



Part-Time Programme



Open Learning 2022-23

A HEA PATH initiative



An Associated College of
Trinity College Dublin, the University of Dublin

Open Learning 2022 - 23

Contents

Welcome to Open Learning 1

IADT (Institute of Art, Design and Technology) 8

MIE (Marino Institute of Education) 15

NCAD (National College of Art & Design) 23

UCD (University College Dublin) 35

Welcome to Open Learning

A flexible way of studying part-time in Dublin

Open Learning means you can fit college around your life. Whether you're looking to progress your career, or you've just finished school and wondering if college is for you, Open Learning fits around your schedule and gives you all the benefits of being a full-time student, without the full-time commitment.

It might be something to consider if you:

- Need a more flexible study schedule
- Don't yet qualify for entry to an undergraduate degree
- Want to get a feel for academic life before starting a full degree
- Are interested in one or more of the module topics available and want to learn more from experts in that field

Open Learning is now available in four institutions in Dublin. In this programme you can discover your part-time options in Dun Laoghaire Institute of Art Design + Technology, Marino Institute of Education, National College of Art and Design and University College Dublin.

With over 350 modules/courses to choose from as an Open Learner, there is something to suit everyone's interest. All of the modules are at undergraduate level, so it's a chance to join classes with full-time degree students while learning at your own pace.

There are no formal entry requirements for Open Learners. You can take as few or as many modules as you want, with most modules available for either audit or credit. Audited modules are purely for interest or to get a taste of university classes and do not involve any form of assessment, so there's no need to worry about exams. Credited modules involve completing any of the assessments required for those modules, such as essays, presentations or end of semester exams.

As an Open Learner, you are a fully registered student, will have an official student card, and have access to all of the facilities and supports available to all other students.

There is further information available on the various modules and on how to book, on each of the institutions websites.



Bairbre Fleming

DR BAIRBRE FLEMING
Deputy Director
UCD Access and Lifelong Learning
Chair of PATH Open Learning group

Who is Open Learning for?

Open Learning is open to everyone, especially if you:

- Have free time
- Want an intergenerational university experience
- Want to study at your own pace - due to life commitments
- Want to explore what higher education is like before pursuing a full degree
- Want to experience third level learning and life
- Want to taste various subjects before committing to full-time study
- Have previously withdrawn/deferred, but want to stay in a learning environment
- Are looking for Continuing Professional Development (CPD) opportunities
- Want to develop existing knowledge
- Want to be part of a third level student community

PATH Initiative

Programme for Access to Higher Education (PATH) Initiative



The PATH initiative is funded by the Department of Education and Skills. Leinster Pillar 1 is a group of six Higher Education Institutions (IADT, MIE, NCAD, TCD, RCSI and UCD). The Open Learning project is led by UCD and aims to offer existing academic modules to students on a part-time individualised basis. PATH is funding Open Learning Fee Waivers for students drawing from underrepresented target groups. Availability of part-time learning will be aimed at students who wish to sample individual modules or to accumulate credits towards a recognised award. A selection of existing modules across IADT, NCAD, MIE and UCD will initially be offered. Students who choose to study in UCD will have the opportunity to progress onto a number of degree programmes, if they meet the requirements of that programme.



The PATH Open Learning Initiative is coordinated by Sara Pastor Ortiz. You can contact her at sara.pastorortiz@ucd.ie

PATH Open Learning Fee Waivers

PATH Open Learning Fee Waivers 2022-23

As part of the Programme for Access to Higher Education (PATH initiative), there are a number of Fee Waivers available to cover the cost of Open Learning module fees. These Fee Waivers are funded by the Department of Education and Skills PATH fund and are offered in collaboration with NCAD, IADT, UCD and MIE. Students can apply to take individual or multiple modules in any of the participating institutions (NCAD, IADT, MIE or UCD).

This Fee Waiver is aimed at students who wish to accumulate credits towards a recognised award. This may be of interest to students who are restricted by family responsibilities or health constraints and may therefore be excluded from full-time HE.

Applicants from low-income households are invited, and priority will be given to:

- Students with a disability
- First time mature students
- Members of the Traveller Community
- Socio-economically disadvantaged students
- Further education award holders
- Lone parents who are in receipt of a means-tested social welfare payment
- Ethnic minorities
- Refugees, those with leave to remain, and asylum seekers

Applicants will be assessed based on:

- Low household income (less than €45,790 a year)
- Rationale for seeking a Fee Waiver
- Motivation to study at higher education
- Career plans

Terms and conditions apply.

To apply:

Please contact the institution you are interested in attending for more information on how to apply.

Programme

IADT



Open Learning at Dún Laoghaire Institute of Art, Design and Technology (IADT)

We believe in the future at IADT. As you will see from the exciting range of courses on offer, we have earned our unique reputation as Ireland's leading creative, cultural and technological higher education provider.

Our ambition, as always, is to produce excellent graduates who are highly valued, who live and work as true global citizens, actively contributing to the development of their industries and wider society, and who remain connected to IADT. We are proud that our courses offer excellent teaching and learning opportunities to all students.

We believe in the power of connecting, collaborating and creativity. With a reputation for being innovative, technologically savvy and resourceful, our graduates are fully prepared for a life in the creative, cultural and technological industries.

From Art, Visual Communication Design, Applied Psychology, and Creative Computing, to Arts Management, New Media Studies and Entrepreneurship, across all our courses our students learn from talented, committed staff who are strong on research and industry practice, and benefit from the support of industry and cultural partners such as IBM, Intel and IMMA. IADT is also home to the National Film School, Ireland's centre of excellence for education and training in film, design for stage and screen, animation, and broadcasting.

Make your next move in education with IADT - and discover what your future holds.

The **Faculty of Film, Art and Creative Technologies** at IADT offers a rich portfolio of inter-related programmes in a vibrant atmosphere of research, creativity, technology and production. Our programmes push discipline boundaries through creative collaboration and interaction.

Our strong links with the commercial, academic and cultural sectors are an essential part of every programme, providing students with experiences in a personal, national and global context. Our programmes in Film; Animation; Media; Design and Visual Arts; Psychology; and Computing provide students with the opportunity to develop academically and to explore their professional practice. All of our programmes enjoy a high profile and a reputation for quality and relevance in a fast-moving professional environment.

The Faculty benefits from being the home of The National Film School (NFS). The Faculty comprises three Departments – Department of Film and Media; Department of Design and Visual Arts; and Department of Technology and Psychology.

Department of Design & Visual Art

Faculty and Department Details

Faculty: Faculty of Film, Art and Creative Technologies

Department: Department of Design & Visual Art

IADT Contact details: openlearning@iadt.ie | 01 239 4612

The **Department of Design & Visual Arts** aims to promote high levels of creative exploration and invention; familiarising students with complex, professionally contextualised projects requiring combinations of imaginative and critical thinking. Through intensive studio/workshop-based projects and critical studies all students are encouraged to see their emergent and maturing practice as one which can make a genuine contribution to cultural and social experience.

Open Learning Modules 2022-23

CODE: DESS H1014

History & Theory of Stage & Screen

Audit? Yes

Credit? 10 ECTS

Term: 1

Length: 1 term

Contact: openlearning@iadt.ie

CODE: DESS H2013

Technical Skills - Make up

Audit? Yes

Credit? 10 ECTS

Term: 2

Length: 1 term

Contact: openlearning@iadt.ie

CODE: MODM - H1015

Critical & Cultural Studies

Audit? Yes

Credit? 5 ECTS

Term: 2

Length: 1 term

Contact: openlearning@iadt.ie

IADT Academic Dates 2022/23

Term 1 – 5th September 2022 – 9th December 2022

Term 2 – 3rd January 2023 – 28th April 2023

For further information about the Open Learning programme at IADT please visit
www.iadt.ie/study/open-learning

Department of Technology & Psychology

Faculty and Department Details

Faculty: Faculty of Film, Art and Creative Technologies

Department: Department of Technology & Psychology

IADT Contact details: openlearning@iadt.ie | 01 239 4612

The **Department of Technology and Psychology (DTP)** hosts a range of undergraduate, postgraduate and short courses in creative technologies, UX design and psychology relating to the design and development of human-centred experiences mediated by and through hardware and software technologies. DTP programmes cluster a wide range of technical, creative, design, psychology and business subjects around a student-centred learning experience, that is both current and relevant to meet the needs of industry today, but which also equips graduates with the critical conceptual skills needed to adapt to future challenges.

Open Learning Modules 2022-23

CODE: COMP H1021

Digital Media & Prototyping

Audit? Yes

Credit? 5 ECTS

Term: 1

Length: 6 weeks

Contact: openlearning@iadt.ie

CODE: COMP H1022

Web Design

Audit? Yes

Credit? 5 ECTS

Term: 1

Length: 6 weeks

Contact: openlearning@iadt.ie

IADT Academic Dates 2022/23

Term 1 – 5th September 2022 – 9th December 2022

Term 2 – 3rd January 2023 – 28th April 2023

For further information about the Open Learning programme at IADT please visit
www.iadt.ie/study/open-learning

MIE



Open Learning at Marino Institute of Education

Thank you for considering Open Learning at Marino Institute of Education. Marino Institute of Education (MIE) is a dynamic, creative and innovative higher education institute committed to promoting inclusion and excellence in education. The tranquil, picturesque campus situated off Griffith Avenue on Dublin's northside offers fulltime and part-time courses in education to over 1,200 students. The institute is responsive to current needs and visionary in its approach to the future. If you need help with your registration or if you have queries about the modules available, please contact us by e-mailing admissions@mie.ie or phoning 01 805 7742.

Ways of Attending Modules

Attending a module for credit is a way to achieve credits. However, at this time, neither the institute nor its accrediting university offers an award on completion of a set of credits. However, taking the modules offers a taster for what it might be like to enrol full time on a college course to study aspects of education. The modules currently available for credit are in the areas of Education Studies and Early Childhood Education.

You may prefer not to complete module assessments but to complete modules because you are interested in the topic. This is called taking a module to Audit only.

Fees 2022-23

For Credit

Attend a module on campus (or online, when relevant) and complete the assessment requirements for credit: €500 per module.

Audit Only

Attend a module on campus (or online, when relevant) and do not complete assessments for credit: €350 per module

**All courses will be delivered in line with the relevant Government COVID-19 guidelines.

Information

- MIE modules typically have nine weeks tuition – usually face-to face – in semester 1 (September to December) or semester 2 (January to May). In addition to this, weeks are set aside for reading, revision and assessment. Some modules may be offered fully or partly online in 2022-23 based on public health advice.
- It is important to check your e-mail regularly during the semester for notices about classes or possible cancellation or rescheduling of classes.
- All modules are first year modules and are each worth 5 ECTS credits (if taken for credit).
- Up to three places are available on each module (subject to capacity). No pre-requisites have been specified for the available modules.
- Although credits are given where applicable, and a statement of results will be issued, the courses do not lead to an award from Marino Institute of Education or its accrediting University, Trinity College Dublin, the University of Dublin.
- Because some modules are elective, the numbers may be insufficient for them to run in a particular semester. These modules are designated with a *.
- Applicants may enroll in up to four modules per semester

Booking

To book a place on a module you need to do the following:

1. Decide which module or modules you are interested in taking.
2. Decide if you want to do the module(s) for audit or credit.
3. Complete the booking form.
4. Return it to admissions@mie.ie
5. Pay fees. Contact finance@mie.ie to do this.

The following modules are available in 2022-23

CODE: EC8101

Awakening the Senses: Creativity and the Visual Arts

Module Field: Early Childhood Education **Term:** 1

CODE: EC8108

A Nurturing Pedagogy: Care Skills in the Early Years

Module Field: Early Childhood Education **Term:** 1

CODE: EC8902*

Effective Communication and Partnership

Module Field: Early Childhood Education **Term:** 2

CODE: EC8211

Special Education needs in Early Childhood Education

Module Field: Early Childhood Education **Term:** 1

CODE: EC8103

Developing Movement Skills through Activity and Play

Module Field: Early Childhood Education **Term:** 2

CODE: EC8904*

Early Childhood Education through the Medium of Irish*

Module Field: Early Childhood Education **Term:** 2

CODE: EC8903*

Financial Management in Education

Module Field: Early Childhood Education **Term:** 2

CODE: EC8905*

Leadership: Theory and Practice

Module Field: Early Childhood Education **Term:** 2

CODE: EC8901*

Nutrition and Healthy Eating

Module Field: Early Childhood Education **Term:** 2

CODE: ES8105

International Policy and Best Practice in Early Childhood Education

Module Field: Early Childhood Education **Term:** 2

CODE: EC8106

Literacies in Early Years: Language Acquisition

Module Field: Early Childhood Education **Term:** 1

CODE: ES8103

Education and the Arts 1 (Nurturing Creativity)

Module Field: Education Studies **Term:** 1

CODE: ES8102

Communication for Education (with a focus on adult education)

Module Field: Education Studies **Term:** 1

CODE: ES8101

Adult Education

Module Field: Education Studies **Term:** 1

CODE: ES8THE

Transitioning to Higher Education

Module Field: Education Studies

Term: 1

CODE: ES8110

Educational Leadership

Module Field: Education Studies

Term: 2

CODE: ES8109

Special Educational Needs 1

Module Field: Education Studies

Term: 2

CODE: ES8105

Technology for Teaching and Learning

Module Field: Education Studies

Term: 2

NCAD



Open Learning at the National College of Art and Design (NCAD)

The National College of Art & Design, Dublin, is Ireland's leading provider of art and design education. Our campus on Thomas Street in Dublin's historic city centre is home to a community of 1,500 undergraduate, graduate and part-time students engaged in a wide range of study and research across the disciplines of Design, Education, Fine Art and Visual Culture. NCAD has been the most significant provider of Art & Design education in Ireland for over 250 years and is a Recognised College of University College Dublin.

We are delighted that you are considering Open Learning in NCAD, please take the time to read the information provided. If you need any help with your registration or queries about your modules, please do not hesitate to get in touch with the NCAD CEAD team.

www.ncad.ie/school-and-community-outreach-programme/path-open-learning/

Fees 2022-23

Semester 1 commences in September 2022.

Registration for CEAD evening part-time courses takes place in early September, the date will be confirmed with successful applicants at the offer stage.

The fee is €600 per studio module, and this applies for both Audit and Credit options.

Ways of Attending Modules

The VAP University Certificate and Audit/Credit courses are studio based practical and theoretical courses that are suited to students interested in developing a professional visual arts practice.

Guidance

NCAD Visual Culture Modules and Professional Practice Modules are 5 ECTS credit modules, are typically 12 weeks and are lecture-based learning, however, there can be some exceptions to this. Please review the module descriptor for your chosen module to ensure that you know how many contact hours are involved.

Unfortunately, classes may be cancelled due to unforeseen circumstances, it is at the discretion of the lecturer as to whether they offer a replacement class. You will be informed if there is a class cancellation by email, so it is important to check this on a regular basis.

Please note that students will be required to have access to a personal computer and aspects of modules will be delivered in a blended mode.

Selecting your module(s)

It is really important to make the right decision when it comes to selecting your module(s). If you are selecting a module for interest or because you wish to progress to a degree programme, you should consider the following:

- What subject areas am I interested in?
- Have I read the module description?
- Is this a Level 1 (first year module)?
- If considering taking the assessment, what's involved?

Information on fees (how much /does audit/credit differ etc.)

Please contact cead@staff.ncad.ie for more information.

Registration

Registration for Semester 1 runs in September, modules commence 19.9.2022 .

For further information on registration please contact cead@staff.ncad.ie

When does the academic year commence?

The academic year commences September 2022 and will finish in March 2023.

University Certificate in Visual Art Practice

School of Education, CEAD Department

School Name: Centre for Continuing Education In Art And Design,
School Of Education

School Liaison: Nuala Hunt

Contact details: cead@staff.ncad.ie

The University Certificate in Visual Art Practice is one of a number of accredited courses available to mature students seeking flexible quality learning opportunities at NCAD. The course contains multiple modules offering choice to students, who can construct a sequential programme of learning from a multi-disciplinary modular framework. Each module takes place one evening per week throughout the academic year. Studio practice modules require students undertake practical work, developing their ideas through research and experimenting with materials. Students are required to complete four modules altogether, two studio practice modules in art and design, a module in professional practice and one module in visual culture. Successful completion of four modules in one year or up to three years part-time will result in students being awarded a University Certificate in VAP (Visual Arts Practice). This course is a minor award within the National Framework of Qualifications (NFQ) and carries 30 ECTS.

CODE: CEAD1005

Extending a Visual Language

Credits: 10

Coordinator: Mary Burke

Semester: 1 and 2

Available to Audit? Yes **Available for Credit?** 10 ECTS

Total No. Places for Open Learning: 4

CODE: CEAD1006

Sculpture & Drawing

Credits: 10

Coordinator: Margaret Fitzgibbon, Vivian Hansbury

Semester: 1 and 2

Available to Audit? Yes

Available for Credit? 10 ECTS

Total No. Places for Open Learning: 1

CODE: CEAD1007

Exploring Creative Embroidery

Credits: 10

Coordinator: Rose Mary Cullen

Semester: 1 and 2

Available to Audit? Yes **Available for Credit?** 10 ECTS

Total No. Places for Open Learning: 3

CODE: CEAD1008

Materials, Techniques & Language of Painting

Credits: 10

Coordinator: Kenneth Donfield

Semester: 1 and 2

Available to Audit? Yes **Available for Credit?** 10 ECTS

Total No. Places for Open Learning: 4

Painting and Visual Research

Module code: CEAD1009

Credits: 10

Coordinator: Tadgh McGrath/Mary Burke

Semester: 1 and 2

Available to Audit? Yes

Available for Credit? 10 ECTS

Total No. Places for Open Learning: 3

Click www.ncad.ie/continuing-education/part-time-continuing-education/audit-credit-courses/ to check the up-to-date description and times of modules by searching the module code.

CEAD1005 - Extending a Visual Language

This module is project based with an emphasis on developing practical research methods and information gathering techniques for visual art practice. Students who opt for this module will have completed introductory courses in drawing and want to further develop their knowledge of studio-based research projects.

Students will be expected to generate their own source material. This module focuses on the development of skills and knowledge applicable to the formation of a professional practice and identity.

Aims:

- To introduce students to research processes applicable to a visual arts practice,
- Encourage students to use a range of library and related research sources for ideas generation and development,
- Experiment with a variety of materials and forms,
- Develop skills in observation and apply to practice
- Become more self-directed and confident in working on project development

Click www.ncad.ie/files/download/CEAD1005_Extending_a_Visual_Language_ModDes.pdf for further information about this module.

CEAD1006 - Sculpture & Drawing

This module combines drawing and sculptural processes with students developing ideas applicable to sculptural forms. This module involves practical and technical demonstrations including; plaster mixing, wax and body casting. This practical module focuses on the development of skills and knowledge applicable to the formation of a contemporary art practice.

Aims:

- Explore drawing, sculpture and construction through problem solving.
- Experiment with a range of materials and media.
- Integrate drawing and sculptural processes.
- Develop skills in mould making, plaster mixing and apply to practice.
- Facilitate the development of ideas through research and exploration of materials.

Click www.ncad.ie/files/download/CEAD1006_Sculpture_and_Drawing_ModDes.pdf for further information about this module.

CEAD1007 – Exploring Creative Embroidery

This module focuses on the development of skills and knowledge applicable to the formation of a professional practice and identity. This module offers students an opportunity to develop technical and design skills and to expand their knowledge of contemporary embroidery.

There are three aspects to the course: visual investigation, technical skills project and personal project. Students will be required to develop a visual notebook, a technical library of stitches and complete a personal project.

Aims:

- Encourage students to generate ideas and use a notebook for research and documentation.
- Develop a knowledge of contemporary design.
- Progress students' research methodologies and processes for practice.
- Acquire technical skills in embroidery.
- Explore and exploit a range of materials and stitch techniques.

Click www.ncad.ie/files/download/CEAD1007_Exploring_Creative_Embroidery_ModDes.pdf for further information about this module.

CEAD1008 – Materials, Techniques & Language of Painting

This module focuses on the development of skills and knowledge applicable to the formation of a studio practice. The course focuses on expanding technical skills and knowledge of drawing and painting processes.

Aims:

- Encourage students to examine traditional and contemporary approaches to studio practice,
- Become familiar with a range of materials and techniques used in painting,
- Demonstrate a knowledge of classical and contemporary art practice,
- Acquire skills and techniques in drawing and painting,
- Develop skills in observation and drawing the figure.

Click www.ncad.ie/files/download/CEAD1008_Materials,_Techniques_and_Language_of_Painting_ModDes.pdf for further information about this module.

CEAD1009 - Painting and Visual Research

This module focuses on the development of skills and knowledge applicable to the formation of a studio practice. Students attending the course should have completed a basic course in drawing and painting. The module concentrates on the acquisition of skills and competency in the use of materials in painting.

Students will be introduced to the language and techniques of painting and will be encouraged to experiment with materials. Students are encouraged to examine developments in contemporary art practice and become acquainted with a range of galleries and museums.

Aims:

- Generate ideas and expand on these for project work
- Explore a range of themes using library resources and notebooks
- Document the research process and compile visual notebooks as a resource
- Practice technical skills in drawing and painting
- Produce a number of drawing and paintings
- Participate in small group discussion and peer learning

Click www.ncad.ie/files/download/CEAD1009_Painting_and_Visual_Research_ModDes.pdf for further information about this module.

UCD





Open Learning at University College Dublin - UCD

We're delighted that you are considering Open Learning at UCD this academic year. UCD is a University for All, where all students belong and feel welcome.

One size does not fit all - so we have developed a number of different pathways to suit your experience, academic needs and personal circumstances. You should be able to find a path that fits you.

Open Learning is our newest path and one of the most creative. There are no formal entry requirements. All we need from you is your curiosity, motivation and commitment. You may be unsure if you are ready to commit to study at undergraduate level. We have designed a **Readiness Checker** for you to prompt and address some of those challenges.

