

*Higher Diploma in
Social Policy*

COURSE HANDBOOK

2004-2005

University College, Cork

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Higher Diploma in Social Policy, University College Cork. Handbook 2004-05
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Section I

Introduction

The Department of Applied Social Studies welcomes you as a student to the Higher Diploma in Social Policy. The Higher Diploma in Social Policy is provided by the Department of Applied Social Studies. This Course Handbook offers all the information you should need for your courses. We believe that the Higher Diploma in Social Policy will be a rewarding experience for you and we hope to facilitate your studies in any way we can.

Many Higher Diploma in Social Policy graduates go on to pursue careers in Social Work or Youth & Community Work. Others choose to follow careers in research, journalism, the public services, the voluntary sector, personnel management and many other fields of endeavour. Regardless of your career destination we hope that the course will offer you an intellectual experience and personal challenge, which will stand to you for the rest of your life.

We know that all students find the going hard throughout the year of the course. If you have problems contact the Department. Joe Finnerty will assist you with any difficulties around the curriculum. Any student who has a serious problem is always welcome to come and see me. You will find all of the staff willing to talk to you and provide support. Don't be afraid to ask for help!

Finally, while you face a year of hard work, College life should also be a time to make new friends, join societies, develop yourself in the widest possible sense both culturally, intellectually and socially. Make sure you leave time in your busy schedule to have a social life.

Welcome to the Department of Applied Social Studies.

Professor Fred Powell

Head of Department

HIGHER DIPLOMA IN SOCIAL POLICY 2004-05 TIMETABLE

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
9 - 10	<i>Extra module: Applied Psychology AP1001 (venue to be confirmed)</i>	SA317 / SS5400 PH Askive01 S.1 & S.2		SS3021 Ann LK S. 1	SS3009 /3011 Conn B HJ S. 2	
10 - 11		SA317 / SS5400 PH Askive01 S.1 & S.2	SS3003 /3004 Kane G2 S. 1	SS3003/ 3004 G18 S. 2	SS3021 Ann LK S. 1	SS3009 3011 Conn B RM S. 2
11 - 12			SS3010 AL 8 AC S. 1	SS3024 ORD123 EH S. 2	SA317 / SS5400 PH S.1 & S.2	
12 - 1			SS3010 AL 8 AC S. 1	SS3024 ORB123 EH S. 2	SA317 / SS5400 PH S.1 & S.2	
1 - 2	SS3033 ORB212 EH S.1	SS3008 AL 8 JF S.2				
2 - 3	SS3033 ORB212 EH S.1	SS3008 AL 8 JF S.2		SS3009/3011 WW 6 RM S.1		
3 - 4	SS3005 WW9 JF/CoC S.1 & S. 2	SS3003/3004 CEG 10 CoC/FWP/FD/ML S.1 & S.2	SS3009/3011 WW 6 RM S.1	SS3003/ 3004 Kane G2 S.1		
4 - 5			SS3006 AL 10 SM S.2			
5 - 6			SS3006 AL 10 SM S.2			

- shaded modules denote core course requirements
- the first line of text in a box refers to the module number (see Calendar)
- the second line refers to the location of the session (see key below)

- the third line gives the lecturer's initials (see Calendar)
- 'S.1' = semester 1; 'S.2' = semester 2; where the semester is not specified, the module runs in both semesters

Note that the modules SS3003/3004 are coded in the B Soc Sc 3 course as the single module SS3032; similarly, the modules SS3009/3011 are coded as the single module SS3029.

LOCATION KEY

ORB212 etc.	O'Rahilly Building, 2nd Floor Room 2 etc.	Askive01 Room 0-1, Askive, Donovan's Rd.
AL 8 etc.	Aras na Laoi, Room 8 etc.	
CEG10 etc.	Civil Engineering Building, Room 10 etc.	
WW5 etc.	West Wing, Room 5 etc.	Ann Annexe, Carrigbawn, Donovan's Rd
G12 etc.	'Science Building' (Kane Building), Room 12 etc.	

FIRST TEACHING PERIOD	CHRISTMAS RECESS	SECOND TEACHING PERIOD	EASTER RECESS	SECOND TEACHING PERIOD (continued)
Monday 27.09.2004 to Friday 17.12.2004	Saturday 18.12.2004 to Monday 03.01.2005	Tuesday 04.01.2005 to Thursday 24.03.2005	Friday 25.03.2005 to Sunday 24.04.2005	Monday 25.04.2005 to Friday 29.04.2005

EXAMINATIONS:

The dates for the main written Summer examinations will be from **Tuesday 3 May to Friday 27 May**; the autumn written examinations will be from **Monday 15 August to Friday 26 August**

SECTION II ADMINISTRATION AND SUPPORT

Location and Accommodation:

The Department of Applied Social Studies is located in four main buildings: 'William Thompson House', 'Carrigbawn', 'Ashford' and 'Crossleigh', all on Donovan's Road, Cork
Postal Address: Department of Applied Social Studies, UCC, Cork.

Telephone: (021) 4902228 Fax No: (021) 4903443

Much of the teaching takes place on the main campus. Consult timetable for details.

Administrative Support

Ms. Phil O Sullivan – based in William Thompson House, ground floor - provides secretarial support to the Higher Diploma in Social Policy course.

Office Hours

Students are requested to comply with the office hours. The office is open from 9.15am to 1.00pm and 2.15pm to 4.00pm.

On essay submission days it will be open from 9.15pm to 1.00pm and 2.15pm to 5.00pm.

Staff/Student consultation

Students are also asked to comply with office hours specified by lecturing staff or to make appointments to discuss any issues of concern.

Course Administration

The Course Director is Mr. Joe Finnerty (email: j.finnerty@ucc.ie; tel: 4903537). The dedicated Higher Diploma in Social Policy sessions, viz. SA317 / SS5400, are run by Dr. Peter Herrmann (email: herrmann-ucc@esosc.org, tel.: 4903398).

Information about the Higher Diploma in Social Policy and the Department of Applied Social Studies will be posted at regular intervals on the Department website at www.ucc.ie/acad/appsoc/.

Section III

Course Syllabus and Regulations

1. INTRODUCTION

The Higher Diploma in Social Policy is a one-year full-time course offered by the Department of Applied Social Studies at UCC. The course provides a foundation in the study of the welfare state and the social services. It is aimed at graduates who do not hold a Bachelor of Social Science Degree.

Apart from being of value in its own right, the Higher Diploma is also a prerequisite for students without a social policy degree who intend applying for the Masters in Social Work course. (Please note that students who have successfully completed the Higher Diploma must make a separate application for acceptance onto the MSW course, and that successful completion of the Higher Diploma does not guarantee the offer of a place on the MSW course.) Possession of the Higher Diploma is a substantial preparation for entry to other postgraduate courses at the Department of Applied Social Studies, e.g. in the areas of social policy, youth and community work, social services administration and child care.

