

UNIVERSITY OF LIMERICK
OLLSCOIL LUIMNIGH

Department of Politics and Public Administration

Undergraduate Handbook 2026-2027

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 2026-2027	
Autumn Teaching Term	**07/09/2026 to 27/11/2026**
Autumn Reading Week	**30/11/2026 to 04/12/2026**
Autumn Examinations	**05/12/2026 to 19/12/2026**
Spring Teaching Term	**25/01/2027 to 23/04/2027** **(Easter break 22/03/2027 to 29/03/2027)**
Spring Examinations	**04/05/2027 to 17/05/2027**

A WELCOME MESSAGE FROM EMMA DOLAN

(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 with us. 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 currently offer.

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 find a solution. 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. 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.

Emma Dolan
emma.dolan@ul.ie



KEEPING IN TOUCH

We expect students to keep themselves informed about events in the Department.

The PPA website www.ul.ie/ppa is where you can find information about your courses, your lecturers and events within the Department. Facebook www.facebook.com/PPALimerick/ and Blueky @politics-ul.bsky.social

The Department Administrator is contactable by email (Elaine.Berry@ul.ie) 9am-4pm Monday to Friday and the Department Office is located in the Foundation Building at F1-018.

All members of faculty hold weekly office hours during which they are available to students. These times differ each semester as a result of timetabling changes; you can find an up-to-date list in the Department office.

You can contact your lecturers directly by email. The UL address pattern is usually:
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

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.

BA GLOBAL POLITICS STRUCTURE

NOTE: THE BA GLOBAL POLITICS CAN BE STUDIED WITH OR WITHOUT A LANGUAGE

YEAR 1- SEMESTER 1—CORE

- PO4051 – Introduction to Politics and International Relations I
- PO4013 – Government and Politics of Ireland
- PA4001 – Introduction to Public Administration I
- HP4001 – Preparing for Academic Success

SEMESTER 2—CORE

- PO4052 – Introduction to Politics and International Relations II
- PO4122 – Global Politics
- PA4022 – Introduction to Public Administration II
- CU4013 – Preparation for External Study and Work Placement

SEMESTER 1—CHOOSE 1 ELECTIVE

- SO4001 – Introduction to Sociology
- GY4001 – Introduction to Human Geography
- HI4071 – Doing History: Past, Present and Practice

SEMESTER 2—CHOOSE 1 ELECTIVE

- SO4032 – Introduction to Sociology 2
- GY4012 – Migration, Mobility and Place
- HI4142 – Game of Thrones: Gender, Power and Identity, Ireland and the Wider World, 1500-1950

Language Elective - choose one

French, Spanish, German, or Japanese

Language Elective - choose one

French, Spanish, German, or Japanese

YEAR 2—SEMESTER 3—CORE

- PO4103 - Researching Politics

SEMESTER 4—CORE

- PO4102 - Methods in Research in Political Science

Language Elective - choose one

French, Spanish, German, or Japanese

Language Elective - choose one

French, Spanish, German, or Japanese

Elective - choose either three or four

- PO4018 – International Relations
- PO4023 – Comparative European Politics
- PA4003 – Issues and Concepts in Development
- PO4033 – Political Theory

Elective - choose either three or four

- PA4047 – Comparative Public Policy
- PO4004 – Global Political Economy
- PA4015 – Government and Politics of the EU
- PO4104 – Capitalism and Social Justice

YEAR 2—SUMMER—CORE

CO4230 – Cooperative Education 1

YEAR 3— SEMESTER 5—CORE

CO4310 – Cooperative Education 2

YEAR 3—SEMESTER 6—CORE

IP4320 – Academic Exchange 2

YEAR 4—SEMESTER 7— CORE

- PO4027 – International Organisations and Global Governance
- PO4147 – Politics and International Relations Final Year Project 1

Language Elective - choose one

French, Spanish, German, or Japanese

YEAR 4—SEMESTER 8—CORE

- PO4048 – Issues in World Politics
- PO4148 – Politics and International Relations Final Year Project 2

Language Elective - choose one

French, Spanish, German, or Japanese

YEAR 4—SEMESTER 7

Elective - choose either three or four

- PO4032 – Russian Politics
- PO4107 – Nationalism, Ethnicity and Conflict
- PO4117 – Policy-making in the European Union
- PO4121 Democracy in Distress
- PO4157 - Rip UK? The Politics of Ireland and Britian
- PA4037 – Public Administration and Social Justice
- PA4007 – Careers and Influence in Public Leadership: Ministers and Civil Servants

