plagiarism is the copying of whole sections of someone else's written work into an essay. Another form of plagiarism ('auto-plagiarism') is the submission of the same essay to two different modules. In both cases, the student is trying to get academic credit without doing the work required. The UL student handbook classifies plagiarism as academic cheating (along with cheating in an exam), and consequently it is deemed a major offence. The punishment for a major offence can be a twelve month suspension from the University.

Plagiarism is easily avoided. Always use speech marks when using a direct quote, and always cite an author when using someone else's ideas. Facts in the common domain need not be cited, however.

Further advice on plagiarism is provided in the [UL Student Handbook](#).

You must make sure that you familiarise yourself with the plagiarism guidelines. We take both poor referencing and plagiarism very seriously. If you are uncertain about any aspect of referencing, please seek advice from your tutor or lecturer. You can also register with the [Regional Writing Centre](#) to seek individual tuition and support with any aspect of referencing as well as with more general efforts to improve your academic writing.

TRAINING AND SUPPORT SERVICES

Academic Registry

www.ul.ie/academic-registry/

Student's Union

www.ulsu.ie/

Library

www.ul.ie/library/

Careers Service

www.ul.ie/careers/

Student Computing Services

www.ulsites.ul.ie/itd/student-computing-services-information

Counselling Services

www.ul.ie/counselling/

International Education Division

www.ul.ie/international/

Disability Support Services

www.ul.ie/disabilityservices/

Student Learning Support (Centre for Teaching and Learning)

www.ul.ie/ctl/support-for-students

Language Resource Area

www.ul.ie/llcc/languageresourcearea/

Research Ethics (University Guidelines)

<http://www.ul.ie/research-ethics/>



DEPARTMENT FACULTY



Owen Worth BA, MA, PhD

Head of Department

Telephone: 353 (0)61-202635 **Email:** Owen.Worth@ul.ie

Owen Worth (BA, MA, PhD) is the Head of Department of Politics and Public Administration at UL. Since arriving at UL in 2003, Owen has taught courses in International Relations, International Political Economy, Development Studies and European Politics at both undergraduate and post-graduate levels. His research interests focus on the nature of power, class and in particular the role of hegemony in Global Political Economy and in Global Political Society. He is the author of *Hegemony, International Political Economy and Post-Communist Russia* (Ashgate, 2005), *Resistance in the Age of Austerity: Nationalism, the Failure of the Left and the Return of God* (Zed Books, 2013), *Rethinking Hegemony* (Palgrave, 2015) and *Morbid Symptoms: The Global Rise of the Far Right* (Zed Books). He has a chapter in the book *Post-capitalist Futures* and published work in a number of journals across the spectrum of Global Politics having also co-edited a number of other books. He also currently chairs the editorial board (Managing Editor) for the journal *Capital and Class*.



Maura Adshead BA, MA (Limerick), PhD (Liverpool)

Telephone: 353 (0) 61-213429

Maura is Associate Professor in the Department of Politics and Public Administration at the University of Limerick. Prior to her appointment in Limerick, she carried out research and taught in the universities of Dundee, Liverpool, Essex, Galway and Dublin. Her research interests focus on Irish politics and public policy, comparative studies of public policy, policy change, and EU involvement in the policy process in European states. She is author of *Developing European Regions?* Ashgate, 2002, co-author (with Jonathon Tonge) of *Government and Politics in Ireland. Unity and diversity on a two-polity island*, Palgrave,; and co-editor (with Michelle Millar) of *Public Administration and Public Policy in Ireland: theory and methods*, Routledge 2003 and (with Peadar Kirby and Michelle Millar) *Contesting the State: lessons from the Irish case*, Manchester University Press, 2008 . She has published articles in *Electoral Studies*, *Policy and Politics*, *Public Administration*, *Public Policy and Administration*, *West European Politics* and the Irish journal *Economic and Social Review* and has carried out commissioned research for Combat Poverty, the HSE and the NESF.



Bernadette Connaughton BA, MA, PhD (Limerick)

Telephone: 353 (0) 61-202792

E-mail: Bernadette.Connaughton@ul.ie

Bernadette is a Senior Lecturer in Public Administration. Her teaching and research interests include Europeanisation and Ireland's relationship with the EU, public policy process, environmental policy implementation and politico-administrative relations. She has published on those areas in authored, co-authored and edited books including *The Implementation of Environmental Policy in Ireland: Lessons from translating EU directives into action* (MUP 2019), and journals such as *Public Administration*, *Journal of Environmental Policy and Planning*, *Regional and Federal Studies*.