2. Syllabus:

Students are required to take all the core modules and to choose three of the optional modules:

CORE MODULES:

SA317. Social Policy & Social Theory and SS 5400 Research Project

SA317 is a seminar programme that examines the normative and explanatory theoretical basis of the discipline of social policy. This course will provide a sociological analysis of the challenges and opportunities contemporary societies are facing e.g. the crisis of work, concepts of social inclusion & their failure, anomy, all in the context of European integration. Didactically, the seminar programme is undertaken around SS5400, a common social research project (within which distinctive individual contributions can be identified). The project includes research on basic theoretical questions of society building, questions of social professions around social inclusion, methods of evaluation and as well different forms of presentation. (Dr. Peter Herrmann)

SS3003. Social Policy Analysis

This course examines the constituents of the welfare consensus in industrial societies, the subsequent crisis of the welfare state and the emerging institutional forms of welfare provision. (Dr. Cathal O'Connell)

SS3004. Politics and Social Politics

This course examines the meaning of citizenship in contemporary society, the revival of civil society is analysed in terms of both radical and conservative political agendas and its implications considered for the future of the emancipatory project forged during the 20th century. (Dr. Fiona Dukelow, Prof. Fred Powell)

[PLEASE NOTE THAT FOR B SOC SC 3 STUDENTS THE ABOVE TWO MODULES HAVE BEEN AMALGAMATED INTO "SS3032 POLITICS AND SOCIAL POLICY II"]

SS3005. Housing and Homelessness

A critical analysis of housing and tenure policy which examines issues such as the social construction of tenure, home-ownership, public housing provision, homelessness and residualisation. This module locates Irish housing policy within the wider theoretical debate on the relationship between housing and social welfare. (Mr. Joe Finnerty & Dr. Cathal O'Connell)

SS3006. Education and Opportunity

The main objective of this course is to explore educational and opportunity structures, focusing specifically on class, race and gender inequalities. The course will examine the ways in which education as a concept has been socially constructed, the origins of mass education systems, Irish educational development and current education policy in Ireland. (Ms. Shirley Martin)

SS3008. Poverty, Unemployment and Welfare

The main objective of this course is to explore issues of poverty and unemployment in contemporary Irish society. The course will examine the ways in which definitions of poverty and unemployment shape policy approaches to these problems. (Mr. Joe Finnerty)

SS3024. Politics of Health & Medicine

The main objective of this course is to examine a range of social scientific theoretical perspectives on the politics of biomedicine and its underlying paradigm of health. Particular emphasis will be placed on the challenges posed to the micro-industry complex by social movement such as the women's movement, environmental and animal rights movements. (Staff)

OPTIONAL MODULES (subject to availability):

SS3009. Community Development

The community development course will approach “community” from a variety of perspectives exploring community development theory and practice. The perennial issue of the significance of community action in promoting social change will be analysed and discussed. (Ms Rosie Meade)

SS3011. Youth Policy and Practice

The objective of this course is to critically assess the principles, policies and practices of youth interventions in Irish society. The problems and issues which confront young people in contemporary society will be examined for the purpose of critically analysing the role of the youth service. (Staff)

[PLEASE NOTE THAT FOR B SOC SC 3 STUDENTS THE ABOVE TWO MODULES HAVE BEEN AMALGAMATED INTO “SS3029 Youth Policy and Community Development”]

SS3010. Social Science and Social Work

This unit examines the main paradigms of the social sciences as they relate to Social Work. Key contemporary debates will be examined around the role and task of social work in contemporary society. (Dr. Alastair Christie)

SS3013. Disability and Equality Issues

This unit examines disability from the perspective of social action around the promotion of equality issues. (Ms Lydia Sapouna)

SS3015 Race and Social Action

An introduction to the role of race in social and political divisions and an examination of anti-racist approaches to social policy and social services delivery including social work and youth and community work. (Ms. Claire Dorrity & Ms. Kathy Donovan)

SS3021 Sexuality and Society

This course seeks to explore both the historical and contemporary interactions between sexuality and society and to examine the work of social theorists who have considered the issues of power and sexuality. Analysis of the changing nature and mechanisms of sexual regulation forms a particular focus of the course, which will consist of a number of case studies of contested issues of power and sexuality e.g. illegitimacy, prostitution, rape, reproductive rights, homosexuality, etc. (Ms. Eileen Hogan)

SS3033 Social Policy and Social Intervention.

The aim of this module is to introduce students to the ‘practice of social policy’. The course will be delivered by a series of guest speakers, who will discuss social policy and its implementation in a variety of settings, for example in work with people with disabilities and work with various minority groups in Ireland. This module may be of

particular interest to those students who are considering applying for the Masters in Social Work course on completing their higher diploma. (Ms. Eileen Hogan)

Additional Modules

Students may be required to take appropriate courses in Psychology, Economics and Sociology by arrangement with the Department concerned.

Module descriptions may be found in the 2003/04 Book of Modules, available on the web.

3. Placement

The placement is an important part of the Higher Diploma programme. The precise form, location and mode of assessment of this placement will be discussed and organised during the SA317 course. The intention is to make links, wherever possible, between the placement and the SS5400 Research Project.

4. Assessment

The Higher Diploma in Social Policy will be assessed by a combination of written examinations, essays/assignments and other coursework, and a social research project:

- Students are required to complete a social research report that is due for submission in May 2004. The precise form of this research report will be discussed and organised during the SA317 / SS5400 seminar course, with the intention of making links between the research report and the placement. There will be a 70:30 breakdown of marks awarded in the research report to reflect individual and group efforts.
- Students are required to complete a study or observational placement as part of their Higher Diploma. Although this placement is not itself graded, coursework linked to the placement may be graded as part of the overall continuous assessment mark.
- Students are required to complete a number of graded essays/assignments or other coursework during the year for the core and optional modules. Extra coursework may be required in the additional Psychology, Economics and Sociology modules. Students should note that all essays / assignments or other coursework must be submitted with an official Department of Applied Social Studies essay submission form attached to the front. Students are required to sit an end-of-year examination for each module taken in the course (with the

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exception of SS5400 Research Project, and in certain circumstances the Additional Modules).

5. Marks and Standards

Marks

Marks maxima = 100%

The overall mark awarded is made up of three components:

[1] **Written Examination** (50%) + [2] **Social Research Report** (25%) + [3] **Essays/ Assignments and other coursework** (25%).

The mark for the Social Research Report itself comprises two elements: groupwork 30%; individual work, 70%

In practice, then, the overall mark is computed as follows:

AVERAGE OF EXAM MARKS/2 + AVERAGE OF ESSAY, ASSIGNMENT MARKS/4 + PROJECT MARK/4

Note: SA317 is a 3-hour paper carrying a triple weighting; none of the other exams are weighted.

Diploma Award

The Higher Diploma may be awarded at pass or honours level according to the overall standards achieved:

First Class Honours	70%
Second Class Honours	60%
Pass	40%

Autumn Examination:

Only the following may sit for the Autumn examination:

1. Those who have failed in the immediately preceding Summer Examination and have not been debarred from the Autumn Examination by the President.
2. Those who have obtained the special permission of the President.

Section IV

Staff/Student Consultation

There is a good tradition of staff-student consultation both formally and informally.