YEAR 4—SEMESTER 8

Elective - choose either three or four

- PO4088 – Introduction to Terrorism and Violent Political Extremism
- PO4118 – Ireland and EU Membership
- PO4128 – Comparative Politics Non-Democracy
- PO4158 – Foreign Policy
- PO4138 - Gender, Sexuality and Politics
- PO4168 - The Politics of Migration and Diversity
- PO4178 The Politics of Utopia
- PA4008 - Public Policy and the Environment

PATHWAYS ON THE BA ARTS AND BSc SOCIAL SCIENCES

The Department of Politics and Public Administration offers two streams on each of the Bachelor of Arts and the Bachelor of Science in Social Sciences, and also contributes modules to various other undergraduate programmes. The streams on the Arts and Social Sciences degrees are 'Politics and International Relations' and 'Public Administration and Leadership'. Both streams can be studied in combination with the other stream or with 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 2026) but may be subject to change over time.

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**
Elective Bundle min 2/max 2	OFF CAMPUS COOP PLACEMENT
PO4023 Comparative European Politics	
PO4018 International Relations	
PO4033 Political Theory PO4013 Government and Politics of Ireland PO4103 Researching Politics	
SEMESTER 5	**SEMESTER 6**
OFF CAMPUS ACADEMIC PLACEMENT	***Elective Bundle min 2/max 2***
	PO4102 Methods and Research in Political Science PO4015 Government & Politics of the EU PO4104 Capitalism and Social Justice PO4004 Global Political Economy

SEMESTER 7	SEMESTER 8
Elective Bundle min 2/max 2	*Elective Bundle min 2/max 2*
PO4027 International Organisations and Global Governance	PO4048 Issues in World Politics
PO4032 Russian Politics	PO4118 Ireland and EU Membership: Adapting Politics, Policy, and Polity
PO4107 Nationalism, Ethnicity and Conflict	PO4088 Introduction to Terrorism and Violent Extremism
PO4117 Policy Making in the European Union	PO4128 Comparative Politics of Non-Democracy
PO4121 Democracy in Distress: Political Challenges of the 21st Century.	PO4138 Gender, Sexuality and Politics
PO4157 Rip UK? The Politics of Ireland and Britain	PO4158 Foreign Policy
PA4007 Careers and influence in public leadership: ministers and civil servants	PO4168 -The Politics of Migration and Diversity
	PO4178 The Politics of Utopia

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 AH4123 Ethics, Values and Leadership in Contemporary Society PO4013 Government and Politics of Ireland PO4103 Researching Politics	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	N. Mishra
3	AH4123	Ethics, Values and Leadership in Contemporary Society	C. McInerney
3	PA4003	Ideas and Concepts in Development	N. Mishra
6	PO4015	Government and Politics of the EU	R. Costello
6	PO4102	Methods and Research in Political Science	J. Arlow
7	PA4037	Public Administration and Social Justice	N. Mishra
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	PA4118	Ireland and EU Membership: Adapting Politics, Policy, and Polity	B. Connaughton
8	HP4002	FYP 2 (Public Administration & Leadership)	C. McInerney
	POLITICS		
1	PO4051	Introduction to Politics and International Relations 1	N. Robinson
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	Government and Politics of Ireland	P. Doyle
3	PO4103	Researching Politics	B. Milstein
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. Haege
6	PO4104	Capitalism and Social Justice	B. Milstein
7	PO4032	Russian Politics	N. Robinson
7	PO4027	International Organisations and Global Governance	S. Fitzsimmons
7	PO4107	Nationalism, Ethnicity, and Conflict	E. Dolan
7	HP4127	FYP Project (Politics & International Relations)	R. Costello
7	PO4117	Policy-Making in the EU	F. Haege

SEMESTER	POLITICS		
7	PO4121	Democracy in Distress: Political Challenges of the 21st Century.	B. Milstein
7	PO4157	Rip UK? The Politics of Ireland and Britain	O. Worth
8	PO4048	Issues in World Politics	O. Worth
8	PO4088	Introduction to Terrorism and Violent Extremism	O. Worth
8	PO4118	Ireland and EU Membership	B. Connaughton
8	HP4128	FYP Project (Politics & International Relations)	R. Costello
8	PO4128	Comparative Politics of Non-Democracy	N. Robinson
8	PO4138	Gender, Sexuality and Politics	E. Dolan
8	PO4158	Foreign Policy	S. Fitzsimmons
8	PO4168	The Politics of Migration and Diversity	A. Shorten
8	PO4178	The Politics of Utopia	P. Doyle