Rory Costello BA (UCC) MA (UCC) PhD (TCD)

Telephone: 353 (0)61-202916

Email: Rory.Costello@ul.ie

Rory Costello specialises in electoral and legislative politics in Europe, with a particular focus on Ireland and on the European Union. Before coming to UL in 2011, Rory worked at the University of Twente in the Netherlands and at the London School of Economics and Political Science. He has published on topics such as election pledge fulfilment, party politics in the European Parliament, the division of power among EU institutions, bicameralism, political representation, and coalition formation. His research has appeared in a variety of international journals including (among others) *Party Politics*, *European Union Politics*, *Journal of European Public Policy*, *Electoral Studies*, *West European Politics*, and *American Journal of Political Science*.



Scott Fitzsimmons B.P.A.P.M., M.A. (Carleton), PhD. (Calgary)

Telephone: 353 (0)61-233603

Email: scott.fitzsimmons@ul.ie

Scott Fitzsimmons B.P.A.P.M., M.A. (Carleton), PhD. (Calgary), specializes in the behaviour of armed forces and the use of force in contemporary conflicts, and foreign policy decision-making. Before joining the University of Limerick's Department of Politics and Public Administration in 2013, he was a Social Sciences and Humanities Research Council Postdoctoral Fellow at the University of British Columbia in Vancouver, Canada. He has also taught at the Universities of Victoria and Calgary. His primary research interests include developing and testing theories of how armed forces behave in conflict zones, combat operations involving mercenaries and private security companies, public attitudes toward defence spending and the use of force by the Government of Canada, government responses to terrorism, and the influence of leaders' personality traits on their foreign policy decisions.



Frank Haegel Dipl.-VerwWiss. (Konstanz), PhD (Leiden)

Telephone: 353 (0)61-234897

E-mail: frank.haegel@ul.ie;

Frank Haegel's research interests are in the areas of Legislative Politics, Multilateral Negotiations, and Research Methods. Substantively, his research focuses on the European Union and Germany. He has published on legislative decision-making and political attention in the Council of the European Union, agenda-setting by the European Commission, rapporteurship allocation in the European Parliament, inter-institutional negotiations between the European Parliament and the Council, political conflict dimensions in pre-WWI Germany, the application of fuzzy set methods in comparative case study research, and the measurement of foreign policy similarity in quantitative studies of international relations. He is the author of *Bureaucrats as Law-Makers: Committee Decision-Making in the Council of the European Union*, published by Routledge. His work also appeared in a number of peer-reviewed international academic journals, including the *British Journal of Political Science*, *European Journal of Political Research*, *European Union Politics*, *Journal of Common Market Studies*, *Journal of European Public Policy*, *Political Analysis*, and *West European Politics*.



Conor Little BA (UCD), MA (UCD), MRes (EUI), PhD (EUI).

Telephone: 353 (0)61-233624

E-Mail: Conor.Little@ul.ie

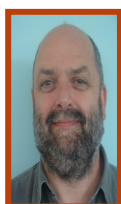
Conor Little was awarded a PhD by the European University Institute in 2014. Before coming to the University of Limerick, he worked at University College Dublin, Keele University, and the University of Copenhagen; he also spent five years working in politics and government in Ireland. In Copenhagen, he held an individual postdoctoral fellowship that was granted by the Danish Council for Independent Research | Social Sciences. His research interests include political parties, political careers, the comparative politics of climate change, and Irish politics. His work has been published in journals including *Environmental Politics*, the *International Political Science Review*, *Irish Political Studies*, the *Journal of European Public Policy*, *Party Politics*, *Scandinavian Political Studies*, and *West European Politics*. He has initiated the Irish Policy Agendas Project as part of the international Comparative Agendas Project (<https://www.comparativeagendas.net/>) and he contributes to the Political Party Database (<https://www.politicalpartydb.org/>). In 2017, he co-founded the Political Studies Association of Ireland's (PSAI) Environmental Politics Specialist Group and he now acts as one of the Co-Convenors of the PSAI Specialist Group on Public Policy.



Chris McInerney BA (UL), MSc (University of Bradford), PhD (UL)

Telephone: 353 (0)61-234800

Chris is a Lecturer in Public Administration since August 2011. Prior to this he worked as a programme specialist at the Tipperary Institute / LIT, lecturing in the fields of social and community studies. He has also worked in a variety of national and international development organisations including the United Nations Development Programme in East Timor, the Community Workers Co-operative and Trocaire. His main research interests lie in the areas of democratic participation, civil society, as well as the role of public administration in deepening democracy and promoting social inclusion. Chris' publications include *The Challenge of Community Participation in the Delivery of Public Services: Exploring Local Participatory Governance in Ireland*, co-authored with Maura Adshead, as well as chapters in a number of books on local and community development in Ireland and internationally. His current research focuses on the contribution of public administration to the achievement of social objectives and his book on this theme '*Challenging Times, Challenging Administration*' was published in March 2014.