Formal provision for consultation is through:

(a) **The Staff-Student Liaison Committee**

The membership of this committee consists of the Head of Department plus staff representation and student representatives from each year of all courses within the Department elected annually. Meetings are normally held several times per term. In general, the Staff-Student Liaison Committee has provided a forum for discussion of departmental developments as they have arisen, for exchange of information and opinion in a fairly large group of people and for the evolution of policy within the Department.

However, since it is a large and mixed group it has been found appropriate to maintain smaller and less formal methods for liaison on matters more particular to individual courses. In these instances there are direct meetings between the student representatives and the Course Co-ordinators.

(b) **Procedures for Staff/Student Consultation**

Students who wish to meet with the Course Director/Course Co-Ordinator or with other staff members to discuss issues that are not urgent are requested to make appointments and to comply with the staff members' office hours.

(c) **The Role of Student Representatives**

One or two students should be elected democratically to represent the wider student group's interests.

Their role is broadly defined as representing students interests in different settings: staff/student liaison meetings, student union meetings etc. This is a demanding task and so representatives require the support of the larger student group to do this job effectively.

Section V

GETTING HELP

If you are experiencing a problem with regard to the Higher Diploma in Social Policy Programme, don't wait until it develops into a crisis. Get help while it is still feasible to find a solution. There are many avenues of help available:

1. **Yourself.** The Higher Diploma in Social Policy Programme assumes that students will be adults and will take responsibility for their own learning. For students without recent experience of adult or higher education, this may cause difficulties. You will not be spoon-fed. However, if you have reflected on the Programme will fit into your life, it is likely that you will already have **anticipated** some problems that are likely to arise. Simply by thinking about them, you may also have identified solutions. But if you haven't, then seek advice or help immediately. The best way to deal with a problem is to anticipate it and tackle it before it occurs. For example, if you're worried about how to plan an essay, then seek advice before you have to write one, not a couple of days before a deadline.
2. **Significant Others.** Enlist the support of partners, spouses, boy/girl friends, relations, housemates, friends, children etc. for your participation in the Higher Diploma in Social Policy programme. Let them know what support you need in order to study effectively. Don't assume that people will know what you need without your telling them - they probably won't. Doing the Higher Diploma in Social Policy Programme will almost certainly mean your negotiating new domestic arrangements. For example, if you live with a spouse and children, it might be necessary to arrange comfortable time and space for you to study in - time and space that everyone will respect. Making such arrangements will help to ensure that the Higher Diploma in Social Policy fits comfortably into your life and does not overwhelm both you and your loved ones.
3. **Fellow students.** Your fellow students may be your most valuable support on the Programme, and not simply at an emotional level. They will have had to do many of the same assignments as you, and may have confronted and overcome problems similar to yours. They may have the answers you are looking for. Ask them. Also, good ideas are not the preserve of lecturers, tutors, textbooks and journals. Your fellow students may have ideas that you can learn from. And you may have ideas that they can learn from - ideas that only crystallize in easy conversation with your peers.
4. **Librarians.** Librarians like helping people to find out information. They are the gatekeepers to books, journals and other media where helpful advice and information can be found.

5. **Counselling.** A student counsellor is available on campus: consult the internal UCC phone directory for contact details.
6. **Books, etc.** See "*Librarians*" above. (Also local libraries and Citizen's Information Services may be helpful.)
7. **Student Welfare Committee.** Students with serious problems, which are effecting their study, may consult the Student Welfare Committee Chairperson.
8. **Non-governmental organisations and 'external' experts.** These can be a valuable source of information, perspectives and passion.

Section VI

SA317 and SS5400

The SA317 module will give an overview over social professions and the different understanding (a) from different sub-sections of the professions, (b) in regard of different policy issues and (c) different socio-political actors. The use of social professional action is somewhat problematic. As will be shown, this is not meant to argue along the lines of recognised professions in the strict sense. Lay knowledge, social movements, social action and others will be seen as highly relevant in the context of social policy making. However, it is argued for a limitation of such openness in two points:

- a) A more general concern is given by the fact that a too broad approach is not suitable to acknowledge the fact that basically any human action is influencing «the social». However, at the same time there is some more specific area and action that requires special attention and – taking the given society as the point of reference – that can and has to be seen as distinct.
- b) Furthermore, certain activities and actions require professional approaches – during the course it will be clarified what exactly this means. Already here, it can be said that accordingly in certain areas it is highly problematic to simply acknowledge lay knowledge, social activism and the like as equally suitable answers.

Both questions will be elaborated more in detail in the first part of the course – elaborating as well different concepts and meanings of «professionalisation».

In each part of the course, some general theoretical issues will be closely linked to questions of political practice. Theoretical issues means in this case that major methodological questions will be raised. This means that the content of the course is rather varied and complex. It means as well that some issues will be dealt with in a more «casual way». In particular the questions around methodology will be raised more in a way of «occasional exemplification». In other words, this means as well that many of the issues will be tackled in different sessions, so that the outline is a guideline only and overlaps will be consciously included in the sessions.

The first three blocks will take the form of lectures and seminars in a more traditional sense. Some general information on the role, function and reach of local social policy will be part of those lectures. However, the fourth block will mainly comprise independent project research and action by the students – further information on this will be provided in part II. Although the traditional lecture/seminar style will be pursued to an extent that is worthwhile to be mentioned, students are asked to participate. At least, questions should be raised to clarify subjects but as well to make different opinions known.

I

0. *Methodological prolegomena*

Theory of society systematising cognition or Marxism as a general theory of the analysis of society

I. Looking at what social professions are and pointing out some of its elements

- Problems and challenges – the «normalisation» of social professional intervention

This will include an outlook on the history of social professions and a look at social policy issues

A major aspect of the methodological debate in this section will be a look at different theories of the state

- Social Quality – social intervention in the light of the theory of modernisation
On the one hand, Social Quality can be seen in itself as a theory in its own right. The underlying theoretical approaches will be touched upon. On the other hand, there will be a debate on the theory of modernisation and civilisation (with

- emphasis of Elias' theory). As well, an overview of phenomenology will be provided.*
- Social administration and social management
System theoretical paradigms and sociology of organisation will be the relevant methodological perspectives.
- II. «Institutes» and «Actors» – determining the tensional field of acting – including the different institutions and actors, allowing a look at the leading ideologies and values and the socio-economic order
- Capitalist economy – regulation through the market as general mechanism of regulation of social relationships?
Methodologically, fundamental principles of political economy, in particular liberalism and neo-liberalism
 - State and economy – a regulationist perspective
This includes methodologically the presentation of Marxist political economy and philosophy
 - Society – and the illusion of a civil society
Idealist dialectics (Hegel), mechanistic Materialism (Feuerbach) and historical and dialectical materialism (Marx) will be the guiding methodological approach
- III. Different aggregative levels of social professional action
- The welfare state – the national character of its foundation in the nation state
Institutionalism, structuralism and functionalism will be included here in terms of methodology
 - Welfare capitalism – the theory of welfare regimes and the question of an emerging welfare state
Questions of a methodology of a comparative perspective will be tackled. Another prominent area will be feminism
 - EU-social policy as part of European integration
In regards to methodology a look at realist and functionalist approaches will be included here.
 - Local social policy – what, why and how?
This will deal again with structuralism, functionalism and state theory. In regard of the latter, in particular questions around federalism will be looked at. Furthermore, systems theoretical elements will be used to approach questions of policy implementation.
- IV. Local social policy – historical perspective in comparison.
- This part of the course is entirely project work and will only be supervised during the year. This means as well, that it will not be part of the main hours of the course. As project work, it is task of the students to work on the project. This will be marked both individually and collectively, meaning as group work. The share of the marks for group work is 30 %, the individual part is marked with 70 %.
- As possible individual topics, you can consider for example one of the following – but be conscious that this is not an exhaustive list.
- social problems and challenges
 - historical points of change – problems/challenges and/or contexts and/or institutions
 - statutory local institutions/bodies of social policy
 - various local actors in the field of social policy, e.g. market, third sector organisations, social movements
 - access, quality and sustainability of social services
 - local social policy in the perspective of social quality
- The action part (*see as well below, part II*) will be a particular issue for the group work. This is concerned with the aspect of visibility of social policy and social professional activities and as well with mechanisms of keeping social policy in a sometimes stigmatising way «out of consideration».