In order to make an informed decision about whether Open Learning is right for you, please take the time to read the information provided. If you need any help with your registration, wish to set up a consultation or have queries about your modules, please do not hesitate to get in touch with us and we'll be happy to help. If you are considering Open Learning as a pathway to one of 13 degrees, **please read the guidelines carefully.** You will then contact us to arrange a meeting to discuss your options.

Hoping to see you in UCD in 2022-23



Bairbre Fleming

DR BAIRBRE FLEMING
Deputy Director
UCD Access and Lifelong Learning

Get in touch

We have a dedicated team who support the Open Learning programme:

● **Dr Jennifer Doyle - jennifer.doyle@ucd.ie**

Jennifer is the Centre Operations Manager for UCD Access and Lifelong Learning. Jennifer can offer you direction and support in all aspects of our part-time programme. Jennifer supports Open Learning students from pre-entry to when you exit with your degree offer. If you're interested in progressing to a degree programme, please get in touch.

● **Emily Smith - emily.smith@ucd.ie**

Emily provides administrative support for the Open Learning programme and can assist you with any difficulties you might encounter while applying to the programme or while registering for modules.

● Gillian, Marguerite, Sara and Irina are members of our Operations Team and they can also help you with your queries. Get in touch with us by emailing all@ucd.ie

University for ALL

UCD is a University for All and our Open Learning programme is one way in which we have widened access to UCD's programmes. UCD is committed to ensuring that all students can access university, participate in their programme and succeed, regardless of background, personal circumstances, age, disability, or pace of study; we are a University for All. You'll notice during your time with us in UCD that our University for All initiative consistently drives a whole-institution approach to access and inclusion, designed to recognise and value student diversity, and ensure that the teaching and learning environments, student supports and services, campus infrastructure, systems and processes, are designed around the needs of all students. If you have any feedback on how we can improve access and inclusion in UCD we want to hear from you - all@ucd.ie

Thirteen Degree Progression Pathways to Choose From

Open Learning has many functions and offers several rewards. As well as being a way to sample university life on a part-time basis, Open Learning can also be used to earn an award (Certificate or Diploma).

- 30 credits (6 modules) - NFQ Level 7 Certificate in Open Learning.
- 60 credits (12 modules) - NFQ Level 7 Diploma in Open Learning.

Students can accumulate these credits at their own pace and a Certificate in Open Learning may be used to apply to 13 specific degree Progression Pathways in UCD.

The Open Learning pathways will require a significant commitment from you to gain credits in 6 modules (which is the equivalent of half a year of full-time study). When you complete the 30 credits (Certificate in Open Learning) and reach the necessary grades, you are demonstrating to the university that you have reached the standard required for a particular degree.

If you are interested in pursuing an Open Learning Progression Pathway, you may wish to consult our dedicated **Progression brochure**. Our team is always happy to answer questions around Access pathways and can be contacted at **all@ucd.ie**.

The courses offered are:

BA Arts GPA Requirement: 2.6 DN520	BA Humanities GPA Requirement: 2.6 DN530	BSc Social Sciences GPA Requirement: 2.6 DN700	BSocSc Social Policy & Sociology GPA Requirement: 2.6 DN750
BCL Law GPA Requirement: 2.6 DN600**	BComm Commerce GPA Requirement: 3.08 DN650	BSc Psychology GPA Requirement: 3.08 DN720	BSc Science GPA Requirement: 3.08 DN200
BSc Computer Science GPA Requirement: 3.08 DN201	BAgrSc Agricultural Science GPA Requirement: 3.08 DN250	BSc Food Science GPA Requirement: 3.08 DN261	BSc Human Nutrition GPA Requirement: 3.08 DN262
BSc City Planning & Environmental Policy GPA Requirement: 2.6 DN130			

**For entry to Law you must also be at least 23 on 1 January prior to entry.

Pathway to Arts, Humanities, Social Sciences & Law

An Open Learning Certificate can be used to apply through [the CAO](#) for progression onto one of the following undergraduate degree programmes at UCD. Each Progression Pathway has its own admission requirements, it is very important that you factor these into your module selections. If you have any questions about admission into any of our Progression Pathways or would like guidance on your module choices please get in touch.

CODE: DN520

BA Arts

Admission Requirements: Certificate in Open Learning with a Grade Point Average of 2.6 or higher.

CODE: DN530

BA Humanities

Admission Requirements: Certificate in Open Learning with a Grade Point Average of 2.6 or higher.

CODE: DN700

BSc Social Sciences

Admission Requirements: Certificate in Open Learning with a Grade Point Average of 2.6 or higher.

CODE: DN750

BSocSc Social Policy & Sociology

Admission Requirements: Certificate in Open Learning with a Grade Point Average of 2.6 or higher.

CODE: DN600

BCL Law

Admission Requirements: Certificate in Open Learning with a GPA of 2.6 or higher. 20 Credits of your Open Learning Certificate must be from the School of Law. Applicants must be at least 23 on 1 January prior to entry.

Total No. Places for Open Learning: 5

CODE: DN650

BComm Commerce

Admission Requirements: Certificate in Open Learning with a Grade Point Average 3.08 or higher. The certificate must be composed of 5 compulsory modules alongside one additional 5 credit module.

Compulsory modules:

- **BMGT10170**
- **MATH10030**
- **MATH00030**
- **LAW10400**
- **ECON10720**

Total No. Places for Open Learning: 5

CODE: DN720

BSc Psychology

Admission Requirements: Certificate in Open Learning with a Grade Point Average of 3.08. Students must take 2 modules from the list below, they must achieve a minimum of a 3.0 Grade Point Average in both modules:

- **PSY10040 Introduction to the Psychology of Perception and Cognition**
- **PSY10050 Introduction to Psychology**
- **PSY10060 Brain and Behaviour**
- **PSY10080 Introduction to Social Psychology**
- **PSY10090 Introduction to Applied Psychology**

Total No. Places for Open Learning: 2

Pathway to Science

An Open Learning Certificate can be used to apply for a limited number of places through the CAO for progression onto one of the following undergraduate degree programmes at UCD. As this is a pilot Progression Pathway places are limited. Please take time to read the entry requirements for each programme carefully as certain courses require that you complete specific modules in order to be eligible for admission.

CODE: DN200

BSc Science

Admission Requirements: Certificate in Open Learning with a Grade Point Average (GPA) of 3.08 or higher. Students must study and pass one maths and two science modules. Please contact UCD ALL for recommendations on an appropriate level module.

Total No. Places for Open Learning: 10

CODE: DN201

BSc Computer Science

Admission Requirements: Certificate in Open Learning with a Grade Point Average (GPA) of 3.08 or higher. Students must study and pass one maths and two science modules. Please contact UCD ALL for recommendations on an appropriate level module.

Total No. Places for Open Learning: 2

CODE: DN250

Agricultural Science

Admission Requirements: Certificate in Open Learning with a Grade Point Average of 3.08 or higher, Students must study 2 modules from Science programmes, O6/H7 in Leaving Certificate Mathematics or an equivalent Open Learning Mathematics module. Please contact UCD ALL for guidance on selecting an appropriate Mathematics module.

Total No. Places for Open Learning: 2

CODE: DN261

Food Science

Admission Requirements: Certificate in Open Learning with a Grade Point Average of 3.08 or higher, Students must study 2 modules from Science programmes, O6/H7 in Leaving Certificate Mathematics or an equivalent Open Learning Mathematics module. Please contact UCD ALL for guidance on selecting an appropriate Mathematics module.

Total No. Places for Open Learning: 2

CODE: DN262

Human Nutrition

Admission Requirements: Certificate in Open Learning with a Grade Point Average of 3.08 or higher, Students must study 2 modules from Science programmes, O6/H7 in Leaving Certificate Mathematics or an equivalent Open Learning Mathematics module. Please contact UCD ALL for guidance on selecting an appropriate Mathematics module.

Total No. Places for Open Learning: 1

CODE: DN130

City Planning and Environmental Policy

Admission Requirements: Certificate in Open Learning with a Grade Point Average of 2.6 or higher.

Students must study and pass the following 4 modules as well as 2 other 5 credit modules -

- **PLAN10010 Introduction to Spatial Planning**
- **PLAN10040 Research Methods**
- **ENVP10010 Environment Change & Policy**
- **PLAN10020 History of City Planning**

Total No. Places for Open Learning: 3

Please note: on Progression Pathways where the number of applicants exceeds the number of places on a degree programme, candidates will be ranked by Certificate GPA.

MSAP Alternative

If you are a mature student (23+) and intend to apply to UCD on the basis of the **Mature Years Entry Pathway**, you can choose to take any Open Learning module for credit instead of taking the MSAP exam. For more information on MSAP see **the UCD Registry website**.

Getting Started as an Open Learning Student

Pre-registration for Autumn Trimester 2022 will open in August.

- 1** Complete a pre-registration form online **through our website**
- 2** Accept your Open Learning offer, it will usually take 1 working day to receive your offer. You can check if you've received your offer by going back into your application.
- 3** After accepting your offer, You'll be emailed with a 'start time', this is when you'll be able to go onto your UCD student account (SISWeb), to select and register for your modules, agree to UCD's terms and conditions and to confirm your contact details.
- 4** Attend the ALL Welcome Programme in September.
- 5** Attend your classes. Autumn Trimester starts on 12th September.
- 6** Your individual timetable will be available on your online student account (SISWeb). Depending on the modules you select, your classes may be a mixture of online and face-to-face delivery. Please be sure to check the **online module descriptor** of your course to confirm these details.
- 7** Pay your fees. This can be done online through your student account. Find out **how to pay your fees here.**

Help with your registration and module selection

If you need any assistance with module selection or navigating the UCD system, you can contact us at all@ucd.ie or call us on 01 7167 123. You can also view the [registration video guides on the UCD website](#).

It's really important to make the right decision when it comes to selecting your module(s). If you are selecting a module for interest or because you wish to progress to a degree programme, you should consider the following:

- ✔ What subject areas am I interested in?
- ✔ Have I read the module description?
- ✔ What is the time commitment involved?
- ✔ Is the level suitable for me?
- ✔ If considering taking the assessment, what's involved?
- ✔ Are there any mandatory modules to be eligible for the Progression Pathway of my choice?
- ✔ Do I understand the academic and financial commitment of being a UCD student?

The screenshot shows the UCD Course Search interface. The main content area displays the module title 'IDIS00010 First Steps - Intro to HE' for the Academic Year 2022/2023. Below the title is a detailed description of the module. To the right, a sidebar provides key class details for the module:

First Steps - Intro to HE (IDIS00010)	
SUBJECT:	Interdisciplinary
COLLEGE:	Social Sciences & Law
SCHOOL:	C.O. - Social Sciences & Law
LEVEL:	0 (Foundation/ Access)
CREDITS:	5.0
TRIMESTER:	Autumn
MODULE COORDINATOR:	Dr Bairbre Fleming
MODE OF DELIVERY:	Blended
INTERNSHIP MODULE:	No

You'll find module descriptors on each module's web page, with key class details listed here

Fee payment

Open Learning fees can be paid online, through your SISWeb account after you've selected your modules. Students choosing credit modules worth 5 credits will pay €500 per module and for audit modules €375. 10 credit modules cost €1000 per module and for audit modules €750.

Finalise your module choices for the

➤ **Autumn Trimester** (September to December)

www.ucd.ie/students/registration

Module registration will close at the end of September, so make sure you have registered for all Autumn Trimester modules, labs and tutorials.

➤ **Spring Trimester**

(January to May)

You will have an opportunity to change your module choices for Spring Trimester in early January or add additional modules. You can also start Open Learning in Spring, even if you didn't take any modules in Autumn.

Assessment or Interest

➤ **CREDIT OPTION (Assessment)**

If you opt to take a module for credit, this means that you've committed to participating in the module and taking the assessment.

Upon successful completion of your module(s), you can access your Academic Transcript online via SISWeb, free of charge.

➤ **AUDIT OPTION (Interest)**

You can choose to take a module for audit, which allows you to fully participate in the modules without taking any assessments. As an audit student, you will not receive any credits or qualifications as you will not complete the assessment.

➤ **Should I take my module(s) for audit or credit?**

If you are unsure about whether you want to take a module for credit, we'd encourage you to first register for an audit. You will have three weeks from the start of the semester to upgrade to credit. Please ensure you tick the correct option on your pre-registration form. You can also request a consultation with one of the Open Learning Team by emailing all@ucd.ie

How will UCD communicate with me?

Most communication will happen either via email. Once you accept your offer to study you will receive a special UCD email account known as your “UCD Connect” - this is how we share all important University communications.

You'll also receive regular emails from UCD ALL throughout the year, so please be sure to check these emails for essential information and updates.

We also have a Virtual Learning Environment called Brightspace - this is where you will find all your course materials. It's important that you check both regularly and if you're only attending one class per week, make sure you check it prior to your class. This way you'll be notified of any changes or cancellations.

ALL Student Welcome

The ALL Student Welcome is Access and Lifelong Learning's biggest event of the year. It is a chance for us to meet all our new students and showcase UCD. Incoming UCD students who applied to UCD through the HEAR, DARE, QQI FET, Mature, Open Learning and Lifelong Learning pathways are invited to join us for this exciting event. Our aim is to give you a head start settling into UCD life, while also finding out lots of practical information. It is a great opportunity to get to know other Open Learning and first-year students, find out what services are available, and meet the staff who can help you when you need support. This year, the Welcome will take place on the 13th and 14th of September. All registered Open Learning students will receive an invite.

Academic Skills Workshops and Guides

UCD Access & Lifelong Learning offers a series of free academic skills workshops throughout the academic year covering a number of topics including note taking, essay writing, research, presentations and exam preparation. These workshops are open to all students. These workshops take place 1-2 pm on Wednesdays and you will receive an email with the schedule for the academic year.

We also have digital versions of our workshops as well as study skills videos, and guides on how to successfully study online. To access these materials please enrol in our Brightspace Module: **ALL Student Support- University for All**. Recordings of the workshops will also be available after each workshop on Brightspace.

More Information

For the most up-to-date information about our Open Learning modules and class times, we would encourage students to consult our website and online module descriptors.

UCD's Open Learning Modules

Applied Languages Centre

Applied Languages Centre

x

College of Arts and Humanities

School of Art History and Cultural Policy

School of Classics

School of English, Drama and Film

School of History

School of Irish, Celtic Studies and Folklore

School of Languages, Cultures and Linguistics

School of Music

College of Business

Lochlann Quinn School of Business

College of Engineering and Architecture

School of Architecture, Planning and Environmental Policy

School of Electronic and Electrical Engineering

College of Health and Agricultural Sciences

School of Agriculture and Food Science

School of Nursing, Midwifery and Health Systems

School of Public Health, Physiotherapy and Sports Science

College of Science

School of Biology and Environmental Science

School of Biomolecular and Biomedical Science

School of Chemistry

School of Earth Sciences

School of Mathematics and Statistics

School of Physics

UCD in the Community

College of Social Sciences and Law

School of Archaeology

School of Economics

School of Education

School of Geography

School of Information and Communication Studies

School of Law

School of Philosophy

School of Politics and International Relations

School of Psychology

School of Social Policy, Social Work and Social Justice

School of Sociology

Applied Language Centre

Established in 1989, the UCD Applied Language Centre is a teaching, research and resource Centre at University College Dublin. The Centre provides language modules and programmes to students across the university and externally.

The Centre's focus is on extending UCD's global culture and cultivating the language abilities of UCD students in a learning environment that promotes communication, autonomy and a learner-centred approach. The Centre offers a wide range of Global Language Electives to students across the University. Languages available include: Arabic, Chinese, English (for general and academic purposes), French, German, Italian, Japanese, Russian, Spanish and Swahili. These language modules are offered at different levels from beginners to advanced. All students interested in taking a language module must attend the ALC for a language consultation. This is to ensure that you are registered to the correct module for your language level. Registration for your chosen language module will be provisional until your consultation has taken place.

Please note that the Applied Language Centre's modules can only be taken for credit (i.e. with assessment) and not for audit.

Autumn Trimester (September to December)

CODE: [LANG10010](#)

Italian for General Purposes 1

Credits: 5

This module is for students who have no previous knowledge of Italian and offers an introduction to Italian language and culture. The aim is to enable students to develop competence in a range of everyday tasks in Italian. The module will focus on oral communication and on acquiring essential listening and speaking abilities. Students will also develop and practice basic reading and writing techniques.

CODE: [LANG10100](#)

German for General Purposes 1

Credits: 5

This module is for students who have no previous knowledge of German and offers an introduction to German language and culture. The aim is to enable students to develop competence in a range of everyday tasks in German. The module will focus on oral communication and on acquiring essential listening and speaking abilities. Students will also develop and practise basic reading and writing techniques.

CODE: [LANG10170](#)

French for General Purposes 1

Credits: 5

This module is for students who have no previous knowledge of French and offers an introduction to French language and culture. The aim is to enable students to develop competence in a range of everyday tasks in French. The module will focus on oral communication and on acquiring essential listening and speaking abilities. Students will also develop and practise basic reading and writing techniques.

CODE: [LANG10220](#)

Russian for General Purposes 1

Credits: 5

This module is for students who have no previous knowledge of Russian and offers an introduction to Russian language and culture. The aim is to enable students to develop competence in a range of everyday tasks in Russian. The module will focus on oral communication and on acquiring essential listening and speaking abilities. Students will also develop and practice basic reading and writing techniques.

CODE: [LANG10230](#)

Spanish for General Purposes 1

Credits: 5

This module is for students who have no previous knowledge of Spanish and offers an introduction to Spanish language and culture. The aim is to enable students to develop competence in a range of everyday tasks in Spanish. The module will focus on oral communication and on acquiring essential listening and speaking abilities. Students will also develop and practice basic reading and writing techniques.

CODE: [LANG10650](#)

Intro to English Language Teaching

Credits: 5

This module introduces students to the social, political, linguistic and pedagogical issues involved in English language teaching (ELT) and learning and explores the principles and practice of a range of methods and approaches. Introduction to ELT is a pre-service module aimed at introducing students to aspects of the profession of teaching English as a foreign or second language. It focuses on the central aspects of the teaching process and develops students' ability to handle the key components of the language system of English as well as the four skills (reading, writing, listening and speaking).

CODE: [LANG20440](#)

French for General Purposes 4

Credits: 5

This module is designed for students who already have an intermediate level of French. The aim is to develop communicative competence in a wide range of situations including more specialized topics. Emphasis will be placed on communication and comprehension skills as well as written communication, vocabulary building and grammar review. Themes will be introduced to develop an understanding of the culture and society of contemporary France.

CODE: [LANG10150](#)

Polish for General Purposes 1

Credits: 5

This module is for students who have no previous knowledge of Polish and offers an introduction to the life and culture of Poland. The aim is to enable students to develop competence in a range of everyday tasks in Polish. The module will focus on oral communication and on acquiring essential listening and speaking abilities. Students will also develop and practice basic reading and writing techniques.

CODE: [LANG10670](#)

Portuguese for General Purposes 1

Credits: 5

This module is for students who have no previous knowledge of Portuguese and offers an introduction to Portuguese language and culture. The aim is to enable students to develop competence in a range of everyday tasks in Portuguese. The module will focus on oral communication and on acquiring essential listening and speaking abilities. Students will also develop and practise basic reading and writing techniques.

CODE: [LANG10690](#)

Portuguese for General Purposes 2

Credits: 5

This module is designed for students who already have some knowledge of the Portuguese language, but who wish to move beyond a basic level of competence and focus on the acquisition of the vocabulary, functions and structures necessary for everyday oral communication purposes. The objective of the module is to enable students to develop competence in a range of language tasks performed in familiar contexts. The module will provide the opportunity to explore aspects of Portuguese culture and society.

Spring Trimester (January to May)

CODE: [LANG10010](#)

Italian for General Purposes 1

Credits: 5

Repeat of Autumn module.

CODE: [LANG10100](#)

German for General Purposes 1

Credits: 5

Repeat of Autumn module.

CODE: [LANG10170](#)

French for General Purposes 1

Credits: 5

Repeat of Autumn module.

CODE: [LANG10220](#)

Russian for General Purposes 1

Credits: 5

Repeat of Autumn module.

CODE: [LANG10230](#)

Spanish for General Purposes 1

Credits: 5

Repeat of Autumn module.

CODE: [LANG10650](#)

Intro to English Lang Teaching

Credits: 5

Repeat of Autumn module.

CODE: [LANG20440](#)

French for General Purposes 4

Credits: 5

Repeat of Autumn module.

CODE: [LANG10150](#)

Polish for General Purposes 1

Credits: 5

Repeat of Autumn module.

CODE: LANG10670

Portuguese for General Purposes 1

Credits: 5

Repeat of Autumn module.

CODE: LANG10690

Portuguese for General Purposes 2

Credits: 5

Repeat of Autumn module.

College of Arts and Humanities

School of Art History and Cultural Policy

UCD was the first Irish university to offer instruction in Art History and the School of Art History and Cultural Policy is Ireland's largest academic department for the study of the discipline at undergraduate and postgraduate level.

Art History is intrinsically inter-disciplinary and we promote a stimulating environment that fosters critical enquiry, interpretive and analytical skills, and visual acuity in the examination of mankind's diverse visual and artistic heritage. The School's academics are renowned for their expertise in European and American art and architecture, spanning from antiquity to the contemporary period and for specialisms in the field of Irish art.

Autumn Trimester (September to December)

CODE: [AH10070](#)

Dublin: Its Museums and Collections

Credits: 5

This module will be team-taught by lecturers in the School of Art History & Cultural Policy. Dublin is home to a rich variety of museums, whose collections survey the entire history of Irish art but also include outstanding examples of European and non-Western art.

CODE: [AH20270](#)

Venice: Art, Myth and Identity

Credits: 5

This module investigates the dazzling art and culture of Venice and its north Italian territories, with a particular emphasis on painting during its Renaissance golden age. We will examine many of the myths and traditions of Venice that were simultaneously challenged and renewed in response to a variety of internal and external pressures. Please note that this is an evening course which takes place at Belfield on Mondays between 6 and 8pm.