SEMESTER	GLOBAL POLITICS		
1	PO4051	Introduction to Politics and International Relations 1	N. Robinson
1	PO4013	Government and Politics of Ireland	P. Doyle
1	PA4001	Introduction to Public Administration 1	B. Connaughton
2	PO4052	Introduction to Politics and International Relations 2	A. Shorten
2	PO4122	Global Politics	E. Dolan
2	PA4022	Introduction to Public Administration 2	N. Mishra
3	PO4103	Researching Politics	B. Milstein
3	PO4018	International Relations	S. Fitzsimmons
3	PO4023	Comparative European Politics	R. Costello
3	PA4003	Issues and Concepts in Development	N. Mishra
3	PO4033	Political Theory	A. Shorten
4	PO4102	Methods in Research in Political Science	F. Haege
4	PA4047	Comparative Public Policy	C. Little
4	PO4004	Global Political Economy	O. Worth
4	PA4015	Government and Politics of the EU	R. Costello
4	PO4104	Capitalism and Social Justice	B. Milstein
7	PO4027	International Organizations and Global Governance	S. Fitzsimmons
7	PO4032	Russian Politics	N. Robinson
7	PO4107	Nationalism, Ethnicity and Conflict	E. Dolan
7	PO4117	Policy-making in the European Union	F. Haege

7	PO4121	Democracy in Distress	B. Milstein
7	PO4157	Rip UK? The Politics of Ireland and Britian	O. Worth
7	PA4037	Public Administration and Social Justice	N. Mishra
7	PA4007	Careers and Influence in Public Leadership	C. Little
8	PO4048	Issues in World Politics	O. Worth
8	PO4088	Introduction to Terrorism and Violent Political Extremism	O. Worth
8	PO4108	Multiculturalism and Political Theory	A. Shorten
8	PA4008	Public Policy and the Environment	C. Little
8	PO4118	Ireland and EU Membership	B. Connaughton
8	PO4128	Comparative Politics Non-Democracy	N. Robinson
8	PO4158	Foreign Policy	S. Fitzsimmons
8	PO4138	Gender, Sexuality and Politics	E. Dolan
8	PO4168	The Politics of Migration and Diversity	A. Shorten

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.

AH4123 ETHICS, VALUES AND LEADERSHIP IN CONTEMPORARY SOCIETY

Whether it is in the public, private, the not-for-profit sectors or the world of sport, the behaviour of leaders, how they develop, their identifying traits, styles and characteristics, are all exposed to extensive scrutiny. Equally, in the turn toward competency-based recruitment, potential employees are expected to be able to not just talk about their own leadership capabilities, but to demonstrate and provide examples of those capabilities. The purpose of this module is to introduce students to the world of leadership. It will look at the role of values in informing approaches to leadership and will consider different styles of leadership and challenges facing leaders in the increasingly complex world that we live in. The module looks at some general leadership issues but has a strong focus on leadership in the public sphere. However, many of the issues examined cut across a range of different sectors.

PA4003 Ideas and Concepts in Development

The module will explore some of the historical experience of international development, as well as some of the most significant contemporary policy debates. A conception of development as the outcome of rapid national economic growth and industrialization on a universal model emerged in the wake of the Second World War. Development doctrine has since been shaped by neoliberal globalization, but also by concerns about the need for sustainable, participatory and gender sensitive processes at all levels of governance. The module charts these shifts in thinking about development as well as the tensions between approaches in the mainstream. It draws on varied critiques of development and its effects to evaluate its possibilities and limitations. It takes account of the challenge presented by environmentalism and considers alternative ideas on how to address

PA4037 Public Administration and Social Justice

The purpose of this module is to enable students to interrogate the roles and responsibilities of public administration in the promotion and production of social justice outcomes. It is introduced in order to broaden students' appreciation of the actual and potential place of public administration in contemporary society.