II

As said, part of the course is designed as action research. This will be organised in cooperation with the *Fachhochschule Nordhausen, Germany*, a group of students personally taught and supervised by *Sabine Herrenbrueck*. The exact research plan will be discussed during the second session of the course.

The idea and plan goes back to some work which had been done elsewhere and on another topic. A group of young people investigated local history. In concrete terms their interest had been to look at the following question: In a German town, with a concentration camp nearby, the young people wanted to look for the traces of this camp in the town itself. Where did the incarcerated people actually work (some of them did it in the town itself, being strictly observed by SS-guards)? Where did they move – as well which way did they go when they had been brought to the camp? What did the people actually know about the camp? ... Answering all these questions showed as well some points, places and ways in the town itself. The group «wrote these spots on the ground». This had been a long line on through parts of the town, marking the suffering. The German language can name this a «*Leidfaden*», «*Leid*» standing for suffering, «*Faden*» for line.

But «*Leidfaden*» is an artificial term, a play with words. The actual term with a similar pronunciation is the «*Leitfaden*» – here «*Leit*» stands for guidance. This «*Leitfaden*» is a code of practice, a guideline or a compendium. The idea of the action research here is to look at both aspects, the «*Leid*» and the «*Leit*» – the suffering of the people, social misery etc. and the guidance and action to overcome same.

The rough plan is as follows;-

- * It has to be researched which main problems, challenges and policies can be found in the two locations, namely *Cork* and *Nordhausen*.
- * The students will research the situation in their own town, but as well will do some «distance research» in the partner town.
- * This requires close cooperation. The students are as well asked to acquire basic knowledge of the history and the (socio-)economical and political system of the other country.
- * Part of the action research project will be as well an excursion, meaning a visit from *Nordhausen* to *Cork* and vice versa.¹
- * Aim of this excursion is
 - to get to know the concrete conditions in the partner town
 - to make visible, together with the other students, the social problems and challenges and as well social professional activities and «counter activities» for the population in the towns in question.«Counter activities» comprise activities that enhance social challenges (as for instance closures of major companies, allowing major housing speculations, closure of a «social market» by main actors ...) but as well «positive action» as for example networking, emerging social movements ...

It is important that the students get closely involved in the research in both locations. This means they have to actively support the research in the partner college. Furthermore, they are required to make an own input in a comparative perspective.

Regarding the presentation, this will be geared to three groups of recipients, namely;-

- * population in *Cork* and *Nordhausen* respectively
- * local and national politicians
- * a wider group of possibly interested people – this means an outlook on the research process and the presentation of the results has to be made up for Internet presentation as part of the website <http://socialpolicy.ucc.ie>. This includes the web-presentation of important general

¹ To organise this as far as possible with limited costs students are asked to think about the possibility to accommodate partner students in their own home – for (two times) one week such restricted living conditions may well be bearable.

information on the countries and the social policy respectively (documentation, core texts, core legal texts/laws ...)

It will be considered if during the study visits a special lecture will be given by the staff involved. This may be an open lecture on policy in the country in question or a more specific lecture to the/a group of students or else.

During the excursion «sub-excursions will be planned:

- * For *Nordhausen*: Dora and «peasants picture» for *Nordhausen*.
- * For *Cork*: Kinsale

The visitors from Nordhausen will come to Cork early January 2005, the visit in Cork will take place at the end of April 2005.

Literature

The following mentions basic documents and should be read by all students attending the Module and taking part in the research project. However, in some cases you might find «equivalents», substantially looking at the same topics, however providing the information in a way you find more suitable. There is no obligation to stick to the literature listed. However, make sure that the relevant topics are listed.

Additional literature will be mentioned during the year. As well, documents will be posted on the course website. So the documents listed in the following (in alphabetical order) are just a few «essentials».

- * Allen, Kieran, 2000:
The Celtic Tiger. The Myth of Social Partnership in Ireland; Manchester/New York, Manchester University Press
- * Baars, Jan/ Beck, Wolfgang/Herrmann, Peter/v.d. Maesen, Laurent J.G./Walker, Alan C., 2003:
Social Quality. A Sustainable Project for Europe. Briefing Paper for the Round Table of the European Commission; Amsterdam: The European Foundation on Social Quality
- * Clancy, Patrick et al. (eds.), 1995:
Irish Society: Sociological Perspectives; Dublin: Institute of Public Administration
- * Clasen, Jochen/Freeman, Richard (Eds.), 1994:
Social policy in Germany; New York : Harvester Wheatsheaf, 1994
- * Commission of the European Communities/Council of the European Union, 2004:
Joint report by the Commission and the Council on social inclusion; Brussels: Council of the European Union; http://europa.eu.int/comm/employment_social/soc-prot/soc-incl/final_joint_inclusion_report_2003_en.pdf
- * Cousins, Mel, 1995:
The Irish Social Welfare System. Law and social policy; Dublin: The Round Hall Press
- * Cousins, Mel, 2002:
Social Welfare Law; 2nd ed, Dublin: Thomson Round Hall
- * Crouch, Colin, 1999:
Social Change in Western Europe; Oxford: Oxford University Press
- * Curry, John, 2003:
Irish social services; 4th ed., Dublin: Institute of Public Administration
- * Dean, Hartley, 2002:
Welfare Rights and Social Policy; Harlow: Pearson Education
- * Elias, Norbert, 1939:
The Civilizing Process. Translated by Edmund Jephcott with some notes and corrections by the author; revised edition, ed. By Eric Dunning, Johan Goudsblom And Stephen Mennel; Oxford: Blackswell, 2000
- * Esping-Andersen, Gøsta, 1990:
The Three Worlds of Welfare Capitalism; Cambridge: Polity Press
- * Foster, Nigel/Sule, Satish: German Legal System and Laws; Oxford/New York: Oxford University Press; 2002