CODE: [AH10130](#)

Ancient & Medieval World

Credits: 5

This module acts as an introduction to the Art of the Ancient and Medieval World (Fifth century BC to the first millennium AD). This period reflects extraordinary cultural achievements of European art with particular focus on the Classical world of ancient Greece and Rome.

CODE: [AH20200](#)

The Modern to the Contemporary

Credits: 5

From Modern to Contemporary considers the modernist movement from 1914 to the emergence of post-modern and contemporary art practice in the 1960s and 1970s.

CODE: [AH20280](#)

Queer Art Histories

Credits: 5

What is queer art and who makes it? Has there always been queerness in art? In this module, we will look at art-historical practices from a variety of historical, geographical, and social contexts, to explore how queerness, same-sex desire, or “homosexuality” have been represented, and how these representations changed over time, at intersections with their sociopolitical contexts.

Spring Trimester (January to May)

CODE: [AH20230](#)

European Architecture

Credits: 5

This module is designed to provide students with a basic, chronological introduction to the rich architectural heritage of Western Europe, from the end of the Gothic era to the beginning of the modern age.

CODE: [AH20250](#)

Early Islamic Art and Architecture

Credits: 5

This module will introduce students to the art and architecture of the Islamic Mediterranean and Middle East, as well as the arts produced by Christians, Jews, and others who were the subjects and neighbours of the early Islamic states.

CODE: [AH10150](#)

The Modern World 1848-1914

Credits: 5

The course examines the key developments in Western art from 1848 to the outbreak of World War One in 1914. This period saw the beginnings of modern art, when traditional practices of making and viewing art were challenged.

CODE: AH20210

Perspectives on Irish Art

Credits: 5

This module examines the range of art and architecture produced in Ireland in the medieval period from its early beginnings in the fourth century AD to the 16th century and the revivals and re-interpretations of this 'Celtic' art in the 18th to 20th centuries.

School of Classics

The UCD School of Classics is the largest centre of Classical studies in Ireland. The School is also home to a Classical Museum which was established by Henry Browne, Professor of Greek from 1909 to 1922.

Classics is the study of the history, literature, and material culture of the Greek and Roman Mediterranean from the Bronze Age to Late Antiquity. It is an exciting, interdisciplinary subject which inspired the Renaissance and remains central to the understanding of modern European culture and society. Open Learning students can study the history, literature, art and archaeology of the ancient world by taking modules in the Greek and Roman Civilization programme.

No Greek or Latin is required as texts are studied in translation.

Autumn Trimester (September to December)

CODE: [GRC10170](#)

Lost Cities

Credits: 5

The great civilizations of the ancient Mediterranean were urban societies that developed complex social and political structures and invested the profits of trade, agriculture, and warfare in the construction of fortifications, temples, palaces, tombs, and other monuments.

CODE: [GRC20010](#)

Alexander and his Successors

Credits: 5

This module explores Greek history from Alexander the Great to the Roman conquest (336 to 133 BC). It covers Alexander's reign and the history of the kingdoms and states that succeeded his empire up to the coming of Rome.

CODE: [GRC30070](#)

Family Life in Ancient Greece

Credits: 5

This module explores the history of family groups in the ancient Greek world in the Archaic (Homeric), Classical and Hellenistic periods. Topics studied include: marriage & adultery, child-rearing & education, old age & death, exposure & infanticide, gender & status divisions

CODE: [GRC20290](#)

Comedies of Aristophanes

Credits: 5

Aristophanes (447–385 BC) is one of the greatest of all comic dramatists, and an unequalled source of information about politics, personalities, morality, literature, and everyday life in Athens. His eleven surviving plays include such classics as *Frogs*, *Birds*, and *Lysistrata*.

CODE: [GRK10090](#)

Greek Language I

Credits: 10

This module is the first stage of an introduction to ancient Greek which is designed for complete beginners. The textbook is *Reading Greek* (2nd edition, 2 vols., Cambridge University Press). Students read adapted Greek from the start, as well as doing language exercises.

CODE: [GRK20140](#)

Intermediate Greek

Credits: 10

This module is the third stage of an introduction to the ancient Greek language. Students are expected to have taken GRK10090 Greek Language I and GRK10100 Greek Language II, or equivalent.

CODE: [LAT10090](#)

Beginners' Latin

Credits: 10

This module is an introduction to the Latin language aimed at beginners who want to develop their language skills and their knowledge of Roman culture. We will explore aspects of Roman myth and history by reading excerpts from Roman texts in the original Latin. You will learn elementary Latin grammar and syntax, and develop your understanding of principles of grammar and the Latin roots of the English language.

CODE: [LAT20140](#)

Intermediate Latin

Credits: 10

This module constitutes a final stage of introduction to the Latin language within the context of ancient Roman culture. Students will revise grammatical forms and syntax and will gradually be introduced to more complex constructions, developing their reading skills through grammatical and comprehension exercises and through the translation of passages of unadapted Latin from a range of Roman writers. Students should already have a Leaving Certificate in Latin or have completed LAT10090.

CODE: [GRC10190](#)

War and the Hero

Credits: 5

Homer's Iliad and Odyssey (c. 700 BC), dealing with the mythical Trojan war, are the foundation of Greek and Western literature. The lectures will discuss the structure, characters, and main themes of the two works, with special reference to the epic heroes Achilles and Odysseus.

CODE: [GRC30200](#)

Greek Tragedy and Myth

Credits: 5

Greek tragedy has had a profound influence on Western culture, and many of the 32 surviving plays are still regularly performed. This module will examine the social and theatrical context of the original performances in 5th-century Athens and discuss the dramatists' use of myth in a selection of plays.

CODE: [GRC30330](#)

Death and the Afterlife

Credits: 5

What happens when we die? From our earliest extant literature to contemporary pop culture, the human mind has imagined a wide range of possible destinations; each proposes an answer to one of the most profound questions of the human experience. This module examines the mythology and the social and political importance of death, burial and the afterlife in the ancient Mediterranean

Spring Trimester (January to May)

CODE: [GRC10140](#)

Classical Myth: An Intro

Credits: 5

This module will introduce students to key figures and themes in Greek mythology by examining their roles in ancient literature, art and culture. Students will explore the roles of gods and heroes such as Apollo, Aphrodite, Heracles, Theseus, Medea, Helen and Odysseus

CODE: [GRC10180](#)

The Age of Augustus

Credits: 5

This module studies the life and times of Rome's first emperor, Augustus, focusing on the period from 44 B.C. to A.D. 14. The Age of Augustus was a period of unprecedented political and cultural change, a golden age of stability and optimism after the civil wars.

CODE: [GRC20240](#)

Piracy in World History

Credits: 5

The aim of this module is to examine piracy from a variety of perspectives to gain an understanding of its origins and characteristics in major periods of world history. A central feature of the module will be the critical evaluation of political, historical and literary discourses on piracy, from ancient times to the present, focussing on the most important areas of scholarly debate.

CODE: [GRK20110](#)

Greek Texts: Plato

Credits: 5

Classes will be devoted to reading set texts and discussing points of interest. Students will be expected to prepare a section of the text for each class, and to be able to translate and discuss it.

CODE: [GRC20270](#)

The Athenian Empire

Credits: 5

This module explores the rise and fall of the Athenian empire from its beginnings in the 470s to its defeat at the hands of Sparta in 404 BC, as well as Athenian attempts to recapture such pre-eminence in the early fourth century.

CODE: [GRC20030](#)

Early Roman Empire

Credits: 5

This module examines the history of the Roman Empire from Augustus to Trajan. We will explore the political history of the period, focusing on the figure of the emperor and the nature of imperial power.

CODE: [GRK10100](#)

Greek Language II

Credits: 10

This module is the second stage of a beginners' course in ancient Greek. Students must have already completed GRK10090 to take this course.

CODE: [LAT10100](#)

Beginners' Latin II

Credits: 10

This module is the second stage of an introductory course in Latin.

CODE: [LAT20130](#)

Catullus

Credits: 5

In this course students will read the poetry of Catullus, who wrote on erotic, political and mythological themes during the period of the Late Roman Republic. In parallel with a close reading of the texts, the lectures and tutorials will explore the aesthetic qualities of Catullus' use of Latin, and interpret the poems in the context of Roman history of the period. The level of Latin is moderately advanced.

CODE: [LAT20160](#)

Augustus: Res Gestae

Credits: 5

In this module students will read (in the original Latin) the entire text of the Res Gestae, the political testament of the emperor Augustus. Students will assess the literary and rhetorical qualities of the work and evaluate its importance as a historical source in the context of the political culture of the Augustan period.

CODE: GRC10200

Classical Greece

Credits: 5

This module introduces students to the political, social, and economic history of ancient Greece. Most sessions will focus on the Classical period, c. 480-323 BC, which spans from the invasion of the Persian king Xerxes to the death of Alexander the Great.

School of English, Drama and Film

English, Drama and Film are disciplines that engage critically with written, spoken and performed media from early manuscripts to contemporary blogs.

The focus of the School's activities is on high quality pedagogy informed by cutting edge research, and on teaching core skills for work and life: critical thinking, excellent written communication, the ability to synthesize, organize and present complex ideas. Our disciplines educate students in the history and practices of theatre and performance, of media and cultural production, of literary and cultural production, and of creative writing. The School's origins go back to the foundation of UCD, and we have had a distinguished tradition of research, but also in the cultural life and practice of the state.

Autumn Trimester (September to December)

CODE: [FS20220](#)

Digital Media & Everyday Experiences

Credits:

This module will look at understanding individual media users in specific social and cultural contexts, owners, designers, and regulators of the media. It will examine the uses and social consequences of a wide range of media (print press, radio, internet, social media, games, and virtual reality).

CODE: [ENG10130](#)

Contemporary Irish Writing

Credits: 5

This module will introduce readers to a range of contemporary Irish writings, spanning non-fiction, the novel, short stories and poetry, closely examining the choice of theme, the significance of form, and the nature of the works' impact.

CODE: [ENG20440](#)

Reading the Story of Ireland: Irish Literature in English

Credits: 5

This course will explore the representation of the individual, the community, and the nation in Irish literature and drama from the late nineteenth century to the present.

CODE: [ENG20450](#)

Writing and Performance in the Age of Shakespeare: Renaissance Literature

Credits: 5

This module is designed as an introduction to the writing of Shakespeare and his contemporaries. Reading Shakespeare's plays and poems alongside the work of other key writers of the Tudor and Stuart period, this module will examine Renaissance drama and poetry

CODE: [FS10010](#)

Intro to Film & Media

Credits: 5

This module aims to provide students with a scholarly understanding of a range of screen media, past and present, in order to better comprehend continuities and disruptions

CODE: [ENG10230](#)

Reading World Literature

Credits: 5

What does it mean to read literature as 'worldly,' and how do world-literary texts shape our understanding of the world? Reading World Literature will explore the category of 'world literature': what it means to read texts in the 'world language' of English.

CODE: [FS20210](#)

Women's Authorship in American Cinema

Credits: 5

This module explores the many and various ways that women have made movies in the United States. It examines a range of women filmmakers, from women film pioneers in early cinema to prominent contemporary directors.

CODE: [ENG32340](#)

The Modern Short Story

Credits: 10

This module will explore theories of the art and artifice of the modern short story. Across a ten-week period we will engage in a detailed study of selected modern short stories and examine the ways in which this genre works both as a literary form and as a creative construct.

Spring Trimester (January to May)

CODE: [DRAM10010](#)

Theatre Context and Convention

Credits: 5

This module offers students the opportunity to develop their skills in reading dramatic texts from diverse periods in the European theatrical tradition, and to trace the development of theatre from the Greek classical period, through the Elizabethan and Restoration periods, and into the nineteenth century.

CODE: [DRAM20180](#)

20th Century Avant Garde Theatre

Credits: 5

This module introduces students to avant-garde theatre makers and performance artists of the twentieth century whose interrogation of the function and possibilities of performance influenced many artists working in theatre and performance today.

CODE: [FS20230](#)

Race & Migration in Media

Credits: 5

This module will examine the cultural and ideological constructions associated with media representation. It will analyse the role that news, film, and social media play in shaping, reflecting and challenging the social construction of race and ethnicity.

CODE: [FS20140](#)

Irish Cinema & TV

Credits: 5

This module offers an in-depth study of Irish cinema and television from historical, cultural, social and economic perspectives.

CODE: [FS10020](#)

Introduction to Film and Media Theory

Credits: 5

This module follows and builds on the knowledge of visual language and analysis skills introduced in FS10010 Perspectives on Media 1. In Spring, students will be introduced to a variety of approaches to interpreting and understanding media in context.

CODE: [ENG10030](#)

Literary Genre

Credits: 5

Literary genre is the most important element of a writer's craft, of a reader's understanding, of a critic's tool-box. In every kind of literary (and non-literary) writing, it is genre that governs and shapes language, style, form, address and the engagement

CODE: [ENG20250](#)

Modern Drama

Credits: 5

This course will examine some of the most important plays of the twentieth century from Europe and the United States. The module interrogates, through the lens of these ground-breaking dramas, the radical shifts in socio-political and class structures

CODE: [ENG20410](#)

Reading Medieval Literature

Credits: 5

This module traces both the development of English literature and the development of Medieval English society, as we trace the transition from a shame culture to a guilt culture.

CODE: [ENG20460](#)

From Victorian to Modern Literature, 1830-1914

Credits: 5

This module introduces students to literature from the 1830s to the first decades of the twentieth century. This period of dramatic change, as Britain moved from a predominantly rural economy to become an urbanised, industrialised nation will be discussed with reference to key issues such as transforming attitudes about gender and sexuality; changing class and community relations; debates about democracy and the role of Empire; and the growth of new sciences and technologies.

CODE: [FS20130](#)

History of Television

Credits: 5

This module approaches the history of television from an institutional, formal and cultural perspective. In examining the inception of television broadcasting in the UK and the USA, students will encounter concepts such as the 'public service' ethos.

CODE: [ENG10220](#)

Literature and Crisis

Credits: 5

What good is literature in a crisis? Literature and Crisis introduces students to the key ways in which literature has engaged with urgent social, political and cultural crises throughout history, from medieval responses to the Black Death to contemporary novels of climate crisis.

CODE: [ENG20430](#)

Modern American Literature

Credits: 5

The course will introduce and develop an understanding of American modernism, both in terms of the particularities of American culture in the early twentieth century, and in relation to its complex relationship with Europe.

CODE: DRAM20110

Contemporary Ireland on Stage

Credits: 5

This course examines new Irish theatre from the 1980s forward, with particular emphasis over the past twenty-five years, during a time of profound economic and social change.

School of History

The School of History at UCD is the perfect environment for anyone who has a love of history.

Its modules - all taught by experts in their field who bring their new research to the classroom - create for everyone the opportunity to explore the past. Sometimes this can mean looking afresh at what might appear to be familiar subjects and on other occasions it means investigating entirely new areas of study. It is this willingness to embrace new ideas and new approaches that defines the School of History.

Autumn Trimester (September to December)

CODE: [HIS10070](#)

Modern Europe, 1500-2000

Credits: 5

This module offers a sweeping introduction to some of the momentous changes which have taken place in Europe over the past five hundred years. It explores some of the major landmarks in Europe's social, political, and economic development.

CODE: [HIS20950](#)

Statecraft and Strategy 1470-1770

Credits: 5

This module examines who the great personalities of the age were, and who and what formed their mindsets and inspired them to the significant achievements that reversed the rot, rescued their peoples and brought about the rise of the nation-states as great powers with political and cultural influence on the world stage from the sixteenth to the twentieth centuries.

CODE: [HIS 20460](#)

Islam & Christianity

Credits: 5

The first part of the module will examine how Muhammad's revolutionary new message gave rise to a vibrant new religion and culture and brought about enormous change in Arabia. Throughout the module students will have the opportunity to read a selection of primary sources including key Arab and Christian narrative histories of the period; religious and legal texts, literature, letters and epigraphy.

CODE: [HIS10320](#)

The Making of Modern Ireland, 1800-2000

Credits: 5

This course takes students through two centuries of modern Irish history, examining key events, themes and milestones from the Act of Union between Britain and Ireland in 1800 to the collapse of the Irish economy in the early twenty-first century.

CODE: [HIS10440](#)

The United States 1776-1991

Credits: 5

This module explores the development of the United States from the founding of the republic to the end of the Cold War, from the creation of a federal government with limits on its powers to the emergence of the United States as a sole superpower. Particular attention is paid to the evolution of government in the United States and the development of distinct ideas about American national identity.

CODE: [HIS21320](#)

Sport and the modern world

Credits: 5

This module examines the modern passion for sport and seeks to explain this passion. It assesses to what extent the straightforward pursuit of pleasure overwhelms everything else when people chose to engage with sport.

CODE: [HIS20960](#)

Living, Loving and Dying in 19th-Century Ireland

Credits: 5

This module explores the forces which shaped Irish society in the nineteenth and early twentieth centuries from the perspective of ordinary lives and everyday experiences, experiences of sickness and health, love and marriage, birth and death, crime and punishment, getting and spending.

CODE: [HIS21140](#)

History Today

Credits: 5

This is a module that explores the place of history in society. Drawing from podcasts and blogs and news websites as well as from academic histories, it looks at how historians work and how this work fits into the modern world.

CODE: [HIS21210](#)

Spanish Civil War

Credits: 5

This module examines the economic, social, political, cultural and religious roots of the Spanish Civil War (1936-39) and places them within the wider international historical context.

CODE: [HIS32900](#)

Questions in History

Credits: 5

This module, as the title suggests, revolves around questions: questions that historians have asked about historical events and phenomena, questions that historians have asked about the aims of their own research, and questions that others have asked—and keep asking—about the work that historians do.

CODE: [HIS32460](#)

Conquering Ireland, 1579-1691

Credits: 5

This module examines the expansion of English state authority in late Tudor Ireland, in its first section focusing in particular on the Desmond Rebellion, the Munster Plantation and the Nine years War seeking to understand why conflict became so endemic and widespread in the island during this period. .

Spring Trimester (January to May)

CODE: [HIS 10080](#)

Rome to Renaissance

Credits: 5

This module provides an introduction to European history during the Middle Ages, from the fall of Rome in the fifth century to the Renaissance of the later fourteenth and fifteenth centuries.

CODE: [HIS21120](#)

Northern Ireland, 1920-2010: from partition to Paisley

Credits: 5

This course will chart the history of Northern Ireland from its foundation through state building, war, civil rights, sectarian conflict, and the peace process.

CODE: [HIS20820](#)

Nazi Germany

Credits: 5

The course provides an overview over some of the most important aspects of Nazi Germany – covering political, cultural, social and military history. The module provides insights into one of the darkest, most disturbing and most formative periods of modern European history.

CODE: [HIS21240](#)

Celts, Romans and Vikings: The Formation of Early Ireland

Credits: 5

This module will examine three core themes. Was Ireland Celtic? How did the Romans influence the peoples of Ireland, their religion and politics? What was the impact of the Vikings? How did they transform Ireland and what were their legacies? The module will offer a fresh way of thinking of the Irish past and will challenge myths of exceptionalism and insularity.

CODE: [HIS21260](#)

From the Goldmines to Trump: A global history of nativism and anti-immigration since the mid-19th c.

Credits: 5

Nativism and anti-immigration (both terms will be used interchangeably throughout the course) refer to people's opposition and/or hostility to immigration or minorities. These terms have appeared repeatedly in explanations put forward to explain Brexit and Trump's victory. But they have a much longer history. This course will examine nativism since the mid-nineteenth century around the world.

CODE: [HIS10450](#)

Radicals and Revolutionaries

Credits: 5

What does the world look like when viewed from the perspective of those who seek to challenge the status quo? This course offers an introductory overview to eight critical episodes from the nineteenth to the early twenty-first centuries, travelling around the globe. In doing so, we will encounter individuals, groups, communities and states who have sought to confront the mainstream by proposing radical social and political alternatives.

CODE: [HIS10460](#)

Animal Histories

Credits: 5

This module examines the history of animals from the earliest human civilisations to the present. Despite their crucial role in human history, animals have not traditionally been portrayed as central historical actors. This module argues for the importance of animals in the history of human society and culture.

CODE: [HIS21170](#)

The Making of the Middle East

Credits: 5

The region known as the Middle East is almost synonymous, in the eyes of its foreign observers, with the idea of violence. From Napoleon's short-lived occupation of Egypt to the Iranian Revolution of 1979 to 9/11, Euro-American imaginaries were saturated with fantasies and fears of Muslim violence.

CODE: [HIS21330](#)

Global Asia

Credits: 5

This course introduces Asia's quest for nation-building and global modernity to students without prior knowledge of the region and its people.

CODE: [HIS32310](#)

Revolutionary Russia, 1905-1921

Credits: 5

This course examines the causes and consequences of these tumultuous years from 1905 to 1921, exploring the rich political, social, intellectual and cultural world of revolutionary Russia.

CODE: [HIS32380](#)

20thC Genocide & Mass Violence

Credits: 5

This course explores the question of genocide and mass violence in the twentieth-century world. In this class, we will engage with theories of genocide and political violence, and also examine the validity of these explanations for the causes and consequences of mass violence by examining four case studies in depth.

CODE: [DSCY10120](#)

Contagion & Control

Credits: 5

Students will learn how crises like COVID-19 are rooted in the dramatic changes that global disease environments and the way humans manage their health underwent over the past 200 years.

CODE: DSCY10050

War: Ancient and modern

Credits: 5

This module will introduce students to the changing character of war from ancient times to the present, highlighting the latest research results on a large variety of conflicts and themes: wars, piracy and civil wars in the ancient world, the Viking conquests in Europe, the Crusades, the Wars of Religion, the Napoleonic Wars of the 19th century, the total wars of the 20th century and the current crisis in the Middle East.