PA4007 Careers and Influence in Public Leadership

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

HP4108/HP4002 FYP 1 & FYP 2 (Public Administration & Leadership)

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 problems, actors, 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 and comparative politics 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, which is reflected in an end-of-term portfolio assessment. It places a strong emphasis on recent research literature that

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 studies to the themes and issues that exist in the study of Politics and International Relations. It will provide the first part of an introduction that will look at the basics of the study of Politics and International Relations. In particular, it will address questions about the nature and justification of the state, and its role in both domestic and international politics. The module will be offered on the Evening Degree.

PO4052 Introduction to Politics and International Relations 2

This module will further introduce students to the study of Politics and International Relations. It will do so by comparing different regime types; by exploring the concepts of democracy, freedom and justice; and by exploring issues in international politics, such as war, terrorism, inequality and development. This module will be offered on the Evening Degree.

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 Government AND Politics IN Ireland

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 aims to familiarise the student with the basic principles and issues in Global Political Economy (GPE). These include the theories associated with GPE and the institutions that manage it. The module, through the assignments and the tutorials, will also develop writing and oral presentation skills.

PO4015 Government and Politics of the EU

The module aims to develop students understanding of the way the European Union works and how its policy output and powers affect their lives as citizens. As a result, the module has two objectives. First, to give students a solid understanding of the history, institutions, decision-making processes and major policies of the European Union. Second, to equip students with an appreciation of the principal issues and controversies which currently face the European Union

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.

PO4032 Russian politics

The purpose of this module is to help students explore issues in Russian political development over the last century according to their interests. Students have free choice of which topics they study so that the learning outcomes of the module will be individualized. In addition to the knowledge gained by students about the USSR and Russia, this module will help students to develop their analytical and research skills. All students, however, will have to search out information on contemporary Russia in their own time and will learn how to locate information in the library and on the WWW, will learn how to judge the merits of different information sources, will learn how to construct arguments from primary materials that they have and how to relate such materials to existing academic literatures. They will also have to learn how to interpret academic literature in changing circumstances, to relate it to a developing polity and judge it against change.

PO4121 DEMOCRACY IN DISTRESS

Today, the project of liberal democracy appears under threat on multiple fronts. Repeated crises lead to governments enacting emergency measures that curtail basic rights and freedoms while upending constitutional balances of power; mass immigration produces in many places minority communities who don't enjoy the full protections of citizenship; new technologies are giving rise to new forms of digital surveillance and domination; the political public sphere is increasingly steered by social media networks that have proven all-too-fertile breeding grounds for disinformation, conspiracy theories, and aspiring authoritarians. It is essential for an active and globally engaged citizen to think critically about these 21st-century challenges to democracy and freedom. In this module, we examine a variety of these challenges from a political theory perspective-what they are, what they mean, and how possibly to defend against them.

HP4127/HP4128 FYP 1 & FYP 2 (POLITICS & 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, Palestine). 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 module takes a detailed look at the policy-making process of the EU. Few EU policies directly redistribute money, yet even if they sometimes seem to focus on rather arcane technical issues, they often have profound consequences for the legal rights and the welfare of individual citizens, the competitiveness of particular companies or entire industries, and the social, economic, and democratic development of Europe as a whole. If we want to evaluate the functioning of the EU as a democratic political system, we need to know who is involved in the formulation and implementation of those policies, to what extent these actors and the structural characteristics of the process influence the shape and content of those policies, and why different actors and structural characteristics vary in their influence on policy outcomes. These are the types of questions discussed in this module.

PO4088 INTRODUCTION TO TERRORISM AND VIOLENT EXTREMISM

This module is a final year undergraduate course that looks at the emergence and relevance of terrorism and extremism within contemporary global society. It will look at the definitions, theoretical perspectives and the transformative shifts in global politics for us to make sense of these movements.

PO4018 INTERNATIONAL RELATIONS

Provides an overview of some of the theoretical debates and issues that have underpinned the study of International Relations (IR). Theoretical perspectives such as Realism, Liberalism and Structuralism will be introduced and this will allow students to apply these to the arena of world politics and to processes such as the interactions of states, the workings of International Organisation and the global economy

PO4108 Multiculturalism and Political Theory

This module takes up some contemporary themes in political theory, examining the concepts of justice, freedom, equality, democracy, pluralism and respect in light of the demands for greater recognition and accommodation that have been put forward by ethnic, racial, religious, and linguistic minorities. The aim of this module is to explore the formidable problems raised by the challenge of cultural diversity from the perspective of normative political theory, and in particular to evaluate the a range of alternative justifications for multicultural political policies. By the end of the module, students should be aware of the various rights claims, policy proposals and political alternatives that have been suggested by and on behalf of minority cultural communities; have a sense of the challenges these pose to established liberal theories and to liberal-democratic practices; be able to critically evaluate the various justifications offered; understand a range of arguments for and against.