- * Geyer, Robert, 2000:
Exploring European Social Policy; Cambridge: Polity Press
- * Goffman, Erving, 1974:
Frame Analysis. An Essay on the Organization of Experience; New York: Harper & Row, 1986
- * Government of the Federal Republic of Germany:
Federal Republic of Germany. National Action Plan to Combat Poverty and Social Exclusion (NAPincl) 2001-2003;
http://europa.eu.int/comm/employment_social/news/2001/jun/napincl2001de_en.pdf
- * Government of the Federal Republic of Germany:
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Appendix A

Code of Ethics for Researchers

1. **Dignity, Privacy & Confidentiality**

Research involves the systematic gathering of information about other people. Always treat the 'subjects' of your research with respect recognising their personal dignity, feelings and rights. The right to privacy is paramount. Information given in confidence should always be respected. In order to preserve the principle of confidentiality you may need to disguise your sources by making them anonymous through the use of fictitious names/titles which protect your sources. As Professor Eileen Kane has put it "your first responsibility is to the individuals you study, and your research must not interfere with their physical, social or moral welfare" (*Doing Your Own Research* (p.212). Remember vulnerable groups deserve particular ethical consideration when being studied e.g. children, people with learning disabilities, the elderly etc.

2. **Truth & Objectivity**

It is essential that you carry out your research with total intellectual honesty. While in an area such as the social sciences the standards of objectivity achieved in the natural sciences are difficult to replicate, accuracy in reporting the truth is a powerful check.

3. **Responsibility and Accountability**

Where an agency assists you with financial sponsorship or practical assistance, it is important to avoid misrepresenting their point of view. Check your interpretation of the facts with them before going public. If you are satisfied that you are accurate in your analysis and have not broken any code of confidentiality then you are free to publish your results. Ultimately, social research has an important contribution to make to the development of a free and open society.

4. **Ethical Guidelines**

Please refer to general texts on undertaking research to familiarise yourself with codes of ethics relating to the conduct of research. For example consult the ethical guidelines in Harvey L. & McDonald M. (1993) '*Doing Sociology*'.

Appendix B

Submission of Assignments and Essays and other coursework

1. Students are required to submit their assignments (and essays and other coursework) on the date due, to the office during office hours. Students should note that all essays must be submitted with an official Department of Applied Social Studies essay submission form attached to the front.

Late essays will be penalized (details to be supplied in lectures). Any students submitting an assignment late can expect to be penalised unless in exceptional circumstances (e.g. evidence of illness, medical certificate.) The students in question should meet with the course director whose decision is final.
2. Students will not be permitted to resubmit an assignment to improve on the grade awarded, if the original grade awarded was not a fail. Students should speak to the lecturer in question in order to obtain feedback which would benefit them in undertaking future assignments.
3. Feedback will be recorded by each staff member on the submission sheet accompanying each student's assignment.
4. Assignments will be returned to students during departmental office hours.
5. These guidelines relate to assignments/essays and other coursework submitted to the Department of Applied Social Studies.

Appendix C

Writing & Presentation – some very basic rules (Peter Herrmann)

Guideline for writing and organising research plans, dissertations, theses, essays etc.

Social policy research can be understood as operationalised, systematic way of questioning personal, social and societal routines – matters of course, which without such research are carried on and establish a infinite long chain of unintended and uncontrolled action. Even if social policy research cannot prevent such long chains it can establish a counterweight and finally contribute to the empowerment of the people in whose interest it is undertaken.

Of course, the main guideline when writing an essay is to some extent at least automatically given by

- a) the dynamism of the subject and question and
- b) the requirements and dynamism of the methodology.

Nevertheless, observing some general and nearly formal guidelines will help in writing any scientific piece, taking some of the procedures out of the mist of a seemingly intransparent outline of such a work. Observing these general guidelines can be seen as fundamental *tool*, which facilitates the further work. These formal aspects are tool – and at the same time at least some of the further and substantial work is getting by it a kind of craftwork in itself.

Nevertheless mind: These remarks should not make you believe that scientific work is some kind of mechanical process, simply grounded in the application of value-free steps, furthermore being completely independent of some kind of *intuition* and *empathy*. And furthermore, writing a scientific essay takes time – you cannot do it in a couple of days! And you cannot do it just a couple of minutes here and there!

Actually, it is the first step already, which is very much (or even solely) based on values, namely the decision for the subject, the formulation of the research question and the elaboration of the hypothesis.

With this, the two fundamental points of departure are named, namely

- * the formulation of a research question and
- * the formulation of a hypothesis.

Research question

Begin with a *clear, unequivocal formulation* of the question. There is much scope of value-guidance in this and even more very subjective interests can be taken as point of departure. Nevertheless, subjectivity should not make forget that such research question, to be meaningful, has to be based on and follow practical interests.

As *Karl Marx* stated in 1845 in the last of his *Thesis on Feuerbach* “*Philosophers have only interpreted the world in various ways; the point, however, is to change it*”.

This can be the immediate interest of changing some occurrences in your surrounding, organisations you working in and with this, the living conditions or life circumstances of people you know or you want to support; but it can be as well the development of more fundamental research which provides answers on a question which than can be used for research processes with immediate impact on the practice. In any case you have to be aware of one term I just introduced: research can only be understood, when it is seen as *process*, and as such it is not least a matter of communication with others and with the practice itself. Seen in this perspective the formulation of the research question is not least concerned with the questioning of existing knowledge on social issues and the questioning of social practice.

Excursus: Action research

Accepting the necessity of aiming on change by research rather than contemplation or interpretation of the world does not equal action research. Nevertheless, action research can be a means to underline this strand of argument. It can be defined as a specific methodological process that bases research on

- * participation in the field in question and
- * methodologically approaching a *re-valuation* of the setting, i.e. the soci(et)al process.

That means, that the usual research setting, as it is described here changes as the interim results of the research are immediately transferred into action, but – what is more important – immediately change the further proceeding of the research.

To really lead to valuable results its application is only recommended to experienced researchers. Even if it seems to be easier it has its shortcomings in (the danger of) a relatively high degree of superficiality.

Back to the research question: this has to be clearly established not as describing – in form of a question – something which you think is interesting, thus broadly establishing an area of research. Instead, the formulation of the question has already to provide the basic, in many cases very narrow idea of what you are looking at and why. As such, you have to avoid any misunderstandings, you have to have a clear understanding of the terms you use (see below the section on definitions) and the aim of the piece of work has to be made clear. Ask yourself if the formulation of the question

- * really establishes your interest and
- * if this envisaged area is made clear for any reader.

And never forget that such a question is first and foremost investigating relationships and processes. These two dynamic aspects, i.e. relationships and process character have to be reflected in the formulation of the question.

The hypothesis

As well, the dynamics have to be reflected in the elaboration and formulation of the hypothesis. In some way it can be said that the hypothesis is simply an assumption. This is, however, a formulation which is slightly too short. The hypothesis is a *draft of a theory*. In particular two aspects mark this provisional character:

- * As draft the hypothesis sketches the main lines and draws attention on the main relationships and the main directions of the development you are looking at.
- * As draft the hypothesis is open in the sense that you are aiming on the verification or falsification of the statement.