CODE: HIS20780

History of Science

Credits: 5

This module provides a broad outline of the history of science, from ancient times to the present, and incorporates a number of fields of study that we today consider to be 'scientific'. It traces a line from the earliest conceptions of the universe to the evolving views of mankind's relationship with his world, through the Scientific Revolution to current and emerging scientific theories that challenge our very notions of reality itself.

School of Irish, Celtic Studies and Folklore

This is a vibrant multi-disciplinary School with a specific focus on Irish and Celtic culture and traditions, and on Irish language, literature and society in a national and international context. Den fháilte an fhéile!

Modules in Irish cover the evolution of Irish language and literature from 1200 AD to present day Modern Irish language, media and literature. The study of Folklore looks at the nature of popular tradition and the way in which it is transmitted. Modules on Celtic Civilisation enable students to form an overview of the history, literature, language and culture of the Celts. Interdisciplinary modules in Irish Studies ensure excellent insights and enhance the understanding of Ireland in a global context.

Autumn Trimester (September to December)

CODE: [CCIV10010](#)

Intro to Celtic Civilization

Credits: 5

This introductory module provides students with an overview of the origins, languages, literatures and mythologies of the Celts from prehistoric to medieval times. It forms a solid foundation from which students can progress to study the legacy of the Celts in greater detail at stages 2 and 3. All texts will be read in translation, supported by critical reading, and no previous knowledge of a Celtic language is required.

CODE: [CCIV10040](#)

Vikings in the Celtic World

Credits: 5

This course will consider the Viking experience of the Celtic-speaking lands and how the Vikings, through both confrontation and collaboration, had a transformative impact on that world between c. 780 – 1020.

CODE: [CCIV20130](#)

Kings and Heroes of Early Ireland

Credits: 5

The Ulster Cycle tales are among the best-known narratives of Early Irish literature (c. 700-1200 AD). The tales depict the heroic society of pagan Ireland and the rivalry for supremacy between Ulster and Connacht. We will study, in translation, not just the centre-piece of the cycle (The 'Táin' or 'Cattle Raid of Cooley'), but also other major and minor tales, which offer an introduction to the wide variety of themes, genres, and literary styles of one branch of this uniquely early literature

CODE: [IRFL10010](#)

Introduction to Folklore

Credits: 5

This module is designed to give students a comprehensive overview of what is meant by the term 'folklore', and to introduce them to the academic study of the subject. In the course of the module, folklore is defined and described in its many manifestations, and students learn about some of the more important sources for the study of folklore and popular tradition, in Ireland and abroad. Examples of both oral tradition and material culture are examined, including narrative and storytelling, vernacular architecture, traditional belief systems and views of the otherworld, and popular custom and practice.

CODE: [CCIV20070](#)

Poets, Power and Performance

Credits: 5

This module, offered by Celtic Studies and Folklore, is interdisciplinary by nature but at its core are languages and literatures in the Celtic languages. It explores the role of the poet and the power of words in Ireland, extending from the present day back to the earliest written evidence.

CODE: [IRFL20010](#)

The Study of Folklore: Origins and Development

Credits: 5

This course will examine the history of folkloristics and the documentation of popular tradition and folklore in Ireland and abroad, with reference to the various movements and interests which have shaped their development. Particular attention will be paid to early collecting work in Ireland, and to the work of pioneers in the field.

CODE: [IRFL20030](#)

The Narrative Art

Credits: 5

Tales and tellers are core to the narrative art. Within the framework of folkloristics different genres of narrative will be described, and their traits discussed. International Folktales and Legends create the corpus under examination. Irish examples of folk narrative will be analysed individually, and then will be set within the framework of folkloristic theories

CODE: [IRST10010](#)

Intro to Irish Studies

Credits: 5

This interdisciplinary module introduces students to a variety of questions, methods, and concepts underlying Irish Studies. A central theme of the lectures examines the processes through which identity is constructed through time. The course material raises a series of provocative and stimulating questions about concepts of Ireland and Irishness. This introductory module incorporates themes and methods from a broad range of related disciplines including history, archaeology, literature, film, art, music, sport, politics and folklore.

CODE: [IRST20010](#)

Place, People and Identities

Credits: 5

This interdisciplinary course will focus on place, people and identity in Ireland, through its history, literature and film. The module will cover representations from the late nineteenth century to the present. The growth of distinctive urban cultures and rural cultures, and their role in the shaping of identity debates within Ireland, will be of particular importance.

Spring Trimester (January to May)

CODE: [CCIV10020](#)

Early Ireland: Continuity & Change

Credits: 5

The course is designed as an introduction to early Irish society and culture. The period we cover was one of great change for Irish society – the arrival of Christianity with a new language, the rise of new, forceful power groupings and the opportunities and challenges posed by the intrusion of the Vikings. Underlying these transformations there was continuity and we will examine the evidence for the survival of earlier belief – in the burial record and in the role of women in the administration of associated rituals.

CODE: [IRFL20100](#)

Oral History and Tradition

Credits: 5

Oral history is both a process through the conducting of interviews as well as a product which is the recorded interview. The interview is both a document as a source of information and data and a text created through construction of memory and language. It is a form of first-person, personal narrative, both similar to and different from other forms of first-person narrative, including ethnography, storytelling, and memoir.

CODE: [CCIV10030](#)

The British Celts

Credits: 5

The module gives an overview of the early history of the Celts and other peoples in Britain. After outlining what we know of Late Iron Age Britain, we study the wide-ranging changes caused by Roman Conquest, and examine what can be learned from various types of evidence about aspects of daily life, art and religion.

CODE: [CCIV20120](#)

Law & Society in Early Ireland

Credits: 5

This module introduces early Irish law ('Brehon law') as first recorded in the 7th century CE and survived as a living tradition until the 17th century. It has the earliest and most copious textual tradition written in a vernacular language (i.e. not Latin or Greek) in Europe. The surviving law texts provide a highly valuable window to observe the culture, society and even bee-keeping and divorce arrangement in medieval Ireland.

CODE: [IRFL10040](#)

Ethnography of the Everyday

Credits: 5

Listening, observing, and sensing the world around us are essential components in the field of folkloristics. Ethnography is the study and description of peoples, societies, and cultures through direct observation and enquiry. At the centre of folklore studies lies ethnographic fieldwork. Traditionally through person-to-person engagement, often in the form of interviews, fieldwork has evolved and expanded to dynamically engage unofficial, vernacular culture in our everyday physical and digital landscapes.

CODE: [IRFL20050](#)

Healers & Healing

Credits: 5

This course examines the practice of folk medicine in Ireland, in the past and in the present. Irish popular tradition includes a great richness of material on this subject, encompassing a wide range of healing agents and media, from botanical remedies to prescribed rituals and actions, and from specific locations to particular individuals who were credited with special powers.

CODE: [IRFL20090](#)

Folklife & Ethnology

Credits: 5

This course explores the tangible manifestations of tradition through a broad range of material culture in Ireland and beyond, including vernacular architecture, furniture, traditional crafts and technologies, foodways and clothing. The creation, application, transmission and transformation of vernacular forms of material expression in time and space reveal as much about our present as they do our past.

CODE: [IRST10020](#)

Intro Irish Cultural Studies

Credits: 5

This module considers key themes, topics, debates and controversies in Irish culture, focusing particularly on the representation of Irishness and Irish culture in literature, film, drama and art history. Some key issues that will be explored include: Cultural Nationalism; The Literary Revival; The Myth of the West; Dublin in cultural representation; Gender and Nation; Commemoration and Memory; Institutional Abuse Scandals; Race and Immigration; Class; Prosperity, Recession, and Austerity.

CODE: [IRST20060](#)

Reading Irish Studies

Credits: 5

This module introduces students to a series of key texts relating to Irish Studies in a multi-modal context including literature, print, film, art, music and original source documents relating to the different disciplines that contribute to Irish Studies. Themes explored and discussed in this module include the expression of Irish identity through music, sport, language, literature, media, religion, politics, gender and citizenship.

CODE: [CCIV30110](#)

Early Irish Myths & Sagas

Credits: 5

In this module we will focus on one specific long narrative from the early Middle Ages and conduct a thorough and critical analysis of the text. No knowledge of Old Irish is required, as we will read the story in full in English translation, but throughout the module key Irish terms and concepts will be examined and their significance explained.

School of Languages, Cultures and Linguistics

The School of Languages, Cultures and Linguistics is a multidisciplinary academic unit made up of five subjects: French and Francophone Studies, German Studies, Italian Studies, Linguistics and Spanish and Portuguese.

Staff research interests are manifold spanning the languages, literatures, politics and histories, drama, film and the fine arts of these European cultures and beyond. The School also houses the only full undergraduate programme in Linguistics in the Republic. Research in linguistics focuses on lesser-used languages, local indigenous languages (Irish, Irish English), Creole languages, Semitic languages, structural aspects of language (phonology, syntax, morphology), sociolinguistics, corpus linguistics, language contact and language teaching.

Autumn Trimester (September to December)

CODE: [HUM10010](#)CODE:

Study Skills in the Humanities

Credits: 5

This module is for students making the transition to 3rd level study in the areas of Arts and Humanities. The module uses a variety of teaching techniques to build confidence and competence in time management, the use of source materials, research methods, essay writing, note-taking and presentation skills. It is intended for any student who feels that aspects of their learning require specific attention.

CODE: [EUST20010](#)

Discourses of Freedom

Credits: 5

Please consult online module descriptor.

CODE: [GER30210](#)

Transcultural Encounters 2

Credits: 5

This module aims to provide students with contextual information about Islam and its position in contemporary German society. They will gain an insight into the debates surrounding Islam and how these are shaped by important writers, filmmakers, theatre directors and intellectuals, such as Zafer Şenocak.

CODE: [FR20220](#)

World War 2 in French Culture

Credits: 5

This module will examine how the Second World War has been remembered in France from 1945 to the present. It is aimed at students interested in memory studies, history, and French culture. Most primary sources, lectures and discussions will be in French. A CEFR B1 level or above is therefore required.

CODE: [ITAL10020](#)

Italian Language I a

Credits: 5

This module is aimed at students with no or very little prior knowledge of the language. It is primarily for those who wish to begin the study of Italian and pursue it to degree level, but it is also suitable as a language elective. It is the perfect choice for those who want to explore a new language. The module provides students with the basic abilities and notions underlying the use of Italian: the principles of pronunciation and spelling, and the fundamental linguistic structures necessary for producing and understanding simple sentences in basic communicative situations.

CODE: [ITAL20160](#)

Reading Italian Literature

Credits: 5

For a real encounter with the Italian culture, students need to be enabled to engage with the original texts. This module is designed to facilitate such a direct engagement, by means of a structured path of guided reading. A selection of literary texts is used, carefully chosen to develop linguistic skills and cultural awareness. Students taking this module must have some knowledge of Italian, specifically for the reading ability.

CODE: [GER10010](#)

German Language I A

Credits: 5

This is a level 1 module for students who have studied German to Leaving Cert level or have an equivalent standard. GER10010 aims to provide a strong foundation for the study of German language (and culture) at third level. Reading, writing, oral, aural and grammar competences are taught in an integrated way, using both a coursebook and authentic materials that provide insights into the cultures and societies of the German-speaking world.

CODE: [GER10100](#)

German Beginners A

Credits: 5

This language module is aimed at students with no or very little prior formal knowledge of German. The main focus lies on enabling students to communicate and exchange information in a simple way. The module will provide students with a basic foundation in the language across the four main competencies (speaking, writing, listening and reading), and will introduce them to some cultural aspects of the German speaking countries.

CODE: [GER30080](#)

German Language III A

Credits: 5

This module is aimed at consolidating independent language use (CEFR level B2) and the transition to autonomous language ability (CEFR level C1). The module builds on the foundations acquired in level two language modules (GER20070 German language IIB, or GER 20250 German Ex-Beginners B) The focus of the module is on the comprehension and synthesis of audio-visual and written sources.

CODE: GER10120

Spoken German for Beginners

Credits: 5

This module focuses on oral and aural language skills and is intended primarily for students taking GER10100 (German Beginners A). Using a variety of exercises, audio visual material and role play, students will learn to comprehend sentences and short dialogues in German, and master the production of phonetic patterns specific to the German language.

CODE: GER10140

Reading German Literature

Credits: 5

This is a level 1 module for students of German (non-beginners) or any students with German who want to read German literature. All students should have reached at least level A2 on the Common European Framework of Reference or have taken Honours German in the Leaving Certificate.

The module aims to introduce students to the reading and analysis of short literary texts in German (poetry and short prose) and in the process further their language learning.

CODE: GER20260

Radical Thinkers

Credits: 5

'Radical Thinkers' will present some of the ideas from the German-speaking lands that have either sparked controversy, or sought to stir up revolutionary thought (examples include Georg Büchner, and Marx/Engels); Others have a Utopian dimension, e.g. the idea that 'Perpetual Peace' (Kant) is possible. Of course, radicalism can also be destructive: Although this module will not focus on Nazism, we will examine the rise of anti-Semitism (focusing on Hannah Arendt's account in "The Origins of Totalitarianism"). This module will introduce a range of essays or excerpts from longer texts spanning the 18th century to the 20th century.

CODE: LING10020

Language Acquisition & Disruption

Credits: 5

This module introduces the areas of Linguistics that focus on two related aspects of Language study: Language Acquisition and Language Disorders. The first part of the module examines both first language acquisition from birth and second language acquisition by individuals who already have a complete first language. The second part introduces the area of Linguistics that concerns itself with the study of language disorders and language impairment.

CODE: LING30030

Language Impairment

Credits: 5

The module explores the human language faculty from the point of view of language impairment. Both acquired impairment (such as aphasia) and developmental impairment (such as Specific Language Impairment) are examined. As a result the module also explores the various ways brain activity is monitored and understood. Other areas where language is impaired or develops in some 'unusual' way (such as in Autism and various genetic syndromes) or in 'exceptional' circumstances (such as with isolated children, blind children) are examined in order to determine what factors lead to the impairment of language.

CODE: SPAN10130

Hispanic Cultures & Societies

Credits: 5

This module introduces students to the study of Spanish and Latin American society and culture through enquiry-based learning, a student-centred approach that focuses on the development of independent critical thinking, research skills, and presentation skills (oral and written) in both individual and group work. No prior knowledge of Spanish is required but would allow students to engage with additional Spanish-language resources if they wish.

CODE: SPAN10140

Intensive ab initio Spanish I A

Credits: 5

This is a high-intensity language module aimed at ab-initio language learners. It is primarily recommended for students wishing to take Spanish to degree level. It is also suitable as an elective for those students who are willing to engage in an intensive study of the language. It seeks to develop independent learners who are prepared to devote 6 hours a week of personal study time outside the (online) classroom focusing on grammar and written and aural skills to complement the 27 hours of class time.

Spring Trimester (January to May)

CODE: [HUM10030](#)

Introduction to Arts

Credits: 5

This module provides students with an opportunity to identify and develop the skills and resources which will maximize their success at university. The purpose of this module is to facilitate students in achieving the highest grades possible across their modules in Arts and Humanities. The module aims include developing an understanding of university expectations, enhancing academic skills, and developing an understanding of the different learning and assessment practices used in a University.

CODE: [FR10070](#)

French Grammar & Expression

Credits: 5

This is a level-one non-beginners module in French language. Students are most welcome to take this module even if they have not taken Level 1 French in autumn semester. This module builds on the basic communicative proficiency, language awareness and cultural awareness acquired through the Irish Leaving Certificate programme (we recommend that only students who have attained at least a C grade in Honours Leaving Certificate French (or the equivalent level) take this module).

CODE: FR10140

Paris

Credits: 5

Paris has long been an iconic city in global terms. This elective provides UCD students with expert snapshot insights into aspects of the development and essence of Paris: the City of Light.

Each week, UCD French and Francophone Studies lecturers will present Paris through a new lens, with focus on a wide variety of topics.

CODE: FR20180

La France d'Aujourd'hui

Credits: 5

Can the birth of the French nation be dated? Where do the French flag, the motto 'Liberté, égalité, fraternité' and other French symbols come from? And what do these symbols mean in contemporary France? What role does France or French language play in the contemporary world? This module will shed light on these and many other fundamental questions through a series of general civilisation-type themes on French history, economy, society and culture. Students must have completed Level 1 French Grammar and Expression to take this module.

CODE: GER20270

Introduction to translation German/English-English/ German

Credits: 5

This module introduces students to some basic concepts of translation studies. Through practical translation and through the critical analysis of existing translations, students will gain an insight into translation both as linguistic and cultural transfer. Throughout the module a particular focus will be placed on the critical reflection on the process and product of translation.

CODE: GER10020

German Language I B

Credits: 5

This is a level 1 module for students who have studied German to Leaving Cert level or have an equivalent standard. GER10010 German Language Ia is not a prerequisite for this module, although this module builds on the work from Ia. GER10020 aims to provide a strong foundation for the study of German language (and culture) at third level, and is also available as an elective for those who want to improve their German. Reading, writing, oral, aural and grammar competences are taught in an integrated way, using both a coursebook and authentic materials that provide socio-cultural insights into the German-speaking world.

CODE: [GER10110](#)

German Beginners B

Credits: 5

This language module is a continuation of GER 10100 (German Beginners A). Students should thus have reached level A1 of the Common European Framework. The module will further develop students' receptive and productive language skills across the four main competencies (speaking, writing, listening and reading). At the end of the module, students will be able to participate in basic conversations about a range of topics relating to everyday life.

CODE: [GER30090](#)

German Language III B

Credits: 5

This module is aimed at completing the transition from independent language use to autonomous language ability (CEFR level C1). The module builds on the skills developed in the module GER 30080 (German Language IIIA). The focus of the module is on the analysis and production of oral and written texts that express opinions on current affairs and general cultural, social, and political issues.

CODE: [GER20230](#)

Transcultural Encounters

Credits: 5

As a result of the bilateral agreement between Turkey and West Germany in 1961, Turks are now Germany's largest minority and Berlin has one of the largest Turkish populations of any city. This module will equip students with an in-depth knowledge of post-War Germany's history, society and cultural landscape from the Turkish-German perspective through analysis of a diverse selection of poems from the '70s to the present day, including rap and hip-hop.

CODE: [GER10150](#)

German History on Screen

Credits: 5

This is an introductory module for students interested in German culture, history and film. It focuses on a number of key events and figures in German history of the twentieth century, exploring how they have been portrayed in recent popular German-language films. Films will be in German with English subtitles.

CODE: [GER30190](#)

Youth and Cruelty in Modernism

Credits: 5

Hardly any period of the human life cycle is idealised as regularly and as wildly as youth. However, as is often the case with ideals, the reality is sometimes very different. This module will focus on several novels and novellas from German Modernist literature, Robert Walser's "Jakob von Gunten", Robert Musil's "Die Verwirrungen des Zöglings Törleß" and Arthur Schnitzler's "Der Sohn".

CODE: [ITAL10030](#)

Italian Language 1 B

Credits: 5

This module is primarily conceived for students who started Italian as beginners in the previous term, and it assumes familiarity with the basic features of the Italian language as presented in ITAL10020 - Italian Language I a. However, any student with a comparable advanced-beginner competence may register, without necessarily having taken ITAL10020, as long as they are already familiar with the structures introduced in it (including reflexive verbs and passato prossimo).

CODE: [ITAL10100](#)

Italian Language 1 Non-Beginner

Credits: 5

This module is directed at students who already had some knowledge of Italian before the start of the academic year, corresponding to Leaving Certificate standard or equivalent. Students taking this module can expect to consolidate their abilities and make up for any major gaps, relating communicative skills to grammatical awareness to reach a uniform level across all aspects of language competence.

CODE: [ITAL10080](#)

Making Italy

Credits: 5

This module will focus on three crucial aspects of 'Italian-ness', leading to the creation of modern Italy: - the emergence of Italian as a regional (Tuscan) dialect which became, first a literary standard - an introduction to the literature of Italy's Medieval and Renaissance periods - the process of Unification and its ensuing problems, as well as an overview of key Italian literary movements of the 20th century with a particular focus on one short story.

CODE: [ITAL10110](#)

Italy

Credits: 5

This is an Elective module designed as an introduction to ITALY from a variety of perspectives. It is designed for non-specialists, so you do not need to be familiar either with Italian language or with the country of Italy before taking this module.

CODE: ITAL30200

The Story of Italian 2: Modern Age and Today

Credits: 5

Italy has only been a unified political entity since 1861, and Italian did not become a spoken language until the 19th or 20th century. Yet, the history of the Italian language and culture goes back a long time before that, and lies at the heart of what became the European civilization. This module presents the second part of this remarkable history, from the standardization of the literary language in the Renaissance to today.

An acquaintance with Italian history is desirable, and a reading ability in Italian a necessary requirement.

CODE: SPAN10110

Reading Hispanic Texts

Credits: 5

This is a foundational module for all level-one students of Spanish. Texts are read in Spanish with translations, synopses, and vocabulary lists made available for those studying Spanish as beginners. This will aid students in their reading, comprehension and literary appreciation of the original Spanish texts. The module will entail the study of various genres of literature. A basic level of Spanish language proficiency (Level A2 of the European Framework, or its equivalent) is required.

CODE: SPAN10150

Intensive ab initio Spanish I B

Credits: 5

This is a high-intensity language module aimed at learners who have already consolidated level A1 of the Common European Framework. It is primarily recommended for students wishing to take Spanish to degree level. It is also suitable as an elective for those students who are willing to continue an intensive study of the language.

CODE: LING10050

Introduction to Linguistics

Credits: 5

This module provides an introduction to the main areas of Linguistics and language study. It covers Phonetics (the sounds used by Human Languages), Phonology (the analysis of how sounds are organised in specific languages), Morphology (how words are constructed in languages), Syntax (how phrases and sentences are constructed in languages), Semantics (the study of meaning in words and phrases), and Pragmatics (how meaning can be inferred in language from context). It also provides an analysis of current theories of Language Acquisition and Language Impairment.