PO4030 Theories of Distributive Justice

This module will examine the main theories of distributive or social justice in contemporary political theory. Issues of distributive justice are at the forefront of political debates, especially since the onset of the financial crisis that affects many developed countries. In this context, the question of a fair allocation and distribution of costs and benefits in a society is a very important one and is the one that this module will address. It will thus introduce students to the main approaches to this issue, from the liberal egalitarianism of John Rawls to (left and right) libertarianism, luck egalitarianism and contemporary analytical Marxism and socialist approaches. It will essentially ask whether the welfare state is justified and how extensive it should be, whether an unconditional basic income should be guaranteed and what level of inequality and/or poverty is acceptable in a just society.

PO4118 Ireland and EU Membership: Adapting Politics, Policy and Polity

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 course aims to examine subjects of global relevance with a focus on social, cultural and environmental issues. Key challenges faced globally include the environmental crisis, poverty, health, religion/faith related, and social exclusions intersected by gender, migrant status, race and ethnicity. Most of these issues find a place in the global sustainable development goals (SDGs) and are the subject matter of civil society activism. We will explore the concepts of development, well-being, capability approach, rights-based approaches, decoloniality, and pluriverses with a view to understand the urgency of the need for a transformative approach to issues of world politics or 'polycrisis'. In this path towards transformations, we also examine alternatives to the dominant paradigm of development politics or neoliberalism, and its discourse, to tackle the multiple crises we face. And how the enabling of this transformation is the task of our generation of educators, public administrators, students, and ordinary citizens.

PO4023 Comparative European Politics

This course provides an introduction to the comparative study of European politics. It provides students with the opportunity to study political trends across Europe, to identify similarities and differences within different countries, systems and regions, and to develop their ability to conduct comparative political analysis. The basic themes of the course are, first, the commonalties and, secondly, the particularities, of politics and government among West European states û due largely to their similar yet different trajectories of development, and to the way in which they influence each other. We explore, for example, why politics in some West European countries is very stable, even predictable, whereas in other countries politics is highly fractious; why some countries have single-party governments whilst others are (almost always) governed by complex coalitions; why some polities seem to be well-governed whereas governance seems more haphazard in others. Note, too, that an understanding of politics and government in West European states tells us much about what is involved in building democracy in the new states of Eastern and Central Europe, and indicates some of the difficulties entailed in European integration û both of which are areas of study in third-year courses. NB This course will mainly draw on Western and Central European political systems

PO4022 Introduction to Global Politics (BA Global Politics students only)

This module acts as a conceptual and empirical introduction to the study of Global Politics. Using contemporary examples and crises as central sites for debate and contestation alongside key theoretical lenses for analysis and interpretation, it encourages a foundational but critical and inquiring perspective. Further, defining Global Politics in wide-ranging ways, this module encourages students to make connections across the traditional distinctions between domestic/global, national/international. The module is provides the theoretical foundations for the BA in Global Politics, and covers topic such as: 'Economic Globalisation: Capitalism in Crisis?' and 'Militarism and Militarisation: Neither War nor Peace?'

PO4103 RESEARCHING POLITICS (BA Global Politics students only)

This module will survey the core questions and issues that arise when analyzing politics. Students will learn to distinguish between various modes of argumentation, as well as how to assess, critique, and construct arguments. We will look at different approaches to political analysis, including the deductive-nomological model, interpretive methods, and critical theory. We will also discuss major debates in the study of politics, such as those surrounding value-neutrality, contested concepts, agency versus structure, androcentrism, and Eurocentrism. The aim of this module will be to equip students with a toolbox for thinking critically and independently about contemporary issues in politics.

PO4104 CAPITALISM AND SOCIAL JUSTICE

This module introduces students to historical and contemporary debates about capitalism. "Capitalism" is a term commonly heard in political conversations, current events, and social science literature. Many pertinent social justice issues, including those relating to inequality, feminism, racism, democracy, and climate governance are tied to questions about capitalism. Having a working knowledge of what capitalism is, what are its core ideas, and what are the major points of controversy surrounding it is thus an essential part of active and globally engaged citizenship, as well as a prerequisite for further study of politics, society, and social justice. Using the tools and methods of political theory, this module will, first, familiarize students with classic debates about capitalism, and, second, equip students with the means to develop their own informed views on such present-day issues as debt, labor rights, inequality, social reproduction, environmental justice, and basic income.