Note: The formulation of the hypothesis is not necessarily positive. You may well aim on the falsification of the statement, for example made by others. Or you can simply formulate the hypothesis in negative terms. Just try different formulations and think through them – each variation has own merits and shortcomings.

A hypothesis is needed in any case of social (policy) research as far as such research is employed by the investigation of relationships and processes. Simple evaluation of facts as such, the *surveying of a landscape* would under these terms hardly fall under social (policy) research. But even in such cases there is mostly some kind of hypothesis as such surveying already considers some aspects of reality as important and others not, thus theorising, assuming something about the investigated reality.

Question and hypothesis remain on a very general level. It is important, however, that general does by no means suggests a vague character. Again: The formulation of both, the question and the hypothesis has to be unequivocal.

Thesis and sub-thesis: Concretisation of the question and hypothesis

In the following step you have to brake down the general statements as you made them by the question and hypothesis. What exactly is it you are looking at. What provides information on how you assess the statements? What are the criteria for verification and/or falsification?

In fact, this is a wide area of methodological reasoning and the sociology of knowledge. Those who ever read *Sir K.R. Popper* will remember the question he is looking at – and he actually is negating: Can we verify anything? Can we for example say all swans are white? The only proof we have up to a certain point of investigation is that (if we do so) never came across a black swan. But this does not mean that no black swan exists. It only means that we do not know about a black swan, that we never came across one. Thus, the next time we see a swan it may well be that that swan is black.

Now, despite a bulk of other problems the main thing here is that such a procedure neglects completely the question of the essential criteria of any objects – procedures, relationships etc.; what *Popper* looks at is only a very superficial aspect of the object.

So, what you actually are looking at when you develop these theses is the understanding of the essential aspects of the object. This can be the colour of the swan. But more likely it is if it is a bird, if it is essential for a bird that it can fly etc. pp.

Thus, at this stage you have clearly to establish your criteria with which you are going to evaluate your hypothesis.

It is already here, that you have to be aware of the terms you use, of the definitions underlying each term and each relationship. Think *very simple*, do not take anything for granted! For example what does the sign = mean, what does the term *equal* mean? Is it identity, is it a high degree of similarity? Is it congruence? Do = and *equal* mean the same? As said – and this means to think simple (even if it initially seems to tangle clear ideas): Do not take anything for granted!

Definitions

As already said, it is necessary to think simple. As said as well research is concerned with an *operationalised, systematic way of questioning personal, social and societal routines – matters of course, which without such research are carried on and establish a infinite long chain of unintended and uncontrolled action.*

This means not least that you have to be aware of the use of terms and consider each term as

- * expressing a very specific understanding and meaning of states of affairs or processes. The understanding cannot be taken for granted and varies for example and in particular depending on
 - theoretical approach
 - ideological background
 - historical context
 - national context
 - social position.
- * being specifically influenced by the context of the research, i.e.
 - the relationship to other aspects of the research
 - the question that guides your research.
- * Finally, your understanding of terms is by no means obvious for every reader (because readers come from different national, social, ideological etc. backgrounds).

So, reflect in fundamental statements of your research paper basically on every term if and how far you have to define it. Thinking simple, then means that even simple terms, which usually are used without any reflection, of which the meaning is taken for granted in day-to-day's language possibly have to be defined.

Be aware: What is basically – and in particular in such a presentation as it is given here – is a sequence of distinct steps is in reality a little bit more complicated. As already mentioned, to establish even the question, the first step at the very beginning, you have to be already aware of the terms and their exact meaning. Thus, what comes here relatively late as a separate and even distinguished, independent step is in reality very much a part which is showing up again and again during the process of research. Nevertheless, what makes it important to distinguish it and to give a special section on definitions is the fact that only here you can give a compromising picture. As such it is a preliminary stage in finally answering the question, in following the various steps then actually working on the individual sub-theses.

Literature

The work on any research question does not really start from the scratch and even if you are working on a completely *undiscovered* question, there are many prerequisites, on which your own work is built up. As said, many definitions are already based on the approach, ideological assumptions etc. As such, they are most likely based on work, on which some literature exists. This literature on which your work is in one or another way based has to be included into the presentation of your work. For this literature you consult has to be

- * grouped into the areas for which they are relevant (for instance and definitely not exhaustive in case you are working on community arts and funding mechanisms in this area literature on theory of arts, culture, evaluation, professionalisation, community work/community development and others)
- * presented, i.e. the main arguments of the documents have to be critically summarised
- * reviewed, i.e. you discuss the arguments and
 - relate them to other positions in the same field (i.e. e.g. arts, community development, professionalisation ...) and

- you develop a relation between the individual areas and documents (i.e. e.g. between literature on art and literature on professionalisation).

What had been said here is concerned with the literature review as such. However, in a more complex research paper, literature and its review has to be integrated into the main argument. For this, you can still write a more or less separate *chapter* and a title as *Research which has been done – a critical overview on existing literature*. But even then you have to show for each document the relevance to your own research. So ideally, as part of more complex piece of research you have to consider if and how far it is possible to look at literature you use there, where the argument which is dealt with in the document you *review* is showing up in your own work.

In other words – and taking the example of a piece on the protective measures in cases of child abuse you would look perhaps look at literature in the fields of childhood, abuse, law against abuse, education, the role of institutions as the church, and others. Then, in the text you may evaluate and analyse – according to your question and hypothesis – what the effect of law is on the slapping by parents in Ireland and part of this is to look at the educational attitudes in institutions as the church. If you use literature on child abuse by the Catholic Church it makes more sense to review it here rather than review respective literature in a separate section under the title literature review, subsection: literature on child abuse. In the said place, i.e. your investigation of the role of the church in regard of the development of education, it links immediately to your argument. Furthermore, in some cases it is better as well for pragmatic reasons. Where would you include a possible book on child abuse in the Catholic Church in Ireland? Is it the group of literature on abuse, on Ireland, on the church, on Catholicism?

One general remark in regard of the selection of literature/documents: Even if you are working on a piece of scientific social research you don't have to refer only on what is commonly understood as scientific literature. Official documents, political statements by parties during election campaigns, leaflets and brochures by NGOs are in many cases a matter of interest as novels – remember (if you have read them, otherwise: make up for it whenever you can manage) the most impressive and beautiful texts of *Balzac*, *Boccaccio*, *Dickens*, *Mann*, *Swift*, *Tolstoi*, *Turgenev* and the many, many others who gave such an insightful picture of their time and society. And even if I am not familiar with this genre you will find many modern, contemporary literature (as e.g. that by *Eco*) which fulfils the same for our times as did the classics for their times.

In general: The text you are writing has to reflect as far as possible the flow of the argument, of the idea and of the analysis. You have to balance between a in formal terms perhaps slightly confused, incoherent presentation, which draws attention to the connections and links on the one hand and a formally distinct and well *ordered* text which is for the reader a little bit like a jigsaw – it is up to him/her to put the pieces together – admittedly not an easy task.

Methodology

Finally, you have definitely to decide in which way you want to approach the answer your research question and validate your hypothesis respectively. Basically, this is the process of collecting and analysing the *data* in a theoretically or empirically oriented way.