CODE: LING20080

Meaning in Language

Credits: 5

This module explores meaning inside and outside of language. The ability to 'mean' is explored as a human faculty that only interacts with language, rather than underlying it. A distinction is drawn between Lexical and Compositional semantics, and various theories of lexical semantics are examined. The features of language that need to be explained by any theory of semantics are identified. The module also explores the role of context in understanding language as it is used, focusing on the distinction between utterances and abstract entities such as sentences.

School of Music

Music is a universal form of expression, one that captures our imagination in countless ways. In UCD, we equip students with the skills necessary to understand a wide variety of musical practices.

Study music in UCD if you love performing, listening to, and talking about music. Develop your musicianship through both theory and performance. Deepen your knowledge of musical history and cultures. Analyse the important role music plays in contemporary life. Learn how to research and write about specific musical genres and topics. Find out why music is such a central part of being human.

Autumn Trimester (September to December)

CODE: [MUS10150](#)

Writing about Music

Credits: 5

This module examines some of the key principles in writing about music. Those principles include style, tone, persuasive argumentation, and appropriate structure.

CODE: [MUS10200](#)

Listening to Music

Credits: 5

Listening to Music offers students the opportunity to develop critical listening skills through the close study of a number of musical works from diverse traditions and practices. Each week, a listening 'challenge' is introduced alongside a specific case study, and students are provided with the materials necessary to understand and work through these challenges.

CODE: [MUS10210](#)

Musicianship

Credits: 5

This module covers the rudiments of music, including writing and reading scores, and the fundamentals of music theory (melody, rhythm, tonality, key, intervals, etc.). Basic concepts in writing and analyzing harmony are introduced (including degrees of the scale and Roman numeral notation).

CODE: [MUS20310](#)

Popular Music and Culture

Credits: 5

This module examines the development of Western Popular Music from the 1950s to the present day. Although the course content is arranged chronologically, the course is not an exhaustive survey. Rather, each week focuses on a selected genre or thread in modern popular music, from rock and roll to hip-hop to underground and dance music; by examining these genres and threads, students are introduced to theoretical frameworks by which they can analyse and understand the music in question.

CODE: [MUS20400](#)

Early European Music

Credits: 5

This module introduces students to the music of the Medieval, Renaissance and Baroque eras of European musical history. Students will examine six key topics encompassing the development of music in each of the eras under consideration.

CODE: [MUS20610](#)

Music in Ireland

Credits: 5

This module provides students with both a thorough introduction and an experiential immersion in the music of Ireland, and aims to encompass all its richness and variety. No previous knowledge of Irish musical history is required and neither is it necessary to be able to read musical notation. The module will engage with the music of Ireland from the medieval period to the present day and will encompass three principal types of music – Traditional, Classical and Popular.

CODE: MUS20080

Musics of the World

Credits: 5

In this module, we will examine the nature of music and its place in human life through the study and analysis of musical traditions from around the world. Our inquiries center on both the phenomenology of music 'itself' and the role that music plays in culture.

Spring Trimester (January to May)

CODE: [MUS10120](#)

Music, Culture & Society

Credits: 5

While the experience of listening to music is fleeting, the discourses and artefacts of musical performance are rooted firmly in the conventions, conditions, and institutions of human society. In this module students will be introduced to the ways in which music is situated in social and historical conditions.

CODE: [MUS20610](#)

Music in Ireland

Credits: 5

Repeat of Autumn offering.

CODE: [MUS20410](#)

Music History Since 1750

Credits: 5

The module provides a survey of the history of Western art music from around 1750 until the early 21st century. It will feature the development of musical styles, aesthetics, issues of cultural history in general, questions of intentionality and reception, nationalism, exoticism, race and gender.

College of Business

Lochlann Quinn School of Business

The UCD Lochlann Quinn School of Business is a progressive and engaging learning environment which places a strong emphasis on independent thought and academic excellence.

Welcoming students from over 40 different countries, we encourage our undergraduates to expand their horizons, encounter and engage with diverse perspectives and experience new ways of thinking all within our modern learning environment. Our technology enabled classrooms, varied assessment methodologies and engaging teaching practices have all contributed to this unique learning experience for our students. Knowing that life in a University environment can be challenging, the Quinn School also provides a range of academic and pastoral supports to help students transition to 3rd level education.

We are very proud to have an Open Learning Progression Pathway for students interested in progressing onto the BComm Commerce degree. More information on this Pathway and the compulsory modules required can be found in the Open Learning Progression Brochure.

Autumn Trimester (September to December)

CODE: [BMGT10160](#)

Global Marketplace

Credits: 5

For the new student, the world of business can appear daunting. In reality, however, we all have direct exposure to, and knowledge of, global business, thanks to the products we buy, the places we visit, and the news stories that we hear every day. Hence this module is a preliminary foray into global business, introducing key global business concepts at an introductory level.

***Students on the Commerce Progression Pathway should avoid this module as it is incompatible with compulsory admission modules.**

CODE: [ACC10060](#)

Accounting for non-Business students

Credits: 5

This module will provide students with an introduction to financial and management accounting. Among the areas covered are: the nature and purpose of accounting; the users of accounting information; preparation and interpretation of Trading, Profit and Loss Accounts, Balance Sheets; VAT.

***Students on the Commerce Progression Pathway should avoid this module as it is incompatible with compulsory admission modules.**

CODE: BMGT10140

Business Plan

Credits: 5

This is a core course on the preparation of a Business Plan for a new business start-up. The key elements of a Business Plan are examined such as Formulating Objectives and Goals, Environmental analysis, Marketing Strategy selection, Operational Strategy selection, Competitive analysis and Financial Strategy selection.

CODE: BMGT20050

Business Across Borders

Credits: 5

This introductory module focuses on the challenges and opportunities associated with organizational management and business strategy in the global environment. Students will gain a general overview of the process and effect of internationalization in contemporary business, along with an introduction to theories, concepts and skills relevant to managing effectively in today's global environment.

Spring Trimester (January to May)

CODE: [ACC10060](#)

Accounting for non-Business students

Credits: 5

Repeat of Autumn module.

***Students on the Commerce Progression Pathway should avoid this module as it is incompatible with compulsory admission modules.**

CODE: [BMGT10140](#)

Business Plan

Credits: 5

Repeat of Autumn module.

CODE: [BMGT20050](#)

Business Across Borders

Credits: 5

Repeat of Autumn module.

CODE: [BMGT10130](#)

Mastering University Learning

Credits: 5

Mastering University Learning is aimed at any student wishing to improve their academic and professional efficiencies and effectiveness through a range of learning and development strategies.

***Students on the Commerce Progression Pathway should avoid this module as it is incompatible with compulsory admission modules.**

CODE: [BMGT10150](#)

Project Management

Credits: 5

This module will cover topics such as planning, scheduling, budgeting, quality, leadership and risk management which are some of the key issues that need to be understood and practiced by managers to realise successful project delivery.

CODE: [MIS10040](#)

Web Design and Analytics

Credits: 5

This module is designed to familiarise students with key concepts central to web design and web analytics and also provides a guide to implementing a successful website and web analytics strategy. The module involves both conceptual and practical aspects including coding in HTML5 and CSS.

CODE: MIS10050

Digital Tech in Business

Credits: 5

Information systems are an integral part of all business activities and careers. This course is designed to introduce students to contemporary information systems and demonstrate how these systems are used throughout global organisations.

CODE: MKT10720

Marketing: An Introduction

Credits: 5

The module 'Marketing: An Introduction', focuses on the role of marketing and its importance in today's organisations and society. This class will serve as an introduction to the principles, concepts and theories of marketing, and how they are applied in everyday life. The course will include topics such as environmental analysis, industry and competitor analysis, integrated marketing strategies and marketing mix components such as pricing, distribution, product, brand and service development and promotion.

Compulsory Modules open only to Students on Commerce Progression Pathway

CODE: [BMGT10170](#)

Inside Organisations (Autumn Trimester)

Credits: 5

This module is about the human side of organisations, with a focus on groups and active learning. Taking a close look at behaviour inside organisations (starting with your own) will prove useful to you not just when you enter the workplace, but right now, in college. This is a module designed to develop your knowledge and insight relating to Organisational Behaviour (theories), observe and develop your OB skills through experience (application), and enhance your capacity for reflective, informed analysis (evaluation).

CODE: [MATH10030](#)

Maths for Business (Autumn Trimester)

Credits: 5

This mathematics module has been specifically designed with the mathematical needs of the business undergraduate in mind. Mathematics plays an important role in subject areas such as Accountancy, Economics, and Finance, but skills such as the ability to problem solve, interpret and analyse information pervades all of Business. This module will focus on some of the major concepts and mathematical techniques of Calculus which the business undergraduate is likely to encounter.

CODE: [MATH00030](#)

Access Maths (Autumn Trimester)

Credits: 5

The objective of this course is to give a grounding in a wide variety of mathematical techniques and concepts.

CODE: [LAW10400](#)

Business Law (Autumn Trimester)

Credits: 5

This module introduces commerce students to the fundamental features of the Irish legal system and some of the major pillars of Business Law. General legal principles such as precedent and statutory interpretation are covered, as are core aspects of substantive areas of Law including the Law of Contract and the Law of Tort.

CODE: [ECON10720](#)

Microeconomics for Business (Spring Trimester)

Credits: 5

The aim of this module is to introduce students to core microeconomic principles and how they can be used to help understand decision making and behaviour in a business environment. The module focuses on markets as the principle arena where these decisions are made and stresses that both firms and consumers make choices under conditions of scarcity and do not have unlimited resources.

College of Health and Agricultural Sciences

School of Agriculture and Food Science

The mission of UCD's School of Agriculture and Food Science is to develop and apply the science and scholarship of agriculture, food, environmental sciences and rural development for the benefit of society through excellence in education, research, innovation and continuing professional development.

UCD is the only university in Ireland with a dedicated School of Agriculture and Food Science. The School is the first destination of choice for students in Ireland interested in developing their careers in the agri-food sector and no other agriculture or food programme in Ireland can offer such a broad spectrum of integrated teaching and research within a single institution.

Students have the opportunity to use a Certificate in Open Learning to apply for dedicated places on 3 Undergraduate programmes within the School: BSc Agricultural Science, BSc Food Science, BSc Human Nutrition. More information on these Pathways and their admission requirements can be found in our Open Learning Progression Brochure.

Autumn Trimester (September to December)

CODE: [FOR10020](#)

Trees and Forests in Ireland

Credits: 5

This module will provide an introduction to several different aspects of trees and forestry of relevance in Ireland and worldwide. One component is the basics of dendrology (tree species identification).

CODE: [FOR20120](#)

Bees, Pollination and People

Credits: 5

This module examines the most important insect pollinators and gives an insight into their taxonomy, biology and ecological role. The focus will be on bumble bees, solitary bees and honey bees.

CODE: [FDSC10010](#)

Food Diet and Health

Credits: 5

This module will introduce students to the principle and understanding of Healthy Eating Guidelines and Food Science (with particular emphasis on the composition and manufacture of key food and beverage commodities), Food Safety (e.g. microbial and non-microbial contamination of foods) and Nutrition-related Public Health issues (e.g. food choice, obesity).

CODE: FDSC20110

Food Diet and Health II

Credits: 5

Ever wondered what's in your food and is it good for you? This module introduces students to the health attributes of the main food groups: Cereal Products, Fruit and Vegetables, Dairy products, Meat/Fish/Eggs.

Spring Trimester (January to May)

CODE: [FDSC10010](#)

Food Diet and Health

Credits: 5

Repeat of Autumn module.

CODE: [FDSC20110](#)

Food Diet and Health II

Credits: 5

Repeat of Autumn module.

CODE: [ANSC10010](#)

Intro to Animal Science

Credits: 5

This module is designed to give agricultural and other students an introduction to the study of Animal Science. It will give an overview of animal production at world, EU and national levels, with emphasis on those aspects most relevant to animal production in Ireland.

CODE: [CPSC10010](#)

Intro to Crop Science

Credits: 5

This module provides the student with an overview of crop production globally and in Ireland.

An opportunity is provided to see how scientific principles are applied in crop science, including; how plants grow in the field. It will describe how crop production is influenced by biotic factors such as pests and diseases, and abiotic factors such as light and water availability.

CODE: [FOR20110](#)

Forests, Climate and Carbon

Credits: 5

Forests play an important role in the climate regulation systems of the earth. This module will explore, in a way that is understandable for students with and without a science background, the linkages between forests, climate (change) and carbon and other greenhouse gases.

CODE: [HNUT30010](#)

Food Diet and Health III

Credits: 5

This module provides an overview of nutrition during each life stage, commencing in utero, and continuing throughout the life cycle. It will discuss the biology of development, growth, maturation and aging and its impact on nutrition requirements

CODE: [HORT10020](#)

Plants and People

Credits: 5

Plants have long been used by humankind for food, shelter, medicinal, cosmetic and other purposes. This module delivered by several lecturers, both internal and visiting, provides a broad overview of the production of foodstuffs, such as fruit, vegetables, mushrooms, cereals and important beverages such as beer and coffee. The use and production of plants for ornamental and other uses will also be discussed.

CODE: [HORT20060](#)

Sportsturf Construction

Credits: 5

Topics covered include the following: Primary, secondary and tertiary drainage systems. Aims, benefits and functions of drainage systems.

CODE: [HORT20020](#)

Fundamentals of Horticulture

Credits: 5

Introduction to the principles and concepts of Horticulture through an understanding of the scientific basis of horticultural practice. Areas covered include: Importance of site selection for plant production under field and protected environments; Growing media.

School of Nursing, Midwifery and Health Systems

The mission of the School is to prepare nurses, midwives and other professionals to promote and protect health, wellbeing and dignity across the lifespan through skilled, ethical and careful practice based on best evidence and prudent judgment, and to develop and disseminate disciplinary knowledge through research and scholarship.

The School has a long and proud tradition of providing high quality clinical and academic programmes for nurses and midwives. It is now a dynamic, interdisciplinary School unique internationally in having a cutting-edge health systems programme of research and education and nationally in the scale of its global engagement, and its extensive network of health service partnerships.

Spring Trimester (January to May)

CODE: [NMHS32250](#)

Arts and Health

Credits: 5

This module aims to highlight how the arts can improve the health of people who experience physical or mental health problems. Engaging in this module will develop individual students' knowledge relating to how the arts can promote health, enable the prevention of disease and build well-being. Students will also explore how the arts can improve healthcare environments and benefit staff retention and professional development

School of Public Health, Physiotherapy and Sports Science

UCD School of Public Health, Physiotherapy and Sports Science is a dynamic and multi-disciplinary School established within the College of Health and Agricultural Sciences.

Marrying tradition with ambition, the philosophy of the School is to foster excellence in all its disciplines and this is evident from the calibre of our programmes in Public Health, Physiotherapy, Sport Sciences, Dietetics and Occupational Safety and Health. Our courses provide students with a strong foundation for their health careers. The main focus is on student-centred learning in an environment where research and scholarship stimulate high achievement. Our graduates contribute to their professions worldwide and enhance the international reputation of our programmes and the University.

Autumn Trimester (September to December)

CODE: [SMGT10240](#)

Sports Development I

Credits: 5

Sports development is a process whereby opportunities, pathways and structures are put in place to enable people to be generally physically active and / or to participate in competitive sport – whether through casual or organised participation, aimed at improving physical fitness or subjective wellbeing, and /or based on forming social relationships of achieving excellence in competition at regional, national and international levels.

This module introduces students to the underlying principles of sports development, the practices of sport development officers, and to the range of outcomes which are aligned to its public health, educational and elite performance goals.

CODE: [PERS20030](#)

Sort Your Life Out and Thrive

Credits: 5

‘Sort your life out and thrive’ is a module that focuses on your wellbeing, personal growth and coping with stress, so that you can equip yourself with lifelong skills for learning, working and being well. You will spend 10 weeks developing yourself to thrive in university life and beyond - including leadership skills for future employment - through fostering physical, cognitive, emotional and social skills that will support your wellbeing.

Spring Trimester (January to May)

CODE: [SMGT10220](#)

Sport Legislation

Credits: 5

This module identifies and illustrates aspects of sports law and its particular relevance to sport and the sports industry. It provides an understanding of the current state of interaction between sport and the law. It explores such issues as doping in sport, liability for sport injuries, player image rights and the regulation of sports governing bodies.

CODE: [SMGT10060](#)

Sociology of Sport

Credits: 5

This module examines the emergence of modern sport and interprets its role in contemporary Western cultures. Different forms of sporting and leisure practices have been present in every society from the ancient world through to the present, and this course looks specifically at Western modern sport since its inception in the nineteenth century.

CODE: [SMGT30210](#)

Skill Acquisition

Credits: 5

The purpose of this module is to understand the principles underlying skill acquisition. Specifically, students will learn the stages of motor learning, the cognitive processes supporting skill acquisition, how motor skills are acquired, how learning can be enhanced and why skills attempts might fail.

CODE: PERS20030

Sort Your Life Out and Thrive

Credits: 5

Repeat of Autumn offering.

College of Science

UCD in the Community

UCD in the Community is an initiative that was established to support and promote civic engagement across the UCD community. It is sponsored by Professor Mark Rogers, Registrar and Deputy President, and Academic Leadership is provided by Professor Joe Carthy, Principal College of Science.

UCD in the Community strives to strengthen its relationships with the community and work together in a collaborative and mutually beneficial way, contributing to positive and sustainable social outcomes. It is about working together, bringing our skills and expertise to support community-based organisations, and in exchange, empowering our students and staff as socially aware citizens.

Autumn Trimester (September to December)

CODE: [SCI20020](#)

Intro to Project Management and Leadership

Credits: 5

Project management and leadership skills are relevant to everyone at some stage of their professional or personal lives. This module introduces the principles of project management. This is achieved through a blend of theory, practical examples and case studies

Spring Trimester (January to May)

CODE: [SCI20020](#)

Intro to Project Management and Leadership

Credits: 5

Repeat of Autumn offering.

CODE: [SCI20030](#)

Community, Volunteering & Lead

Credits: 5

This community-based learning module provides students with an opportunity to reflect in a structured way on their learning from volunteering and community experience(s). Students should have prior and ongoing experience of volunteering.

CODE: SCI10050

Club and Sport Management

Credits: 5

This module applies sport management knowledge and skills to small and medium sized sports clubs. Issues such as the development of club policies, procedures and their implementation will be explored.

CODE: SCI30090

Observational Drawing

Credits: 5

This module is an introduction to observational drawing. It provides a skills-based approach to critical thinking through visual analysis. At its core, drawing is a problem solving tool that fosters close observation and analytical thinking.

School of Biology and Environmental Science

The UCD School of Biology and Environmental Science is the largest teaching and research centre for biology in Ireland.

A unique feature of the School is the interdisciplinary nature of its activities, providing students and scientists alike with critical knowledge and perspective about modern biology, encompassing molecules through to ecosystems. At national level the School provides expertise that informs environmental and sustainable management policies, supporting the agricultural, food and biomedical industries. Our portfolio of teaching at undergraduate and graduate level is strongly informed by our research which is interdisciplinary in nature and covers ecosystems, global change and sustainability; evolution and population biology; plant sciences; and cellular systems.

Autumn Trimester (September to December)

CODE: [BIOL00010](#)

Fundamentals of Biology

Credits: 5

This course provides an introduction to the general principles of biology and is intended primarily for students who have not previously studied the subject. A wide range of biological concepts will be covered, including cells, organisms and ecology.

CODE: [BIOL10140](#)

Life on Earth

Credits: 5

Life is the defining feature of our planet. In this module, we will consider how life arose and evolved into the myriad of forms it takes today. We will introduce the principles of evolution and explore the tree of life, highlighting major evolutionary advances.

CODE: [BIOL10130](#)

Biology in Action

Credits: 5

Biology is all around us, is happening from the microscopic to the global scale, and encompasses all organisms on Earth. To fully understand the biology of any organism requires an appreciation of how it interacts with both its environment and the myriad of other organisms it may encounter.

Spring Trimester (January to May)

CODE: BIOL10010

Animal Biology and Evolution

Credits: 5

This module will cover the diversity of animal life from sponges to humans. We will discuss the role animals play in ecosystems, as parasites, and as agents of disease.

CODE: BIOL10070

Biology for the Modern World

Credits: 5

Biology lies at the heart of human civilisation and society. Biological knowledge underpins how we treat disease, care for other species and our environment, and how we produce food, energy and materials.

CODE: BIOL10010

Animal Biology and Evolution

Credits: 5

This module will cover the diversity of animal life from sponges to humans. We will discuss the role animals play in ecosystems, as parasites, and as agents of disease.

CODE: BIOL10070

Biology for the Modern World

Credits: 5

Biology lies at the heart of human civilisation and society. Biological knowledge underpins how we treat disease, care for other species and our environment, and how we produce food, energy and materials.

School of Biomolecular and Biomedical Science

The UCD School of Biomolecular & Biomedical Science (SBBS) comprises staff from the disciplines of biochemistry, microbiology, pharmacology, genetics and Neuroscience.

Interdisciplinary collaboration provides a strong platform for research and innovation. We are proud of our teaching excellence and have a thriving undergraduate and taught graduate community, welcoming students from home and abroad.

Spring Trimester (January to May)

CODE: BMOL10030

Biomedical Sciences: Understanding Human Disease

Credits: 5

This module will introduce students to Biomedical Science and the molecular basis of neuronal, cardiovascular, infectious, hormonal and immune diseases. Students will learn about fundamental metabolism, the structure and function of each affected organ or biological system, and how these may be disrupted to manifest into disease and clinical symptoms.

School of Chemistry

Based in the UCD O'Brien Centre for Science, the UCD School of Chemistry represents the best of modern education and relevant research.

We offer an extensive portfolio of undergraduate and graduate programmes in addition to research expertise that impacts the global scientific community, society at large and the economy. We offer world-class facilities in technologies such as X-ray crystallography, nanoparticle characterisation, microanalysis, NMR spectroscopy and Mass Spectrometry.