PO4158 FOREIGN POLICY

This model introducing a wide range of theoretical approaches to the study of foreign policy and developing a detailed understanding of their key variables, their causal claims, and, of central importance, their ability to explain contemporary and historical cases of foreign policy decision-making by applying them to a variety of states and policy issue areas. The primary objective of this module is to provide students with analytical tools necessary to address a fundamental question of politics and international relations: why do states behave the way they do in the international arena?

PO4178 THE POLITICS OF UTOPIA

The module provides an urgent introduction to the rich, pluralistic, and influential history of utopian thinking. Utopianism is a diverse body of political, social and economic thought (and action) that has inspired movements, governmental projects, and 'alternative' visions of organising society. The module looks to parse the received wisdom that views utopianism as unrealistic and a project of dreamers. Instead this module introduces students to a tradition that has left its imprint on institutions, movements, and society. The module will draw on a variety of disciplinary perspectives including political science, history, sociology, and literary studies to explore the various expressions of utopianism. Students can also expect to be introduced to innovative research being conducted here at UL through the Ralahine Centre for Utopian Studies.

PO4128 Comparative Politics on Non-Democracy

Regime change toward democracy is often conceived of as coming in waves. A wave of cases increases the number of democratic polities but as the new wave ends and the recedes some of these cases fail to make it to full democracy or revert to a form of non-democracy. The last wave of democratization came after the collapse of the USSR. This wave 'came in' during the 1990s and early 2000s but since then the wave has retreated and there have been many cases of democratic backsliding and/or reversion to non-democratic politics. Understanding of what non-democratic politics consists of, how it works and does not work, and what its prospects might be are, however, unclear since there are a vast array of approaches - some new and some traditional - to what non-democracy is in use both within political science and in vernacular usage. This module will introduce students to these approaches and examine how, and to what end, they and can be applied. This will enable them to think more deeply and broadly about political change across the globe.

PO4138 Gender, Sexuality and Politics

This module provides a much-needed feminist and queer perspective of international politics, tackling topics including militarisation of societies, gender-based violence, activism and social movements. It introduces students to key concepts such as intersectionality and heteronormativity whilst demonstrating how these concepts can help to explain contemporary political debates including continuing unequal political representation, violence against women and minorities, LGBT+ rights and their infringement, and anti-feminist backlash politics. At a time when gender mainstreaming has become the norm in political institutions whilst deep inequalities remain, an in-depth perspective on gender and sexuality is crucial to the study of Politics.

PO4157 Rip UK? The Politics of Ireland and Britian

In light of nearly three decades passing since the Good Friday Agreement, and more recent developments such as Brexit, the rise of populism and the increase of Celtic separatism, this module looks at the current issues and politics regarding Ireland and the UK. In particular, it examines debates surrounding future political developments in England, Ireland, Scotland and Wales. To do so, it will look at the development of the Union itself (from 1537), the consequences of partition in Ireland and then discuss the implications of recent polarisations across Britain and Ireland.

PO4168 The Politics of Migration and Diversity

This module will explore the contemporary politics of migration and diversity. As well as being matters of great societal relevance today, both migration and diversity also raise difficult challenges for how we think about basic political categories such as citizenship, community and justice. Students who complete this module will be equipped to understand and navigate these challenges, become familiar with different theories of political borders and diversity management, and able to compare competing views about culture, integration and social cohesion. In addition, the module will help students to develop their own views about ethical and political issues related to migration and diversity, and to better understand and appreciate the views of others.

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, but this assessment design will vary. 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) 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
F	Fail *(no compensation allowed)*	0.00	Less than 35	No
NG	Fail (no compensation allowed)	0.00		No

DEGREE AWARD SCALE		
Award	Abbreviation	Minimum QCA
First Class Honours	1st	3.30
2nd Class Honours Grade 1	2.1	2.90
2nd Class Honours Grade 2	2.2	2.50
Third Class Honours	3rd	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

Plagiarism is academic theft. It is the stealing of other people's ideas, and then claiming those ideas as your own. A common form of plagiarism is the copying out 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 assessments (e.g., in two different modules). A third form is the submission of text generated by Artificial Intelligence: PPA considers the submission of AI-generated text a form of plagiarism. In each case, the student is trying to get academic credit without doing the work required. The UL student handbook classes 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 as much as 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 Regulations and Procedures Handbook.