Mind: Of course, here again it is not this sequenced process, as it seems to be in strict accordance with the presentation here. To decide on the approach does not take place here only but is already going through all steps before, is actually an integral part of them.

Mind as well: this is not to be confused with the decision for a *theoretical approach*. The latter is concerned with the orientation on the fundamental paradigm from which you take the process of answering into perspective. Even if we can say to some extent that it is a question closely linked to methodological debates it is actually more than that. This complex area cannot be discussed here – important catchwords to name such theoretical approaches are e.g. *Marxism*, *Feminism*, *Critical Theory*, *Positivism* and the like. Be aware of distinctions not only between such approaches but as well within them. What is, in general, important is to develop a coherence of the argument. In many cases the difficulties with such coherence is overlooked and you may find yourself ending in eclecticism, taking pieces from various theories, without thinking their meaning through to the end. So, you cannot take a dialectical approach in conjunction with positivism. The dialectical approach would require the drawing of attention on matters of mutual relationships and their development out of each other. Positivism, however, is oriented on the registration of superficial facts and mechanical relations.

Of course, you can to some extent *combine* different theoretical approaches and paradigms. However, be aware to be consistent in doing so particularly in regard of the arguments in that you clearly consider if and how far the paradigm

- * deals with the essence of societal facts or argues on the level of their appearance, looks at symptoms;
- * analysis such facts or simply describes them; and
- * looks at processes or at the status.

The decision for one or another approach is by no means simply a matter of choice; but nevertheless it is up to you for which approach you decide. But what is crucial is that you develop your arguments consistently, based on an approach or a combination of approaches, which are consistent and not just a *combination of nicely connected adjectives*. A critical approach does not make up for arguing on the basis of the critical theory as it is commonly connected with the name of the Frankfurt School around *Adorno, Makuse* and *Habermas*. And to argue in favour of women does not mean that you already argue on a *feminist basis*.

In general you can take – considering the necessary care – paradigms as well from different sciences as e.g. *sociology, political science, economics, psychology* etc. In some cases even *natural sciences* are of immediate relevance for answering a *social (policy)* research question.

Further details cannot be given here and I have to refer to courses on the respective paradigms and the reading if even possible not so much of introductions but original texts by authors who are representing such paradigms.

Theoretical

Back to the decision on which methodology you apply the first fundamental question is if you are going write a theoretical piece or if you want to write a study based on an empirical analysis.

It is somewhat difficult to explain exactly what makes up for a theoretical study. Perhaps the easiest, most comprehensive way is to say that you develop a terminological framework to answer your research question and that you look in particular at different approaches from the literature/positions to see if you can conclude from there some kind of answer on your question. It is very much concerned with logics, induction, deduction and looking carefully at the connections between different social facts (status and/or process). I attached below a longer quote from a text of *Karl Marx* which will make clear what it means to investigate complex soci(et)al structures and processes.

It is important to note here that the common understanding of a contradiction between theory and practice is a kind of hoax. Even if you are at times very much concerned with *models* and *blueprints* you have to be aware what had been said with reference to *Karl Marx*, namely that it is not the interpretation that matters but the necessity for change. Thus, the development of such a terminological framework has to be derived from the reality, the soci(et)al practice and it has to aim at the understanding of the soci(et)al practice to make it possible to change it. And for this theoretical approaches mainly have to aim on the explanation of connections, relations and their essence.

Empirical

Another, seemingly more practically oriented approach is the empirical orientation. In reality, however, the practical orientation is by no means necessarily implied. In many cases empirical studies are just scratching at the surface, delivering a *description of what we can see* rather than an analysis of how things work. An explanation for this is that the selection of and decision for indicators is very difficult, tricky and it is forgotten that this selection of/decision for indicators depends on theoretical work that has to be undertaken in preparing the empirical work.

For deciding on indicators of poverty we have to have a theory of poverty. We have to know about social integration, the meaning of material means beyond the sole provision of essential goods etc. In other words the collection and later analysis of data only makes sense if you have already some kind of theory on the subject. It is characteristic and interesting that we are working on poverty indicators on the European level and in the process of policy making since about at least twenty years. Since some strong, politically influential groups insist on the priority of simple empirical measures (as income calculation) the debate goes on and seems to find no end (despite current hopes for a fruitful conclusion).

If you decide in favour of an empirical analysis there are basically the following options – and it is up to you, to decide which way you think is the most appropriate to find a valid and sound basis for answering your question. Here again, even if it is your decision it is by no means simply a *subjective* decision, but depending on the subject – the question and the level of answer you are aiming on.

The main options are

- * document analysis
- * text analysis
- * qualitative approach
- * quantitative approach.

I have to refer you again to respective courses and/or literature on these methods.

Delphi approach

A kind of intermediate methodological approach is named after the ancient Greek *Oracle of Delphi* and means basically an expert survey. Experts (or people who are seen as experts) are interviewed and their opinions are brought together to make up a sound picture, from which an extrapolation can be developed. To some extent it is a matter bridging and combining theory development and empirical analysis; to some extent it is a method to serve as a preparatory requisite for one or the other. In many cases it is used as well not so much as a research tool rather than a means of browsing a field of interest and bringing different opinions and standpoints together in a process of political decision making.

In any case of empirical studies: convince people to provide information but do not try to trick them. Be aware that in some cases there is only a small bur between convincing and tricking.

Analysis, Evaluation; theoretical reflection

Collecting data and/or developing a theoretical set of terms and stated interconnections are only the first, though important steps of doing social policy research. Even if the collection of data is always in one way or another led by theory, after their collection they are not much more than a accumulation of superficial, unconnected phenomenon. It is only now, that you have to analyse what the actual meaning is. Here, you finally draw attention to the connections, analyse them against the background of the context and weigh them. It is not an abstract process of theoretisation – even if at this stage theory plays a major role. This means that you discuss your data against theoretical work which has been undertaken already on this question (or in another area which is perhaps of indirect relevance); and it means as well that you elaborate your work as regards the further development of existing theories or even the development of a new theory (or, realistically, as element for such a possible new theory).

As such, analysis and theoretical reflection is by now means a matter independent of praxis; on the contrary, it is crucial that you are always aware during your work that any it is not a matter of contemplation. Rather, your work is linked to the practice as it starts from there and should be linked to the practice as your results have ideally some impact on the practice. This is the case as well even in pure theoretical pieces, where for example your work can be an intermediary step to aim on practical impact.

Conclusion

The conclusion should be more than and different from a summary of your work. Of course, you refer to the results of your research – and thus there are some similarities to a summary. However, this is a reference only and you can and have to expect that the *reader of your document* is in fact not simply only a *reader of your conclusions*. – Summaries are useful at the end of each chapter. But even there it is not so much to do with repeating what had been said. Instead, summaries should link the statements and observations made in the particular chapter to other chapters and to the overall work.

This is even more so the case in the conclusions where you refer in a summarizing way only as far as it is necessary to establish the overall context, i.e. the understanding of the argument. And this overall argument consists of

- * your answer on the research question
- * the proof of the hypothesis
- * and the consequences.