Autumn Trimester (September to December)

CODE: [CHEM00010](#)

Introductory Chemistry

Credits: 5

The module can only be taken by students without a strong background in Chemistry at second level. It is a prerequisite for such students who plan to pursue any programme in Chemistry or Biology, but may also be taken as elective by students with an interest in learning the basics.

CODE: [CHEM10040](#)

The Molecular World

Credits: 5

Intended for students with a background in Chemistry at Leaving Certificate or equivalent, the purposes of the module are to reinforce key basic concepts, and to introduce students to the central role that molecular science now plays in understanding our environment, in understanding life processes, and in the design of new materials and medicines.

Spring Trimester (January to May)

CODE: [CHEM10050](#)

Basis of Organic and Biological Chemistry

Credits: 5

This is an introduction to organic chemistry, the chemistry of carbon. It is a core module for students planning to pursue programmes in Biology or Chemistry, and is also suitable for students, with a good background in chemistry at second level, wishing to learn more about the chemistry of living things. If you are on the Science Progression Pathway for Biology or Chemistry, you should avoid studying this module for your Certificate.

School of Computer Science

With over one thousand students on our Dublin campus, the UCD School of Computer Science is the largest computer science department in Ireland. We offer a 4-year BSc Honours degree in Computer Science, Masters degrees for both computer science graduates and conversion students, and 4-year Structured PhD programmes. Our courses cover the principles and practise of computer science encompassing programming, algorithm development, and data science. All of our teaching is informed by state-of-the-art research conducted within the School. In short, our programmes are Software-Focused and Research-Led.

Autumn Trimester (September to December)

CODE: COMP10010

Introduction to Programming I

Credits: 5

This is a module for all students interested in using and understanding computers. In this module students will learn the practical skill of how to program a computer to make it do what they want it to do. Students will learn how to write simple computer programs that can solve problems; how to write simple programs that can process different sorts of information; and how to write programs that can respond differently to different situations.

Spring Trimester (January to May)

CODE: COMP10020

Introduction to Programming II

Credits: 5

This module dives deep into how to use computer programming to solve problems, and is a module for all students interested in learning more about programming a computer to make it do what they want it to do. Students will learn important programming constructs and how to use these in a specific programming language. Students will also learn to take a 'divide and conquer' approach to programming, in which a complex programming task is split into a set of simple procedures: pieces of program that are easy to write. These procedures are then combined to produce a completed program. Algorithms to solve significant problems will be developed using this approach. Many of the programming examples presented in this module will focus on data science - using data to answer real-world questions - one of the most interesting areas of modern computer science.

School of Earth Sciences

The UCD School of Earth Sciences has an internationally recognised reputation for excellence in teaching and research in the areas of Fault Analysis, Geochronology, Petrology and Isotope Geochemistry, Geophysics, Marine and Petroleum Geology, Palaeobiology and Palaeoclimatology.

Our degree programmes reflect the needs of society and industry producing graduates who are nationally and internationally highly regarded by prospective employers and other universities.

Autumn Trimester (September to December)

CODE: [GEOL10050](#)

Earth and Humanity

Credits: 5

This module considers how geological agents have shaped the pattern of human evolution, the development of agricultural and early industrial civilisations, and impact on the general health of these and today's societies.

CODE: [GEOL10060](#)

Introduction to Earth Sciences

Credits: 5

This module introduces students to Earth Science, the multi-disciplinary study of the past, present and future of planet Earth and other planets in our solar system.

CODE: [GEOL20110](#)

Global Environmental Change

Credits: 5

This module focuses on how the geological record “captures” and informs on global environmental change through time. It investigates how Earth Scientists reconstruct past environments and climates, and demonstrates, using selected case studies, what drives climate change and how ecosystems respond to these forcing factors.

CODE: GEOL20180

Geoscience Perspectives on the UN Sustainable Development Goals

Credits: 5

The United Nations has defined seventeen Sustainable Development Goals. At least half of these have implications for how society exploits Earth's resources. This module will provide Geoscience and Earth Systems perspectives on the opportunities, limitations and challenges that are likely to arise from the implementation of the UN Sustainable Development Goals.

CODE: GEOL20240

Medical Geology

Credits: 5

This module explores the multiple linkages between human health and the geosphere. Medical Geology is a relatively new and rapidly evolving field within the geosciences. This module explores the complex relationships between human health and disease, focusing on those aspects of the surface and near-surface environment that reflect underlying geological controls.

Spring Trimester (January to May)

CODE: [GEOL10050](#)

Earth and Humanity

Credits: 5

Repeat of Autumn offering.

CODE: [GEOL10060](#)

Introduction to Earth Sciences

Credits: 5

Repeat of Autumn offering.

CODE: [GEOL20110](#)

Global Environmental Change

Credits: 5

Repeat of Autumn offering.

CODE: [GEOL20230](#)

History of Life on Earth

Credits: 5

The fossil record is the principal source of data on the history of life on Earth. This module provides an introduction to the geological record of key groups of plant and animals, and what this reveals about their evolutionary biology.

CODE: [GEOL20240](#)

Medical Geology

Credits: 5

Repeat of Autumn offering.

CODE: [GEOL10020](#)

Earth Science and Materials

Credits: 5

This module outlines the physical and chemical processes leading to the formation of Earth materials and introduces the economic uses and environmental significance of rocks.

CODE: [GEOL10040](#)

Earth, Environment and Society

Credits: 5

Planet Earth is a complex interconnected system in which human activities can have disproportionate and unintended impacts. The effect of human activities on the 'health' of our planet is now a major concern globally, not only to scientists, but also to economists and policymakers.

School of Mathematics and Statistics

UCD School of Mathematics and Statistics is ranked in the top 1% in the world for both the subjects of Mathematics and Statistics (in the QS World University Rankings by Subject 2016).

The School is the largest of its kind in Ireland and offers the greatest choice of programmes at undergraduate, masters and PhD level, reflecting the ubiquity of the mathematical sciences in the modern world.

Autumn Trimester (September to December)

CODE: [ACM10090](#)

Climate Change: Causes & Consequences

Credits: 5

This module is for everyone with an interest in climate change! We know that the Earth's climate is changing. However, there are often conflicting stories about how and why this is happening. What is right? How do we know?

CODE: [MATH00030](#)

Access Mathematics I

Credits: 5

The objective of this course is to give a grounding in a wide variety of Mathematical techniques and concepts which will be needed when students take MATH00040, Mathematics for Engineering - Mathematics 2, in the second trimester.

CODE: [MATH10310](#)

Calculus for Science

Credits: 5

This module is an introduction to differential calculus and its applications, assuming no prior knowledge of the topic. Introduction to functions and their graphs: linear functions, quadratics, higher degree polynomials, rational functions.

CODE: STAT10010

Research Methods

Credits: 5

This module is aimed at students who are NOT studying a degree with a significant statistics content but would like to get some exposure to the basic concepts of data collection and analysis.

CODE: ACM20030

Computational Science

Credits: 5

Most problems in Applied Mathematics are modelled using a set of equations that can be written down but cannot be solved analytically. In this module we examine numerical methods that can be used to solve such problems with a computer. Practical computer lab sessions will cover the implementation of these methods using mathematical software (Python). No previous knowledge of computing is assumed.

Spring Trimester (January to May)

CODE: [MATH00040](#)

Access Mathematics II

Credits: 5

The objective of this course is to build on the course MATH00030, Access to Science, Engineering and Agriculture - Mathematics 1, which students took in the first trimester.

CODE: [MATH10290](#)

Linear Algebra for Science

Credits: 5

This module gives a comprehensive introduction into basic linear-algebraic structures and methods. It covers linear systems, algebra of matrices and analytic geometry in up to three dimensions.

School of Physics

The study of physics is basically the study of how the universe works. Here in the School of Physics in UCD we are home to a dynamic, international group of researchers studying everything from the stars in the sky, to atoms in the lab; from large biomolecules to subatomic particles; from radiation in the environment to medical physics in the hospital.

We offer undergraduate degrees in Physics, Physics with Astronomy and Space Science, and Theoretical Physics as well as taught Masters degrees in Computational Physics, Nano-technology and Space Science.

Autumn Trimester (September to December)

CODE: [PHYC10050](#)

Astronomy & Space Science

Credits: 5

We live in a golden age of astronomy. This module provides an introduction to astronomy, from the earliest theories through to the most current scientific knowledge of the universe. Topics include the solar system, extrasolar planets, the sun, stars and their evolution, and black holes.

CODE: [PHYC10070](#)

Foundations of Physics

Credits: 5

This module provides an introduction to fundamental concepts in physics. It is intended both for students who have studied physics in school, and those who are new to the subject. This module introduces classical mechanics, Newton's laws, momentum, work and energy.

CODE: [PHYC10210](#)

Quanta, Particles & Relativity

Credits: 5

This module provides a thorough introduction to the Theory of Special Relativity and its application to laboratory and astrophysical problems. Galilean invariance and inertial frames of reference are introduced.

Spring Trimester (January to May)

CODE: [PHYC10080](#)

Frontiers of Physics

Credits: 5

This module introduces Einstein's theory of Special Relativity and the basis for the theory of Quantum Mechanics, with applications in atomic, nuclear and particle physics. The Lorentz Transformations are derived and used to explain length contraction and time dilation.

CODE: [PHYC10200](#)

Conceptual Physics

Credits: 5

An understanding of physics is critical to address fundamental questions about our world and to innovate next generation technologies. This module explores the physics and presents the science behind the headlines. No prior physics knowledge is required. You do not need calculus or advanced maths for this module, but you should be comfortable, for example, adding fractions, using scientific notation, and with basic algebraic manipulation.

CODE: [PHYC10250](#)

Thermal Physics and Materials

Credits: 5

Thermal Physics is concerned with the study of the properties of systems containing a large number of particles. Materials physics is concerned with describing the mechanical properties of bulk objects.

CODE: PHYC20040

Exploring the Solar System

Credits: 5

The aim of this module is to introduce students to our solar system and other planetary systems. The observed properties of our solar system are discussed, as well as how these properties may be explained by proposed theories of solar system formation.

College of Social Sciences and Law

School of Archaeology

UCD School of Archaeology is Ireland's leading centre of archaeology. Our mission is to inspire people in best archaeological practices and the values of cultural heritage through excellence in research, teaching and public outreach.

Our undergraduate modules range from reviews of methods, techniques and the history of the discipline, through to specific themes, such as: the Archaeology of Food and Experiment Archaeology & Ancient Technologies. Our modules use a wide range of continuous assessments, from essays to posters, and a small number of exams.

Autumn Trimester (September to December)

CODE: [ARCH10010](#)

Exploring Archaeology

Credits: 5

Archaeology explores how people in the past created and inhabited worlds that were often very different from our own. This module will give you a general introduction to this exciting and engaging subject, enabling you to understand basic archaeological principles, methods and techniques.

CODE: [ARCH10160](#)

The Human Past

Credits: 5

This module will provide an introduction to the archaeology of the prehistoric and historic world through examining key points in the development of ancient human societies. e.g. the emergence of Homo Sapiens, and its spread across all parts of the world, the development of agriculture and the transition from nomadic to settled societies, the invention of metalworking and other technologies, the emergence of early states and empires.

CODE: [ARCH20510](#)

Archaeology of Landscapes

Credits: 5

This module will explore how archaeologists encounter, investigate and interpret archaeological landscapes. Through well-illustrated lectures, case studies and in-class discussions will enable students to develop a deeper understanding of the topic. A field trip will also be undertaken to complement enable students to put their learning into practice.

CODE: [ARCH20600](#)

Archaeological Science

Credits: 5

Archaeology is a subject that uses techniques and approaches from many other disciplines. In recent years developments in scientific techniques have opened up exciting possibilities and allowed us to start to approach questions that even a few years ago would have seemed impossible. This module provides a broad overview of the range of approaches and then provides a more detailed look at how some of these are applied through targeted case studies and themes.

CODE: [ARCH20570](#)

Cultural Heritage

Credits: 5

In this module, we will explore issues surrounding the concepts of cultural heritage, and the management of archaeological heritage. We will look at what cultural heritage is, and how the concept varies with place, time and social group.

CODE: [ARCH20520](#)

How Archaeologists Think: an Introduction to Archaeological Theory

Credits: 5

This module introduces you to the ways in which archaeologists make sense of the past: the kinds of questions we ask, how we answer them, and why we ask these sorts of questions. The module is a history of archaeological thought, placing developments in the theory and practice of archaeology into their social and economic context.

CODE: ARCH30500

Experimental Archaeology & Ancient Technologies

Credits: 5

Using traditional and social scientific approaches, experimental archaeology investigates how people in the past built and occupied houses, managed and interacted with their landscapes, made objects using sophisticated knowledge of materials and how natural processes have impacted archaeological remains. This module introduces you to experimental archaeology and ancient technologies, through a field school held in the week immediately prior to Week 1 (Autumn Trimester) at the UCD Centre for Experimental Archaeology and Material Culture, at Roebuck, on the University College Dublin campus.

CODE: ARCH30170

Combat Archaeology

Credits: 5

This course places weapons, the artefacts of combat and war, at its heart. Through these, we shall investigate the practical and personal applications of weapons in the context of combat, and the social, personal, and individual implications that arise from their development and especially their practical use. We shall begin with the early Prehistoric appearance of weapons, and trace their role during the Bronze Age, Greek and Roman World, into the Mediaeval and Early Modern periods.

Spring Trimester (January to May)

CODE: [ARCH10150](#)

Anthropology: an introduction

Credits: 5

This module provides an introduction to the discipline of anthropology - the study of humans and human diversity in the present and the past. Anthropology examines the diversity of human societies and cultures across space and time.

CODE: [ARCH20500](#)

Archaeology of Things

Credits: 5

We live in a material world, with objects communicating things about us and our communities. In the modern world, we are also increasingly surrounded by things, our relationships to these things mostly classed as that of consumers rather than producers. This module aims to help students look differently and critically at objects from the past (and the present) and to appreciate the huge importance material culture holds for understanding human society.

CODE: [ARCH20610](#)

Historical Archaeology

Credits: 5

This module explores the archaeology of the historically documented past. It starts with the rise of Christianity in medieval Europe, passes through the eras of the Black Death, the discovery of the New World, and the Industrial Revolution, and ends with globalisation in the twenty-first century.

CODE: [ARCH20620](#)

People in Prehistory: Key Themes and Problems

Credits: 5

This module introduces you to the archaeology of prehistoric Europe including the main chronological divisions, key concepts and major debates relating to the complexity of hunter-gathers, the adoption of agriculture (the Mesolithic-Neolithic transition), population mobility and cultural interaction, the appearance of metals and associated social changes.

CODE: [ARCH30930](#)

Archaeology of Communities

Credits: 5

This module explores how materials, places, practices, and ideas work together to create and maintain communities. We will examine how notions of communal identity and belonging rely upon material infrastructure – monuments, landscapes, and objects – that evoke the past, engage the senses, and frame shared meanings. By exploring archaeological and ethnographic examples from around the world, students will learn to pose critical questions of their own communities and to view them within a broader comparative framework.

CODE: [ARCH30940](#)

Archaeology and Climate Change

Credits: 5

This module offers students the opportunity to explore the topic of climate change from an archaeological perspective. Climate change is among the most significant challenges facing human societies globally. The impacts of climate change, particularly in coastal regions, present a major threat to innumerable archaeological sites. In this module, we will address questions such as: How do archaeologists study climate change in the past? How did past societies respond to fluctuations in climatic or environmental conditions?

CODE: ARCH30960

Mediterranean Early Prehistory

Credits: 5

This module offers a comprehensive and up-to-date introduction to the Early Prehistory of Mediterranean. The course takes a long-term perspective, ranging from the last Ice Age to the beginning of agriculture (cca. 23,000 - 5000 cal BC), in order to explore the diversity of Prehistoric lifeways. The main aim of the course is to understand how different types of societies around Mediterranean basin experienced major societal and technical transformations in the framework of dynamic environmental changes of the late Pleistocene and early Holocene.

School of Economics

UCD School of Economics is Ireland's leading economics department. Our economists are experts with international reputations in a wide range of topics.

Our staff publish in leading international journals and contribute regularly to economic policy debates.

Autumn Trimester (September to December)

CODE: [ECON10770](#)

Introduction to Economics

Credits: 5

This module will introduce students to the subject of economics. Students will be introduced to microeconomics. We will discuss the factors that determine supply and demand in markets and how these determine the prices of the goods and services we buy as well as how much is purchased.

CODE: [ECON10760](#)

Macroeconomics for Business

Credits: 5

Macroeconomics is “big picture” economics. It looks at the economy as a whole and examines how it is performing. In this module, we introduce students to measuring the key macroeconomic variables such as GDP, inflation and unemployment. We explore what determines whether economies experience booms and recessions and the factors that influence unemployment and inflation.

Spring Trimester (January to May)

CODE: [ECON10040](#)

Economics and Society

Credits: 5

This module is about applying economics to understand the world around you. We do not assume that students have previously taken economics. The focus is on economics in practice, rather than in theory. It requires no previous knowledge of the subject, and the course is intended to cater particularly for those who may never take another course in economics.

CODE: [ECON10720](#)

Microeconomics for Business

Credits: 5

The aim of this module is to introduce students to core microeconomic principles and how they can be used to help understand decision making and behaviour in a business environment. The module focuses on markets as the principle arena where these decisions are made and stresses that both firms and consumers make choices under conditions of scarcity and do not have unlimited resources.

This module is incompatible with ECON10770 - *Introduction to Economics

School of Education

The School of Education is a leader in the field of education, with over 100 years of service to the wider education community in Ireland.

Our record of excellence in teaching and learning is built on a foundation of research excellence, recognized in the QS world subject rankings where we consistently achieve the highest of ratings for research activity. Our team of dedicated academic staff prides itself on building synergies between our research and teaching, giving rise to innovative programmes that respond to changing needs in the education system.

Autumn Trimester (September to December)

CODE: [EDUC10170](#)

Human Learning

Credits: 5

Do you want to become a more effective learner at college? Do you want to learn how to study better, take control of your motivation, and think more intelligently? This module will help you superpower your learning by actively developing core competencies for effective learning.

CODE: [EDUC20030](#)

Key ideas in Education

Credits: 5

This module explores the role of education in preparing us for a democratic way of life. Drawing on a range of philosophical and sociological thinkers, it facilitates a careful engagement with some of the most pressing questions of our time.

Spring Trimester (January to May)

CODE: [EDUC10180](#)

Irish Childhoods

Credits: 5

What is it like to be a child and grow up in Ireland today? What rights do children in Ireland have, and why do rights matter? This module addresses questions like these and will provide an introduction to some of the key issues relating to childhood and children's rights in Ireland.

CODE: [EDUC10190](#)

Essay Writing at University

Credits: 5

Open to undergraduate students across all disciplines, this module develops the core skills of academic literacy. It will explore how to write in a formal academic style and how to engage appropriately with a body of academic literature.

***This module is incompatible with HUM10010 - Study Skills in the Humanities.**

CODE: [EDUC10200](#)

Young Adult Fiction

Credits: 5

This module explores story, reading and engagement with literature in the lives of young people. It is open to students from all disciplinary backgrounds. As the young adult fiction genre attracts more and more critical commentary, we consider the literary text as a potent source of personal, philosophical and educational meaning.

CODE: EDUC10210

Black Studies and CRT

Credits: 5

The aim of this course is to enhance critical thinking devoid of Eurocentric paradigms about Blacks, their achievements and struggles. It brings together two scholarly traditions for social change; Black Studies and Critical Race Theory (CRT).

CODE: EDUC10220

Education for a Sustainable Future

Credits: 5

A sustainable future requires to focus not only on the responsible use of natural resources but also on the social, economic and cultural challenges we face as a global society. This module will explore the role education plays in key global issues of our time such as poverty, migration, conflict, human rights abuses and climate change to better understand how it can contribute to a sustainable and equitable society.

School of Geography

UCD School of Geography has one of the largest undergraduate programmes in UCD. A vibrant graduate community internationally recognised as a centre of excellence in geography-specific and interdisciplinary research.

Academic staff occupy major leadership positions in national and international organisations and deliver internationally recognised, academically rigorous undergraduate and postgraduate degrees in key areas of the discipline. We value collaboration in teaching and research and engagement with a diversity of stakeholders both within and outside the academy.

Autumn Trimester (September to December)

CODE: [GEOG10130](#)

Geography Matters

Credits: 5

What is Geography as a University discipline? Where has it come from and what are its key foundations and milestone moments? This module introduces students to the discipline of Geography, its history and major ideas that have shaped its theory and practice.

CODE: [GEOG10140](#)

Mapping a Sustainable World

Credits: 5

This module aims to provide students with a foundation in geographical data, mapping, spatial analysis and writing skills. It will explore the organisation and manipulation of geospatial data, cognitive mapping and basic statistics, and will address locational considerations (e.g. coordinates and space), map projections, and map design.

CODE: [GEOG20040](#)

Rivers, Estuaries and Coasts

Credits: 5

This module introduces fluvial (river), estuarine and coastal environments from a geomorphic systems perspective. Geomorphology is the study of landforms, and the materials and processes involved in landform formation and change. The principal geomorphological focus of our study is the river catchment, which includes valley hillslopes, river floodplains and river channels themselves.

CODE: [GEOG20150](#)

Quaternary Environmental Change

Credits: 5

This module deals with the climate and Earth system processes of the Quaternary Period (the last 2.6 million years), exploring the key sensitivities and feedbacks involved in Quaternary environmental change. Consideration will be given to the characteristics of ongoing environmental changes and their relationship to trends through the Quaternary.

CODE: [GEOG20170](#)

Global Historical Geographies

Credits: 5

This module will chart the evolution of human society across the globe examining the emergence of regions and places with distinctive identities and characteristics in an increasingly globalising world. In doing so it will introduce key concepts in historical geography that illuminate processes of continuity and change, linkages and ruptures and the intersections between power and society.