You can find UL's Academic Integrity Policy here.

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.

A CHECKLIST FOR AVOIDING PLAGIARISM

- Always put direct quotes (sections of text that you are quoting word for word) in inverted commas or quotation marks and always add an appropriate reference to the work cited at the end of the quote.

- If you are using someone else's idea in an essay, and that idea is not in the common domain, always add a reference to the author of the idea. It is also often helpful to point out, in your text, that the idea is someone else's (e.g., "Marx believed that…")

- Never submit AI-generated text.

- Never copy out a piece of text from a book or article and hand it in as your own work. It is too easy to get caught. The writing style of the plagiarised text may give you away, and also there is a good chance that the lecturer already knows the passage that has been stolen.

- Never hand in the same essay for two different modules, or reuse blocks of text from an essay in a dissertation.

- Never allow another student to take one of your essays and hand it in as his or her own work. If this is discovered both of you will face disciplinary action.

- Students have been known to download whole sections of text from the web, and to hand it in as their own work. Plagiarism detection software will detect this, and lecturers will also check it themselves.

- At the end of the day, the work necessary *to get away* with plagiarism (setting aside the risks involved) adds up to the amount of work you would need to write your own non-plagiarised piece of work in the first place! In addition, you have come to University in order to learn. Writing your own essays is part of the learning process. Plagiarism undermines that learning process.

- Finally, if you are in doubt about whether something is plagiarism or not you can always consult a lecturer during their office hours. There is no harm in making sure.

You must make sure that you familiarise yourselves 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 lecturer or register with the Regional Writing Centre. Contact writingcentre@ul.ie to seek individual tuition and support with any aspect of referencing as well as with more general efforts to improve your academic writing.

You can find UL's Academic Integrity Policy here.

PPA Generative Artificial Intelligence (GenAI) Policy and Guidelines

PPA considers the **submission of AI-generated text to be a form of plagiarism**, and as such, submitting AI-generated text for assessment will be considered as a breach of academic integrity rules and a form of cheating. See 'Plagiarism and Referencing' for more information on how PPA treats breaches of academic integrity.

GenAI tools include ChatGPT, Gemini, Claude, Copilot, and Grok (though this list is not exhaustive).

Whilst AI tools are not permitted for the generation of text, there are two circumstances in which the use of GenAI tools is accepted in PPA:

1. You may use these tools in order to **check spelling and grammar**. This is the only universally permitted way to use AI in PPA modules.
2. There may be cases where individual module leaders decide to permit the use of GenAI with defined and clearly specified parameters. This will be considered possible as an **exception to PPA policy** for clearly justified purposes appropriate to the learning outcomes of the module.

<u>The following uses of GenAI are considered as **unacceptable** in PPA modules</u>:

- To produce written work that you submit as your own (sentences, full paragraphs or entire essays)
- Researching your assessment topic
- Brainstorming ideas for or creating a plan for your assessment
- Summarising or paraphrasing the work of others
- Uploading module materials to any GenAI service

<u>What are the justifications for this position?</u>

- The purpose of studying Politics and Public Administration is, in part, to develop crucial critical skills in order to better understand the world. The use of GenAI is increasingly associated with **deskilling and never skilling** – essentially, robbing you as a student of the opportunity to **develop important skills and competencies** which you will need for your future career, and to become an active and engaged global citizen. In particular, critical thinking, creativity, and communication are **increasingly in demand by employers** and are under threat with increased reliance on GenAI.
- GenAI tools produce content through the scraping or mimicking of billions of texts written by real researchers, **often without appropriate consent or citation practice**. This, alongside their propagation of **incorrect information** make them dubious sources for real learning and oppose our conception of Academic Integrity.

<u>What will happen if we think you have submitted AI-generated work for assessment in a PPA module?</u>

In order to evaluate the authenticity of your work, the department may invite you to discuss it in the context of a **short, follow-up oral assessment** with the module leader/marker of the FYP/dissertation.