Consequences of this kind will be

- a) the explanation of limits of your research, i.e. the clear statement of the reach of your results;
- b) the mention of questions left open by your research
- c) the extrapolation of political steps to foster and maintain a political change – even if such change can in some cases be the decision for maintaining the status quo.

And of course, you see that here you end up again on the level of strongly value based and oriented statements.

Appendix

Here you will provide the reader with any additional statements or documents if necessary. You can document a questionnaire you used, you may include an extract from a text or a graphical document to show a certain argument, a list of abbreviations finds its place here and finally the references.

From Karl Marx: The capital (1867); volume I, part III, chapter VII, section 1

Labour is, in the first place, a process in which both man and Nature participate, and in which man of his own accord starts, regulates, and controls the material re-actions between himself and Nature. He opposes himself to Nature as one of her own forces, setting in motion arms and legs, head and hands, the natural forces of his body, in order to appropriate Nature's productions in a form adapted to his own wants. By thus acting on the external world and changing it, he at the same time changes his own nature. He develops his slumbering powers and compels them to act in obedience to his sway. We are not now dealing with those primitive instinctive forms of labour that remind us of the mere animal. An immeasurable interval of time separates the state of things in which a man brings his labour-power to market for sale as a commodity, from that state in which human labour was still in its first instinctive stage. We pre-suppose labour in a form that stamps it as exclusively human. A spider conducts operations that resemble those of a weaver, and a bee puts to shame many an architect in the construction of her cells. But what distinguishes the worst architect from the best of bees is this, that the architect raises his structure in imagination before he erects it in reality. At the end of every labour-process, we get a result that already existed in the imagination of the labourer at its commencement. He not only effects a change of form in the material on which he works, but he also realises a purpose of his own that gives the law to his modus operandi, and to which he must subordinate his will. And this subordination is no mere momentary act. Besides the exertion of the bodily organs, the process demands that, during the whole operation, the workman's will be steadily in consonance with his purpose. This means close attention. The less he is attracted by the nature of the work, and the mode in which it is carried on, and the less, therefore, he enjoys it as something which gives play to his bodily and mental powers, the more close his attention is forced to be.

From: Karl Marx: Grundrisse: Foundations of the Critique of Political Economy. 1. Production, Consumption, Distribution, Exchange (Circulation)

... It seems to be correct to begin with the real and the concrete, with the real precondition, thus to begin, in economics, with e.g. the population, which is the foundation and the subject of the entire social act of production. However, on closer examination this proves false. The population is an abstraction if I leave out, for example, the classes of which it is composed. These classes in turn are an empty phrase if I am not familiar with the elements on which they rest. E.g. wage labour, capital, etc. These latter in turn presuppose exchange, division of labour, prices, etc. For example, capital is nothing without wage labour, without value, money, price etc. Thus, if I were to begin with the population, this would be a chaotic conception [*Vorstellung*] of the whole, and I would then, by means of further determination, move analytically towards ever more simple concepts [*Begriff*], from the imagined concrete towards ever thinner abstractions until I had arrived at the simplest determinations. From there the journey would have to be retraced until I had finally arrived at the population again, but this time not as the chaotic conception of a whole, but as a rich totality of many determinations and relations. The former is the path historically followed by economics at the time of its origins. The economists of the seventeenth century, e.g., always begin with the living whole, with population, nation, state, several states, etc.; but they always conclude by discovering through analysis a small number of determinant, abstract, general relations such as division of labour, money, value, etc. As soon as these individual moments had been more or less firmly established and abstracted, there began the economic systems, which ascended from the simple relations, such as labour, division of labour, need, exchange value, to the level of the state, exchange between nations and the world market. The latter is obviously the scientifically correct method. The concrete is concrete because it is the concentration of many determinations, hence unity of the diverse. It appears in the process of thinking, therefore, as a process of concentration, as a result, not as a point of departure, even though it is the point of departure in

reality and hence also the point of departure for observation [*Anschauung*] and conception. Along the first path the full conception was evaporated to yield an abstract determination; along the second, the abstract determinations lead towards a reproduction of the concrete by way of thought. In this way Hegel fell into the illusion of conceiving the real as the product of thought concentrating itself, probing its own depths, and unfolding itself out of itself, by itself, whereas the method of rising from the abstract to the concrete is only the way in which thought appropriates the concrete, reproduces it as the concrete in the mind. But this is by no means the process by which the concrete itself comes into being. For example, the simplest economic category, say e.g. exchange value, presupposes population, moreover a population producing in specific relations; as well as a certain kind of family, or commune, or state, etc. It can never exist other than as an abstract, one-sided relation within an already given, concrete, living whole. As a category, by contrast, exchange value leads an antediluvian existence. Therefore, to the kind of consciousness—and this is characteristic of the philosophical consciousness—for which conceptual thinking is the real human being, and for which the conceptual world as such is thus the only reality, the movement of the categories appears as the real act of production—which only, unfortunately, receives a jolt from the outside—whose product is the world; and—but this is again a tautology—this is correct in so far as the concrete totality is a totality of thoughts, concrete in thought, in fact a product of thinking and comprehending; but not in any way a product of the concept which thinks and generates itself outside or above observation and conception; a product, rather, of the working-up of observation and conception into concepts. The totality as it appears in the head, as a totality of thoughts, is a product of a thinking head, which appropriates the world in the only way it can, a way different from the artistic, religious, practical and mental appropriation of this world. The real subject retains its autonomous existence outside the head just as before; namely as long as the head's conduct is merely speculative, merely theoretical. Hence, in the theoretical method, too, the subject, society, must always be kept in mind as the presupposition. ...

<http://www.marxists.org/archive/marx/works/1857-gru/g1.htm> - accessed 2001-11-04

PS: Never do what had been done here [using (not to say misusing) some kind of power, supposed privilege and perhaps even *arrogance* of the lecturer (to be honest it is not that; it is simply the lack of time – and in this case I thought it more useful to provide some basic information at all)]; work more or less without sources, taking quotes just out of the top of your head and not mentioning the exact source [however, where I nearly quoted I mentioned at least that and the clue of a source.]

APPENDIX D

MARKING SCHEME FOR SA317/SS5400

Marks

100	Outstanding answer: shows much independent reading and thinking. Good use of several relevant studies. Well advanced capability of independent thinking and applying general sociological theories in regard of concrete questions; being able to critically develop and discuss issues on the basis of own judgement. Cross-fertilisation of ideas.
90	Outstanding answer: shows independent reading and thinking. Some relevant ideas and ability to assess matters of social policy in a the light of sociological thinking. Cross-fertilisation of ideas.
80	Outstanding answer: shows independent reading and thinking and the ability of combining sociological thinking and social policy issues.
70	Best possible organisation of material that is relevant, however limited in the development of independent thinking.
60	Well organised use of some important points, but weak in developing an independent sociological feeling for the issues in question.
50	Sensible use of important points, but topical rather than sociological reflection.
40	Some relevant material but incomplete grasp and lack of sociological approach.
30	Not an answer to the question set, but shows some awareness of the problem in the field.
20	Very muddled but shows a notion of the problem in the field in question.
10	Poorly organised and almost completely lacking in relevance