CODE: [GEOG30300](#)

Social/Population Geography

Credits: 5

Social and population geographies offer different but complementary explorations of core issues affecting our present and past worlds. Taking as the focus societies and populations, this module offers students the opportunity to explore how where we are matters to how we are born, the life we lead and our death.

CODE: [LSOC10010](#)

Making the Irish Landscape

Credits: 5

This module combines the distinct but complementary methods and approaches of geography, archaeology and history to explore the evolution of the Irish landscape from the arrival of the first people on the island to the present. Throughout this module, we will investigate the ways in which thousands of years of interaction between humans and their environment has given form to modern Irish rural and urban landscapes.

CODE: [GEOG30080](#)

Geography of the Growth and Development of Dublin

Credits: 5

The main focus of this module is on the growth and development of Dublin during the twentieth century; a period of great change and challenge. Students will study the issues that the city faced, the solutions suggested and the effect of those solutions. It is recommended that anyone taking this module has a foundation in urban studies, especially European urbanisation.

CODE: [GEOG30240](#)

Political Geography of European Integration

Credits: 5

This module will specifically examine the political geographies stemming from the processes of European integration post 1957. It will investigate the origins of the supranational project, explore its governance arrangements and analyse the ways in which this project has been shaped by internal forces and external demands.

***This module expects a high level of reading.**

CODE: [GEOG30820](#)

Developmental Geographies

Credits: 5

This module offers a critical exploration of the geographies of development in the Global South with a specific emphasis on the people, places and scales that have tended to be marginalised from mainstream development. Students will be introduced to key theories, themes and concepts in development geography, which will be examined in particular contexts by way of case studies.

CODE: [GEOG10150](#)

Introduction to Sustainability

Credits: 5

This module introduces the principles of sustainability and its measurement and provides a broad overview of the major sustainability challenges in water, climate, energy, food and pollution. As part of the module, students define sustainability and how it is measured using the Sustainable Development Goals.

Spring Trimester (January to May)

CODE: [GEOG10080](#)

Dynamic Earth

Credits: 5

This module introduces students to the Earth, to its environmental systems and to the ways in which these systems operate and change both spatially and temporally, producing distinctive physical geographies. Topics that are introduced include: the history of physical geography; the Theory of Plate Tectonics and the Rock Cycle; the Atmosphere, the Hydrological Cycle, Glacial, Fluvial and Coastal systems.

CODE: [GEOG30940](#)

Global Risks and Resilience

Credits: 5

With the earth's human population now over 7 billion, the rapid pace of global social and environmental change together with an ever-interconnected world means that societies face increasing multi-dimensional systemic risks. This module introduces students to key approaches that geographers use to understand and investigate risk, vulnerability, and resilience, combining perspectives from human and physical geography.

CODE: [GEOG10100](#)

People, Places, Regions

Credits: 5

People, Places, Regions introduces students to the field of Human Geography, which is the study of the dynamic relations between people and places. In this module, our aim is to gain an understanding of such complex processes as globalization and development, and the regional disparities in prosperity and inequality that result from these.

CODE: [GEOG20060](#)

Weather, Climate & Climate Change

Credits: 5

The focus of this module will be on understanding the processes responsible for weather, climate and climate change. Lectures will introduce students to concepts of energy and mass exchanges within the climate system which give rise to circulation systems and weather patterns. We use this as the basis for understanding the common states of weather at a place (climate) and show how natural and human activities are driving climate change.

CODE: [GEOG20130](#)

Cities in a Global World

Credits: 5

By 2050, 70% of the world's population will live in cities generating multifarious urban challenges. Cities are therefore very important spaces within which complex economic, political, cultural, and environmental processes are produced and experienced. This module will introduce you to urbanization from a global perspective.

CODE: [GEOG20140](#)

Geography, Politics and Media

Credits: 5

This module selects current affairs topics relevant to geography, politics and economics, and discusses how the mass media covers those topics, and how we can reach a critical understanding of those issues. Topics covered in the module have included: media theory, war on drugs, nuclear crises, the Arab Spring, and economic austerity, to name a few.

CODE: [GEOG30020](#)

Historical Geography of Ireland

Credits: 5

Historical geography focuses on the relationship between space and time and studies the people and events that have shaped the cultural landscape. This module charts the evolution of modern Ireland from the height of colonial expansion in the 17th Century, through the era of the landed ascendancy, into the Act of Union and through the Great Famine to the revolutionary period of the War of Independence and the creation of the Irish Free State.

CODE: [GEOG30840](#)

The Urban Environment

Credits: 5

The majority of humanity now live in urban areas, which are densely occupied places that have experienced intensive landscape change. In addition, these are places of intensive energy, material and water use and waste generation. As a result, the environment (atmosphere, hydrosphere and biosphere) for most on the planet have been modified, usually for the worse.

CODE: GEOG30780

Quaternary Environmental Change in Ireland

Credits: 5

This module examines the evidence for the glaciation of Ireland in the Quaternary Period and assesses the applicability to Ireland of global models of glaciation based on oxygen isotope variability in both ocean sediment cores and ice cores, the planet's longest, most complete and most reliable environmental surrogates.

School of Information and Communication Studies

The School of Information and Communication Studies investigates how information is created, organised, searched, and shared within and across communities, organisations and societies.

The School is the only academic institution in Ireland to provide undergraduate and postgraduate degrees in these fields. Our courses include an undergraduate degree in Information and Communication Studies and postgraduate courses in Information and Library Studies (accredited by the Library Association of Ireland), Information Systems and Digital Information Management.

Autumn Trimester (September to December)

CODE: [IS10010](#)

Information & Social Media

Credits: 5

Information science and social media influence our everyday lives, yet we rarely take notice or attempt to understand their influence. This module will introduce students to the topics associated with information science and social media, from a social science perspective.

CODE: [IS10050](#)

Digital Judgment

Credits: 5

In this module, you will learn to act as intelligent digital judges, exploring the world of digital information and social media, to empower you to identify, access, evaluate, use, create and share trustworthy digital information in personal, professional, and academic contexts. We will also consider the questions of online privacy, personal reputation management and digital footprints, in order to understand the potential consequences of your online activities.

CODE: IS20010

Core Competencies for Digital Citizenship

Credits: 5

This module challenges students to develop information and digital literacy competencies that will make them skillful users and creators of information. As they construct the genealogies of prominent figures in Irish history, students will develop essential skills to find, evaluate, use, and manage information effectively in their studies, daily lives, and future careers in public and private enterprises.

CODE: IS20030

Information and Collaboration in Organisations

Credits: 5

This module examines information systems and the social context of information in organizations. Consideration will be given to information systems requirements and design, information processes and flows in organisations, and the character of formal information systems and informal communication patterns. Special emphasis will be placed on design thinking, contextual design, and communication in computer-mediated communication and computer-supported cooperative work.

Note: Group work is required in this module

Spring Trimester (January to May)

CODE: [IS10040](#)

Info, Society, & Culture

Credits: 5

This module introduces students to the general phenomenon of information creation, dissemination, and use in society, looking at historical perspectives and general trends.

CODE: [IS10060](#)

Digital Technology

Credits: 5

How do mobile phones actually work? What is the difference between the Internet and the World Wide Web? What is a programming language? These questions and more will be answered in this module. It aims to provide students with a grounding in the principal technological components of modern information systems.

CODE: [IS20110](#)

Social Media & Participation in an Online World

Credits: 5

Social media offer a range of opportunities for the general public to participate online. While there are numerous tools for participation, some, including social networking tools, have gained mass popularity and have come to represent this phenomenon. Students will discover, apply, and evaluate various digital tools for effectively solving information problems and presenting themselves to future employers. Students must commit to active online engagement weekly, and ensure they have access to a computer with functioning audio & webcam.

CODE: [IS20120](#)

Computer-Mediated Communication

Credits: 5

We communicate through a wide variety of technology such as email and instant messaging and with the developments in artificial agents and robotics the role that technology has on our communication is likely to increase. Through this course, we will explore the research area of computer-mediated communication and how communicating with and through technology impacts our communication behaviours and processes.

CODE: [IS20130](#)

Social Studies of ICTs

Credits: 5

The module explores the Internet and its applications from a science and technology perspective, involving the impact of social media platforms on culture, community, and society. Topics include censorship, privacy, digital identities, tacit knowledge, and information ethics.

School of Law

The UCD Sutherland School of Law welcomes part-time students under the Open Learning programme to sample a taste of studying law through a selection of highly relevant and engaging modules.

Ranked one of the Top 50 Universities in the World for Law, UCD Sutherland School of Law is the leading centre for legal education and research in Ireland. The School of Law offers engaging undergraduate and graduate level courses, internationally recognised research, and world-class educational facilities. The School's ongoing objective is to be a dynamic hub for research, scholarship, enquiry and intellectual endeavour, shaping the law in Ireland and globally.

We are very proud to be able to offer an **Open Learning Progression Pathway** into DN600 BCL Law. Students pursuing this pathway must be 23 in January prior to their year of entry and must complete 20 credits of modules from the School of Law as part of their Certificate in Open Learning with a GPA of 2.6 or higher to apply for admission. More information on this pathway can be found in our Progression Pathways Brochure.

Autumn Trimester (September to December)

CODE: [LAW10400](#)

Business Law I

Credits: 5

This module introduces commerce students to the fundamental features of the Irish legal system and to some of the major pillars of Business Law. Negotiation and the skills associated with it feature prominently in this module.

CODE: [LAW37530](#)

Financial Law of the EU

Credits: 5

This module is designed to look at the financial law of the European Union. The law of the eurozone is obviously a key element. The Economic and Monetary Union has in recent years become a veritable institutional and legal construction site. In this course, the evolution of EMU is traced and the institutional structure of EMU looked at, in particular the ESCB and the ECB. The impact of the 2008 crisis is also examined.

Spring Trimester (January to May)

CODE: [LAW30530](#)

Criminological Theory

Credits: 5

This module explores key theories of crime, including biological, psychological and sociological explanations of criminal behaviour. It examines both classic and recent criminological theories, investigating their origins, principal ideas and practical implications.

Modules open only to students on the Law Progression Pathway

CODE: [LAW10270](#)

Civil Procedure (Autumn Trimester)

Credits: 5

This module examines the Irish Civil Process from the accrual of cause of action through to execution of judgment. There is also a focus on the history of civil procedure and the influence it has had on the development of modern civil law.

CODE: [LAW10420](#)

Legal and Professional Skills (Autumn Trimester)

Credits: 5

This five-credit module introduces students to the skills and knowledge which are essential to the study of Law, effective learning at university and professional development. Students will be given a solid foundation in the skills of legal research, reading and analysing legal materials and legal writing.

CODE: [LAW10440](#)

Law in Europe (Spring Trimester)

Credits: 5

This module examines the powers and roles of key EU institutions and pays close attention to the European Commission and the European Courts (Luxembourg). It examines important EU principles such as supremacy and direct effect. It analyses selected areas of EU Economic Law such as free movement of citizens/workers/ goods throughout the EU.

CODE: [LAW10450](#)

Law in Courts (Spring Trimester)

Credits: 5

This module explores the sources of law in the Irish legal system, the structure of the Irish courts system (both at first instance and on appeal); the function of judges and how they are appointed, the role of solicitors, barristers and other legal professionals in the Irish legal system; and access to justice in Ireland.

CODE: [LAW10260](#)

Criminal Procedure (Spring Trimester)

Credits: 5

This module examines the Irish Criminal Process from apprehension (arrest, summons etc) to charge, to trial and on to sentencing. It includes a focus on topics such as remand and release on bail, detention for questioning, and trial by jury, and also looks at aspects of the penal process including prison law.

School of Philosophy

The UCD School of Philosophy is the largest teaching and research centre for Philosophy in Ireland.

Our size and range of diverse interests provide an exciting learning experience for students. The UCD School of Philosophy is ranked in the Top 100 departments of philosophy worldwide in the recent QS Rankings 2017. Our areas of expertise include Contemporary European (Continental) Philosophy, Analytic Philosophy, Classical Philosophy, Philosophy of Law, Political Philosophy and Cognitive Science. Our members of staff have published widely in the history of philosophy, political philosophy, philosophy of mind, philosophy of language, and are prominent in international academic circles. Indeed, UCD School of Philosophy is known for its friendly and open atmosphere where students and staff regularly interact and exchange ideas inside and outside the classroom. We welcome students from all backgrounds to try a few philosophy modules, you may like it!

Autumn Trimester (September to December)

CODE: [PHIL10040](#)

Introduction to Ethics

Credits: 5

We all know what 'ethics' is. We have ethically blamed and praised others, we have felt the pressure of an ethical duty, we have been paralysed by ethical dilemmas, we have had irresolvable ethical disagreements with our peers, and we have felt the ethical emotions of pride, shame and guilt. Ethics (also known as moral philosophy) looks more closely at all these phenomena.

CODE: [PHIL10160](#)

Critical Thinking

Credits: 5

Thinking is easy, but *reasoning* -- in particular, reasoning *well* - is hard. This course is concerned with the question: how might we reason better, so that we can have more accurate beliefs and make better choices?

CODE: [PHIL20440](#)

Feminism & Gender Justice

Credits: 5

This module introduces students to contemporary feminist ideas and key feminist debates, specifically feminist gender theory (including discussions of Queer Theory and Hegemonic Masculinity), and feminist political ethics (including systems of power and intersectionality) and theories of justice with a focus on anti carceral feminism, vulnerability and precarity.

CODE: [PHIL20490](#)

Knowledge & Scepticism

Credits: 5

This course is about *knowledge*, and related phenomena such as belief; justification; scepticism; testimony; and disagreement. In the first part of the course, we address some of the core questions of epistemology, such as: what exactly *is* knowledge, and how does it relate to true belief? In the second part of the course, we address questions concerning the *social* and *ethical* dimensions of knowledge, such as: how is knowledge transmitted from one person to another?

CODE: [PHIL20700](#)

Philosophy of Work

Credits: 5

Work makes up a huge portion of our lives. Different people identify to different degrees and in different ways with their work: they might be more or less ambitious, they might care more or less about the content or products of the work, they might enjoy the collegial relationships more or less. At one extreme, work can be meaningless and/or undignified drudgery; at the other, work is an all-consuming vocation. This module will examine what work and careers can mean in our lives, alongside other typical sources of meaning and self-esteem and recognition.

Spring Trimester (January to May)

CODE: [PHIL10020](#)

Intro to Problems of Philosophy

Credits: 5

This module introduces students to contemporary philosophical thinking by focusing on four classic problems of philosophy: (1) free will and determinism; (2) personal identity; (3) scepticism; (4) consciousness. It is a hands-on philosophy course, where the task is for students to work out their own arguments in response to the philosophical literature and lectures.

CODE: [PHIL10030](#)

Intro to Modern Philosophy

Credits: 5

Can I be certain that there is a world outside me, or am I confined to my own mind alone? What can I know reliably about the world, if there is one? And if it exists knowably, how can I live with other people within it? These are some of the questions to be discussed in this introduction to early modern philosophy of knowledge and social and political philosophy.

CODE: [PHIL10040](#)

Introduction to Ethics

Credits: 5

Repeat of Autumn offering.

CODE: [PHIL10070](#)

Ancient Philosophy

Credits: 5

Philosophy began in Greece, and it remains true to say that the greatest philosophers were the Greeks. In this module, we will look at some of Plato's writings about his friend and mentor Socrates, in particular those writings that bear on the trial and death of Socrates.

CODE: [PHIL10100](#)

Existentialism and Humanism: An Introduction to Continental Philosophy

Credits: 5

What makes us 'human'? Is our humanity something we 'do' or something we 'are'? Can we be more or less human? How do we give meaning to our human existence or is that existence ultimately meaningless? How do we treat others and how should we treat them? Are we ever really free?

In this module we examine approaches to these and related questions from the European philosophical tradition. Thinkers we will read include: Kant, Schopenhauer, Nietzsche, Kierkegaard, Camus, Beauvoir, Sartre, Fanon and others. Our main themes will be imagination, rationality, freedom, responsibility.

CODE: [PHIL10110](#)

Intro to Eastern Philosophy

Credits: 5

What is the self? What is the nature of reality? How should we respond to human suffering? Eastern philosophy provides answers to such questions that differ quite radically from the Western worldview (and Western philosophy). In this course, we focus for the most part on Buddhism which asserts that we see ourselves and the world through a veil of ignorance.

CODE: [PHIL202040](#)

Applied Ethics

Credits: 5

This course will examine a range of perennial and contemporary ethical problems facing us individually and collectively. One of the most fundamental ethical questions we can ask is what do we owe each other? What do we owe those suffering hunger, poverty and injustice? Do we have a duty to open our borders to those seeking a better life? What do we owe future generations? Do they matter to the extent that we ought to radically alter how we live and consume natural resources?

CODE: [PHIL20710](#)

Body, Mind, World

Credits: 5

In this module we explore the interrelation between mind and body particularly in terms of health and illness. Many people think of the mind as being in the body like a driver in a vehicle. But it is more accurate to speak of embodied minds – our mental states are also embodied ones – and this also helps us to understand our relationships with other people and with the world.

*** It is recommended that students doing this module should have already done 3 stage 1 modules.**

CODE: [PHIL20620](#)

Philosophy of Social Science

Credits: 5

This module links the three elements of PPE by considering the nature of social science generally, looking in particular at the question of whether Economics and Political Science should be thought of as sciences at all. We will investigate the concept of utility based on preference theory that is employed in Welfare Economics, and we will ask whether the economic conception of rationality based on maximization of expected utility makes sense. We will also consider social ontology (the nature of social reality), social epistemology and epistemic injustice. In the second half of the course the focus switches to aspects of social and political philosophy.

CODE: [DSCY10090](#)

The Art of Living Well

Credits: 5

One of the most important ways we learn about ethics and how to live well is through literature. In this course we will develop a philosophical and practical sense of the art of living well by studying a wide range of literature. Each week we will explore a different work starting from Ancient Greek literature through European and English language works of literature up to the twenty-first century. Ethical themes and practical ethical dilemmas will be extracted from these works and considered in detail in each class.

School of Politics and International Relations

UCD School of Politics and International Relations (SPIRe) is a dynamic, multifaceted and highly-international school offering exciting and professionally-valuable programmes of study at the undergraduate and graduate levels.

The QS University Rankings by Subject 2019 placed SPIRe at #51-100 in the world and No. 2 in Ireland by subject. Our academic staff are engaged in cutting-edge research on a wide variety of political issues, including ethno-political conflict, human rights, and Ireland's role in the European Union, to name just a few. The School is also home to three research centres: the UN-linked Centre for Sustainable Development Solutions, the Dublin European Institute, and the Institute for British-Irish Studies.

Autumn Trimester (September to December)

CODE: [INRL10010](#)

Found of Political Theory & International Relations

Credits: 5

This module has two parts: an Introduction to Political Theory and an Introduction to International Relations. The first part of the course provides an introduction to political theory, focusing on changing conceptions and models of democracy, The second part of the course offers an introduction to the main issues in contemporary international politics.

CODE: [INRL20160](#)

Introduction to European Union Politics

Credits: 5

This module offers an overview of the politics of the European Union. It studies the way the EU works and how its policy output and powers affect the lives of European citizens. The course has the objective to give students a solid grasp of the institutions, decision-making processes and major policies of the EU.

CODE: [INRL30370](#)

Terrorism & Political Violence

Credits: 10

The concepts of Terrorism and Political Violence loom large in contemporary politics and policymaking but are frequently misunderstood and under-theorised. This module will introduce students to a range of approaches to terrorism and political violence.

CODE: [INRL20040](#)

Theories and Concepts in International Relations

Credits: 5

This course explores the main theoretical strands in the contemporary study of international relations. Students are introduced to several key approaches in the study of international relations, including realism, neorealism, Marxism, liberalism and interdependence theory and democratic peace theory, and to the central empirical questions, these seek to address.

CODE: [INRL30320](#)

Gender in War & Peace

Credits: 10

Since 2000, the United Nations recognises with Security council Resolution 1325 the interconnectedness between gender and peace and security concerns. This comprehensive, active-participatory course explores the relations between gender, war, militarism, violence and peace from both normative and empirical perspectives.

CODE: [POL10170](#)

Foundations in Political Research

Credits: 5

This course is about political science, about doing research on politics and in the social sciences more generally. How do we design our research? How do we collect data? How do we draw valid conclusions from these data? This module will provide you with very relevant practical skills and increased analytical skills that will benefit you throughout your career, both academically and professionally.

CODE: [POL20010](#)

Individuals and the State

Credits: 5

The slogan of the French Revolution is still popular: Liberty, Equality, and Fraternity. Liberty is usually the most glorious and most popular ideal, but what does it mean to be free? Free from what? Free to do what?. Over the course of this module we will look at some classical responses to this question as well as to the related questions of how to organise statehood in a way that balances concerns for liberty, equality, and community.

CODE: [POL20260](#)

Introduction to Chinese Politics

Credits: 5

This course aims to introduce students to the political system of the People's Republic of China and the politics of its ruling entity, the Communist Party of China (CPC). The course first critically engages the CPC's historiography, positioning it firmly within the 20th century.

CODE: [POL30840](#)

Electoral Systems

Credits: 10

This course covers electoral systems and their consequences for descriptive representation, the political process and policy outputs. During the first part, the main types of electoral systems and their functioning are introduced. In the second part, we deal with various consequences of electoral systems, including effects on the party system, the representation of women, intra-party politics and economic policies.

CODE: [POL30820](#)

Political Risk & Foreign Investment

Credits: 10

This course provides an introduction and a review of the field of political risk - a field that focuses on the socio-political events, characteristics and processes that can negatively impact multinational companies' achievement. The course provides a deeper understanding of various types of political risks which affect the goals of multinational companies. The course also discusses various types of instruments which help multinational companies stave off political risk.