If we establish (within the department or via referral to the UL Academic Integrity Unit) that you have submitted AI-generated text , **your work will be considered as plagiarised**, and treated under the Plagiarism policy. Please note that plagiarism is considered as a major offence. It may result in a reduced grade or an NG grade, and the punishment for a major offence can be as much as a twelve-month suspension from the University.

TRAINING AND SUPPORT SERVICES

Academic Registry

www.ul.ie/academic-registry/

Student Life

UL Student Life

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

Disability Services | University of Limerick (ul.ie)

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 (AHSS Guidlines)

Research Ethics | University of Limerick (ul.ie)

DEPARTMENT FACULTY



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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).



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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.



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Before coming to Limerick, Neil taught in the Department of Politics at the University of York, and the Department of Government at the University of Essex. Research interests include the political economy of postcommunism; 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), Contemporary Russian Politics (Polity, 2019), Comparative European Politics (co-editor, Oxford, 2024, second edition), chapters and articles in a variety of books and journals including Review of International Political Economy, Europe-Asia Studies, Communist and Post-Communist Studies, Russian Politics.



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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.



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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.



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Frank Haege'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*.



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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/).



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Chris is Associate Professor 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.



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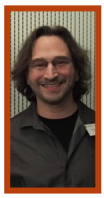
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Owen Worth is Professor of International Relations. Since arriving at UL in 2003, Owen has taught courses in International Relations, International Political Economy, Development Studies and European Politics at both undergraduate and post-graduate 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.



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Brian Milstein is Associate Professor 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.



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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, Childhood and Critical Studies on Security. Her first monograph, Gender and Political Apology, was published in 2021 in Routledge's 'Gender and Global Politics' series, and she is currently working on a second monograph with Nataliya Danilova for Edinburgh University Press. Emma currently has two Higher Education teaching qualifications, the Associate Fellowship of the Higher Education Academy in the UK and holds a Graduate Diploma in Teaching, Learning and Scholarship from UL.



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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 Econo-



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Nita Mishra, Associate Professor, is a researcher, practitioner and educator on Development Studies. Nita has extensive experience of working with civil society organisations, funding bodies and research institutions in India, Vietnam and Ireland. Her research, published in peer-reviewed Scopus-ranked journals, lies in understanding the role of women duty-bearers in grassroots governance and self-empowerment processes, rights-based approaches to development governance by the state and non-governmental organisations (NGOs), the impact of qualitative arts-based research methodologies in knowledge generation (Development Humanities) and decoloniality. She has co-edited a book on Covid-19. Her poetry has shaped Irish migrant policies. Dr Mishra's international roles include Vice President of the European Association of Development Research & Training Institutes (EADI), and an advisor on the Editorial Advisory Board of the European Journal of Development Research (EJDR).



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My field of research is comparative politics and Irish politics. I am interested in how radical political movements interact with the institutions of liberal democratic states. My PhD, completed at Dublin City University, examined how the European libertarian movement has influenced policy change within mainstream right-wing parties. Beyond this, I have published on radical left activism, the far right, youth unemployment policy, and the role of the 'revolving door' in politics. I previously held a Marie Skłodowska-Curie Actions (MSCA) postdoctoral fellowship at the University of Liverpool. My current research investigates Sinn Féin's transformation into an electorally competitive force on both sides of the Irish border since the Great Recession. It compares Sinn Féin's operations in the North to the South and contrasts its unusual all-island position (i.e., one party, two jurisdictions) to other anti-systemic parties of the left. I am also developing a project on federalism as a potential constitutional framework for a united Ireland, examining how federal arrangements might accommodate the island's divergent political traditions. Alongside this, I continue to research and publish on the broader themes of political extremism, party competition, and policymaking in Europe.



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Kevin Saudé is a Teaching Assistant in the Department of Politics and Public Administration at the University of Limerick. His research interests lie in European politics, electoral behaviour, party politics and political psychology, with a particular focus on political identities and electoral participation. He completed his PhD in Politics at the University of Limerick in 2026, examining the causes and consequences of positive and negative partisanship in Europe between 1989-2024. His methodological tradition is primarily quantitative and comparative, and he has also worked on projects concerning deliberative democracy and the development and harmonisation of Irish election survey data. Kevin currently contributes to teaching in European politics and research methods, including Policy-making in the EU and Researching Politics.

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Roinn Polaitíochta agus Riarcháin Poiblí

Ollscoil Luimnigh

Luimnigh