Neil Robinson BA (CNAA), MA, PhD (Essex)

Telephone: 353 (0)61-202320

Email: Neil.Robinson@ul.ie

Before coming to Limerick, Neil taught in the Department of Politics at the University of York, and the Department of the Government at the University of Essex. Research interests include the political economy of post-communism; state formation in Russia; the political economy of reform in Russia and the former USSR. His publications include: *Ideology and the collapse of the Soviet system*, (Edward Elgar, 1995); *Post-communist politics*, (co-author, Prentice Hall, 1997); *Institutions and political change in Russia*, (editor, Macmillan, 2000); *Russia: a state of uncertainty*, (Routledge, 2002); *Reforging the weakest link: global political economy and post-Soviet change in Russia, Ukraine and Belarus*, (editor, Ashgate, 2004); *State-Building* (co-editor, Routledge, 2007), *The Sage handbook of comparative politics*, (co-editor, Sage, 2009), *The political economy of Russia* (Rowman & Littlefield, 2012), chapters and articles in a variety of books and journals including *Review of International Political Economy*, *Europe-Asia Studies*, *Communist and Post-Communist Studies*, *Political Studies: Review*.



Andrew Shorten BA (York), MA, PhD (Manchester)

Telephone: 353 (0)61-234265

E-Mail: Andrew.Shorten@ul.ie

Andrew Shorten is a political theorist who works mainly on topics in contemporary political philosophy and is especially interested in toleration, religious accommodation, multiculturalism, nationalism, federalism, secession, and language policy. His publications have appeared in the *Journal of Applied Philosophy*, the *Journal of Social Philosophy*, *Political Studies*, *Nations and Nationalism* and the *European Journal of Political Theory*, amongst others. He is currently writing a book (with Matteo Bonotti) about religious exemptions, and is author of *Multiculturalism* (Polity, 2022) and *Contemporary Political Theory* (Palgrave, 2016), and co-editor (with Jonathan Seglow) of *Religion and Political Theory* (Rowman and Littlefield, 2019).

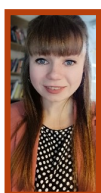


Brian Milstein AB (Vassar), MA & PhD (New School for Social Research)

Telephone TBC

E-Mail: Brian.Milstein@ul.ie

Brian Milstein is a Lecturer in Political Theory. Before joining the UL community in Fall 2021, he held postdoctoral positions in Berlin, Frankfurt, and Paris, and was a Research Associate at the Goethe-Universität Frankfurt's Research Centre "Normative Orders." His research interests centre on critical and democratic theory, theories of crisis, capitalism, and cosmopolitanism. He is author of *Commercium: Critical Theory from a Cosmopolitan Point of View* (Rowman & Littlefield International, 2015), and he edited a volume of dialogues between Nancy Fraser and Rahel Jaeggi entitled *Capitalism: A Conversation in Critical Theory* (Polity Press, 2018). He has published articles in *Political Theory*, *Contemporary Political Theory*, *Danish Yearbook of Philosophy*, *Zeitschrift für Politische Theorie*, *Philosophy and Social Criticism*, *European Journal of Political Theory*, and *European Journal of Philosophy*.



Emma Dolan MA, MSc, PhD (University of Aberdeen), AFHEA

Telephone:

E-Mail: Emma.Dolan@ul.ie

Prior to coming to the University of Limerick, Emma taught in the Departments of Politics and International Relations and Sociology at the University of Aberdeen, where she was awarded her PhD. Her research interests include the politics of gender; peace, conflict and violence; critical military studies and post-conflict redress. Her work has been published in *International Feminist Journal of Politics*, *Gender, Place and Culture* and *Childhood*. Her first monograph, *Gender and Political Apology*, is forthcoming in 2021 in Routledge's 'Gender and Global Politics' series.



Patrick Doyle PhD (Manchester)

Telephone:

E-Mail: Patrick.Doyle@ul.ie

Patrick's interests cover Irish political history and the history of capitalism. Before joining the University of Limerick he worked as a postdoctoral research fellow at the University of Manchester. His work focuses on how co-operative movements have shaped communities and promoted ideas of economic democracy. He is also interested in the ways morality shapes social development and currently researches the relationship between religion and capitalism with an emphasis on Ireland. Patrick's first book *Civilising Rural Ireland* examines the history of the co-operative movement and its role in Irish state-building. Other publications have appeared in *History of European Ideas*, *Journal of Social History*, and *Irish Studies Review*. He is a member of Ireland's Social and Solidarity Economy Network.

Department of Politics and Public Administration
University of Limerick
Limerick, Ireland
Tel: +353 61 202633
www.ul.ie/ppa



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