CODE: [POL36070](#)

Political Psychology

Credits: 10

This module introduces concepts from psychology (e.g. beliefs, emotions, or personality) to better understand politics (e.g. elite decision-making, voting behaviour, or popular uprisings). Topics will be structured around three types of methods that are frequently applied in psychology: experiments, surveys, and interviews

CODE: [POL30880](#)

Capitalism and Democracy

Credits: 10

This module introduces students to the comparative and international political economy of advanced capitalism. We will examine the evolving structure of advanced market economies, analyse the impact of globalisation on labour market change, identify distinct growth models within advanced capitalism, study the power of big business within democracies, understand the hierarchical nature of global capitalism, and assess how changing class politics effects preference formation, party competition and voting behaviour.

CODE: POL30640

Deliberative Mini Publics

Credits: 10

Deliberative mini-publics (DMPs) are fast becoming an ever more prominent feature of contemporary democracies. Having first emerged in the latter part of the 20th century, they started to achieve prominence in the first decade of this century (starting with the British Columbia Citizens' Assembly in 2005). The purpose of this module is to examine what they are, how they vary, their strengths and weaknesses, and what they might contribute to our democratic system.

CODE: POL20220

Introduction to Political Institutions

Credits: 5

This course takes as its starting point the new literature on institutional economics and comparative political economy, with a focus both on the basic theory and on contemporary empirical research. The objective of the course, therefore, is to give students a solid foundation in the basic concepts of new institutional economics, as well as a first impression and understanding of the topics studied and the methodologies used at the frontier of institutional research today.

CODE: [INRL30340](#)

International Political Economy

Credits: 10

The field of International Political Economy is broadly concerned with the interrelationship between political and economic processes in international relations. The course introduces this subfield of political science, analysing the politics of trade, development, international finance, and exchange rate regimes. We will analyse such important questions as: what drove the far-reaching liberalisation of international trade policies over the last half century? Why do some countries fail to develop economically?

CODE: [POL30890](#)

Politics of Organised Crime

Credits: 10

Please see UCD website

Spring Trimester (January to May)

CODE: [POL10160](#)

Foundations of Contemporary Politics

Credits: 5

This module introduces a variety of ways of thinking about politics, the role of core political institutions such as parliaments and elections, and provides some of the key concepts and analytical frameworks and tools used in analysing politics.

CODE: [POL20250](#)

Irish Politics

Credits: 5

The objective of this course is to introduce students to the workings of the Irish political system. We start by locating Irish politics in comparative terms, showing how unusual a political system it is in comparison to other European states. The course then examines the historical, constitutional, social and political context of Irish politics. Students who have completed POL10010 Irish Politics cannot register for this module.

CODE: [POL30680](#)

Gender and Politics

Credits: 10

This course provides an overview of key issues in gender and politics. The course focuses on research on how gender impacts both domestic and international politics. It examines how domestic politics is gendered, why the gender of our political representative's matters, and the impact of interventions to increase gender equality in national politics. The course will also be addressing the importance of gender in international organisations, and the role of gender in armed conflict.

CODE: [POL10120](#)

Foundations in Global Development

Credits: 5

This module is designed to introduce students to key themes in the foundations of global politics and development. The first section of the module explores theories (and histories) of development (and underdevelopment), including market-based approaches. The second section of the module explores more empirical aspects of development (and underdevelopment), such as the role of international institutions

CODE: [POL20060](#)

Law, Politics and Human Rights

Credits: 5

This module examines the moral foundations of law, politics and human rights. We also examine the normative questions relating the interaction of law, politics, and human rights which may include whether human rights should be considered as limits for democratic decisions, whether there should be a human right to democracy, etc.

CODE: [INRL20110](#)

Introduction to Middle East Politics

Credits: 5

Please see UCD website

CODE: [DEV20130](#)

Achieving the Sustainable Development Goals

Credits: 5

In this module we examine the most topical and pressing sustainable development challenges. We do this through an examination of the UN 2030 Sustainable Development Agenda. We start the course by asking what the SDGs are, whether they can be achieved. We then move on to consider key areas related to the 17 different SDGs, covering the most relevant academic and policy debate.

CODE: [POL30660](#)

Data Analysis for Social Sciences

Credits: 10

This module provides an overview of common statistical methods applied to the social sciences, with a particular focus on political science, sociology, public policy and development. It starts with a brief recap of the basic principles of statistical analysis, then discusses how to access, manipulate, and summarize data, and then moves on to a range of different methods - regression analysis, logistic regression, etc.

CODE: [POL20050](#)

Research Methods in Political Science

Credits: 5

As an introduction to the approaches in the empirical study of politics, this course will give an overview of causal inference methods in political science. This course will reinforce the learning from Foundations of Political Research module and introduce students to commonly used statistical techniques in political science research

CODE: [POL20020](#)

Comparative Politics

Credits: 5

This module introduces students to issues and methods in comparative politics. It first explores why comparison is important, discusses the problems that arise when doing comparative politics, and introduces the required analytical tools. Students taking this course should have already taken a Level One Politics course or its equivalent.

CODE: [INRL30330](#)

Integration and Fragmentation in the Global System

Credits: 10

International politics today features growing levels of trade and communication, various trans- and supranational actors, and the partial homogenization of lifestyles and consumption patterns. Yet it has also witnessed the breakup of some multinational states, intensifying religious and ethnic conflicts, and growth in what some depict as “civilizational clashes.”

CODE: POL30720

Parties and Party Competition

Credits: 10

How can we identify differences between party systems, determine party positions, and measure public opinion? Do parties keep their promises or are politicians “pledge breakers”? Are promises in certain policy areas more likely to be fulfilled? In what policy areas do parties differ in terms of their positions and issue emphasis? And do parties respond to changes in public opinion?

School of Psychology

UCD School of Psychology is a leading centre for research, teaching and professional training in psychology in Ireland and is new to the Open Learning programme in 2019-20.

The history of psychology in UCD began in 1958 when the university established the first psychology laboratory and the first psychology course in Ireland. Later UCD developed the first accredited undergraduate degree in psychology and pioneered professional training in clinical psychology in Ireland, as well as in other areas of professional psychological practice. The School of Psychology also incorporates the Centre for Disability Studies, which was established in 2002 and was the first centre of its kind in Ireland.

This year we are very proud to announce the creation of a new **Open Learning Progression Pathway** for students interested in progressing onto the BSc Psychology degree. More information on this Pathway and the compulsory modules required can be found in the Open Learning Progression Brochure.

Autumn Trimester (September to December)

CODE: [PSY10050](#)

Introduction to Psychology

Credits: 5

This module is designed to introduce students to the breadth of topics covered by the discipline of psychology. The module covers a range of theoretical approaches used in psychology to try to explain human thought and behaviour. A variety of topics will be introduced drawn from the full breadth of the discipline of psychology and may include aspects of child development, human social interaction, thinking and reasoning and biological psychology.

***Offered again in Spring.**

CODE: [PSY10060](#)

Brain and Behaviour

Credits: 5

Ever wondered what makes you 'tick'? This module provides an introduction to the relationship between the brain and behaviour. Although it is a biologically-based course, it does not assume a background in biology or other sciences, and students will be provided with an introduction to the main approaches in neuropsychology.

CODE: [PSY10080](#)

Intro to Social Psychology

Credits: 5

This module introduces students to key topics, theories and methods in the field of social psychology. Social psychology is the scientific study of how individuals' thoughts, feelings and behaviours are influenced by the actual or imagined presence of other people. This module covers such topics as the self, attitudes, social influence, groups, prejudice, attraction, aggression and altruism.

Spring Trimester (January to May)

CODE: [PSY10040](#)

Introduction Psychology of Perception and Cognition

Credits: 5

This course presents an introduction to the fields of Perception and Cognitive Psychology. The study of “perception” is concerned with how we acquire knowledge about the external world through our senses.

CODE: [PSY10050](#)

Introduction to Psychology

Credits: 5

Repeat offering of Autumn module.

CODE: [PSY10090](#)

Intro to Applied Psychology

Credits: 5

The aim of this module is to provide students with an introduction to applied psychology by examining how psychology has used research to examine socially significant issues. A range of topics will be considered, for example, video games and aggression, cheating in sport, bullying, self-esteem and wellbeing. The module will also use these topics to examine quantitative and qualitative research methods, and a key focus of the module is on supporting students to be confident consumers of research in journals and the popular media.

School of Social Policy, Social Work and Social Justice

UCD School of Social Policy, Social Work and Social Justice is an interdisciplinary research and teaching hub for policy, practice and equality.

We offer diverse degree programmes at undergraduate and postgraduate level, community outreach Certificate programmes, CPD modules, and research degrees in social work, social policy and social justice (PhD programmes). Our research is interdisciplinary, international and influences policy and society. Teams and colleagues work on a range of topics (e.g. housing, family, child welfare, health care, migration, equality and Women studies) and have received funding from prestigious sponsors (e.g. Irish Research Council, European Union).

Prospective students interested in studying a Social Sciences degree in UCD may wish to consider an [Open Learning Progression Pathway](#).

Autumn Trimester (September to December)

CODE: [SPOL10030](#)

Understanding Social Problems & Policies

Credits: 5

This module seeks to equip you with basic research and analytical skills that are needed to understand and respond to social policy problems. Its main focus is on statistical data available in online databases that are widely used to describe such problems and design policy solutions to them.

CODE: [SPOL10010](#)

Social Policies Theories and Concepts I

Credits: 5

This module introduces students to some of the core, recurring concepts and theories employed in Social Policy. Students will learn about the historical development of social policy as a subject and the different research methods and major studies associated with it. The module will focus on some of the following key concepts: well-being and welfare; welfare states, systems and regimes; social exclusion, poverty, and inequality; redistribution; universalism and selectivity; stigma; care; autonomy; disability; gender and the family.

CODE: [SPOL10180](#)

History of Irish Social Policy

Credits: 5

The purpose of this module is to introduce students to the range and scope of social policy analysis by showing how the subject has developed over time. The module covers the history and development of Irish social policy. It examines how social change has influenced and has been influenced by social policy developments since the nineteenth century.

CODE: [SPOL20050](#)

Economics of Social Policy

Credits: 5

This course is about the relationship between economics and social policy. It introduces students to the basic principles of economics, and to how the framework derived from them can be applied to the analysis of social justice, the welfare state, and areas of social policy such as employment, education, health, housing and transport.

CODE: [SPOL20210](#)

Investigating Social Services

Credits: 5

This module seeks to examine how one assesses the quality of social services, that is, how one works out how good they are at doing their job. It focuses in particular on the difference between an inputs-oriented versus outcomes-oriented approach to the analysis of social services and applies this framework to particular social services in Ireland and other OECD countries.

CODE: [SPOL28150](#)

Global Social Policy

Credits: 5

This module introduces students to global social policy, by exploring research and current debates about globalisation and its impact on social policy in the world. The module will discuss in what way globalisation influences lives of individuals, communities, countries and regions.

CODE: [SSJ38270](#)

Inequality in the Labour Market

Credits: 5

The purpose of this module is to understand and analyse the most important issues in relation to various types of inequalities on the labour market. In particular, the course will look at how gender, race, migration status, age, labour market status and other characteristics can contribute to existing inequalities in access to the labour market and in the forms of employment. The course will also bring in the discussion about how political factors influence the processes of labour market segregation/segmentation/dualization, and, on the other hand, how the unequal working conditions or access to the labour market influence political views. The course will prioritize comparative perspective, as well as the EU and global inequalities context.

CODE: [SPOL38190](#)

Child Abuse, Sexual + Domestic

Credits: 5

This module addresses contemporary thought on non-accidental injury to children, child sexual abuse, sexual violence, domestic violence and prostitution in Ireland and includes an overview of the social and justice responses to these problems.

CODE: [SPOL38210](#)

Migration, Racism & Irish Society

Credits: 5

Racism, Migration and Irish Society draws primarily on conceptual literature on racism and research on the experiences of different groups including asylum seekers and refugees, Africans, Muslims. It examines the impacts of different levels of (stratified) rights and entitlements on migrants from EU and non-EU countries living in Ireland. It examines anti-racism measures.

CODE: [SSJ30070](#)

Gender War and Violence

Credits: 5

This module examines the gendered dimensions of war and violence. War and Violence trauma experienced by women and marginalised communities such as LGBT+ is often made invisible in national, historic and post conflict narratives. We will explore and critique some basic gendered assumptions of war and violence. We will look at how wars, genocides and other forms of political/ gendered violence have been narrated and represented?

CODE: [SSJ10070](#)

Exploring Gender

Credits: 5

This Course provides an opportunity for students to engage with central ideas and thinking in gender and feminist theory including gender, power, patriarchy, oppression and identity. Development of concepts of gender in contemporary gender and social theory that challenge the traditional gender/sex binary will be explored.

CODE: [SPOL30010](#)

Policy-making, Implementation & Evaluation

Credits: 5

In this module a number of questions which are fundamental to the analysis of public policies are explored, with a focus on social policies.

CODE: [SPOL28160](#)

Enviro, Soc & Human Wellbeing

Credits: 5

How can governments protect and promote human wellbeing during a climate crisis? Is it possible to do while also making the rapid societal changes necessary to stay within the planet's natural limits? This module will grapple with these and other pressing sustainability-related questions through lectures, class discussions, and group activities.

CODE: [SSJ20110](#)

Gender, Power & Politics

Credits: 5

This module explores the ways in which power has been gendered, where gender has served as a basis for power, regulation and control, as well as the basis for political inclusion / exclusion. There is a focus on issues of key historical, political, and socio-cultural issues from the 1st to the 3rd waves of feminism, concentrating on identities, politics, political activism, sexualities and citizenship.

CODE: [SSJ20160](#)

Race & Racism: Critical perspectives.

Credits: 5

Racism is a global structural force of oppression shaping hierarchies of superiority/inferiority and dehumanization. This module will critically analyse different theories and debates on the concepts of 'race,' racism and racialization, by focusing on their links to colonialism, capitalism, orientalism, state formation and nationalism. The course explores how racism intersects with other forms of oppression, - such as sexism, classism, ageism, and ableism - as it shapes structural inequalities and everyday experiences of stigmatization and violence.

CODE: [SSJ30080](#)

Masculinities

Credits: 5

This is an interdisciplinary module that takes a critical look at the studies of gender, masculinities, and gender relations. The course offers a broad overview of the contemporary studies on men and masculinities. It draws upon the assumption that masculinity is an organising principle of society, which shapes ideologies and practices, and intersects with factors such as race, ethnicity, social class, and sexuality. There are multiple versions of masculinities and forms of "being a man" presented not only at different times and in different cultures, but also within the same society. These versions of masculinity coexist within power relations, hierarchical positions in society, and within negotiations and intersections between femininities and masculinities.

Spring Trimester (January to May)

CODE: [SPOL18130](#)

Introduction to Social Work

Credits: 5

This module consists of 22 lectures held over the course of the semester on Mondays and Wednesdays. The lectures will provide insight and understanding into the role of the Social Worker and some of the principles associated with Social Work.

CODE: [SPOL20280](#)

Housing Policies Neighbourhood

Credits: 5

Housing not only provides shelter, it has many other important social and economic functions. It impacts on the wellbeing of individuals and families and the cohesion of neighbourhoods.

Housing provision is costly for governments and households but it is an important asset, source of tax revenue and of employment. Therefore housing also has important implications for social inequality, economic efficiency and community cohesion. This module examines the development of housing policy in Ireland over the last century and explores the implications of these policies for social inequality, community cohesion and economic efficiency.

CODE: [SPOL28110](#)

Social Work in Practice

Credits: 5

This module consists of 12 lectures and 10 hours of small group seminars. The lectures will introduce students to some of the concepts and issues in relation to the practice of social work. Topics will include the social worker's role in different practice settings e.g. medical settings; the child welfare and protection system; mental health settings; probation. The seminars will introduce students to social work interviewing skills, using a variety of approaches including experiential exercises and some role play, with a focus on reflective learning.

CODE: [SPOL10020](#)

Contemporary Irish Welfare State

Credits: 5

This module provides an introduction to the main areas of contemporary Irish social policy. This includes the 'four pillars' of the system (social protection; health; education; and housing) but also an overview of key aspects of social work as they relate to social policy. The module presents an overview of current policy in each of the areas. Students are introduced to key data sources (mainly on-line) to enable you to draw on readily available sources of information to update your knowledge and assessment of various social policy schemes and programmes.

CODE: [SPOL30220](#)

Social Policy, Justice & the Environment

Credits: 5

This module examines the economic, social and environmental challenges facing our society. Environmental issues include those associated with climate change but also other environmental problems (e.g. air and water pollution, flooding and drought, storm damage, biodiversity loss). Questions of environmental justice are explored.

CODE: [SPOL38200](#)

Analysing Health & Social Care Policy

Credits: 5

This course is designed for students who would like to explore and examine various themes in health and social care systems with a particular focus on policy, organisations, technology and culture. It aims to introduce the students to the workings of the health and social care systems in different societies while providing a strong background in the analytical frameworks of comparative social policy.

CODE: [SSJ10020](#)

Global Justice towards an egalitarian Global order.

Credits: 5

The objective of this module is to equip students with a clear understanding of and critical perspective on global injustices. We will cover a range of related topics, which will normally include global poverty and inequality; colonialism and post-colonialism; debt and development; neoliberal capitalism; trade, transnational corporations and international tax justice; global gender relations; the global fashion industry; migration; 'race' and racism; and environmental justice and climate change.

CODE: [SSJ10060](#)

Inequality and social justice in Irish Society

Credits: 5

Despite significant increases in income and wealth over the past two decades, Ireland is often described as one of the most deeply unequal societies within the European Union. Why has this happened? How do we explain the persistence of injustices in a relatively wealthy country like Ireland and how can we bring about change?

CODE: [SPOL28170](#)

Work and the Welfare State

Credits: 5

In advanced capitalist democracies, the welfare of individuals, families, households and the population writ large fundamentally rests upon one's labour – primarily through formal participation in the labour market, but in some cases also informal labour. In this module we will ask why is welfare (and the welfare state) so tied up with the idea and practice of work? Students will critically engage with the relationship between welfare and labour, and the challenges posed by fundamental changes in the organization of societies, economies and patterns of work.

CODE: [SSJ20150](#)

Political economy & Social Justice

Credits: 5

The purpose of this module is to introduce students to a political economy approach, focusing on the intersection between politics and economics in understanding our society. It provides students with an appreciation of the analytical methods, key concepts and theoretical frameworks of political economy.

CODE: [SPOL38270](#)

Gender Inequality & Social Policy

Credits: 5

Over the course of this module students begin to develop their learning about the concept of gender and the contribution of gender studies to the discipline of social policy and comparative social policy analysis. Students also begin to develop more fully their understanding of gendered typologies of welfare states and the importance of varieties of capitalism to gender inequalities in work organisations and families. Students also begin to develop more fully their understanding of the concept of patriarchy in both its familial and non-familial meanings and ideas about post-patriarchal welfare states.

CODE: [SPOL20260](#)

Social Protection: Security, Work and Poverty

Credits: 5

This module explores the income maintenance function of the Irish welfare state in the OECD context. It examines why and how states provide income supports for individuals and households, what direct effects these supports have on incomes and living standards, what indirect effects they may have by way of incentives for certain kinds of behaviour (e.g. in promoting employment), and how they relate to services that might provide alternative means of supporting well-being (e.g. childcare, job-training).

School of Sociology

UCD School of Sociology is Ireland's leading centre for education and research in sociology. Staff members have a wide-ranging set of research interests, including comparative, quantitative and historical research, as well as work that focuses on the social complexity and emergent changes in our modern world.

Our current research activities address issues of globalization, inequality, migration and diversity, social and policy networks, the state and national identity, health and illness, criminology and socio-legal studies, gender and childhood, and other topics.

Prospective students interested in studying a Social Sciences degree in UCD may wish to consider an **Open Learning Progression Pathway**.

Autumn Trimester (September to December)

CODE: [SOC10010](#)

Foundations of Sociological Thought

Credits: 5

This is a 1st year module for sociology students. It provides an introduction to some of the main theories that laid the foundation for modern sociology. Sociology developed as an intellectual discipline in the 19th century as writers grappled with their understanding of modern capitalism. Some of the key writers include Karl Marx, Max Weber and Emile Durkheim. The course outlines their central ideas, their relevance for today and encourages students to critically assess them.

CODE: [SOC10020](#)

Introduction to Sociology

Credits: 5

This module serves as an introduction into the foundational theories, methods and perspectives in sociology as a discipline. These include the idea of society and the individual, citizenship, inequality, and plurality. A sociological perspective allows us to understand the intersection of social structure and agency, and to analyze the social forces that surround us. This module will support students as they develop their sociological imaginations, learning to think deeply and critically about the social world. It will root students in the “scientific study of society,” as they learn to interrogate the social world around them.

CODE: [SOC20070](#)

Social Anthropology

Credits: 5

The aim of this course is to introduce students to one of sociology's sister disciplines, social anthropology (sometimes also referred to as cultural anthropology or ethnology). The course has a theoretical and an applied dimension. In the theoretical part, we will introduce students to some classical and modern examples of anthropological theory ranging, amongst others, from B. Malinowski and C. Levi-Strauss to C. Geertz and J. Diamond. The applied part will use a variety of examples and field studies (ranging from geographically closer regions such as Ireland, the Basque country and South Tyrol, to more 'exotic' regions and examples).

CODE: [CSOC10010](#)

Introduction to Computational Social Science

Credits: 5

This module provides an introduction and discussion of the key principles and concepts in computational social science (CSS). Some of the main approaches in the field are introduced - beginning with a historical background to the main developments, up to and including an introduction to the most recent developments and applications of the methodological approaches discussed.

CODE: [CSOC20010](#)

Applied Computational Social Science

Credits: 5

Building on CSOC10010 Introduction to Computational Social Science I, this course will extend and deepen the discussion on computational social science methodology and design through analysis of various examples of recent research.

CODE: SOC20270

Sociology Health & Inequality

Credits: 5

The intersection of health and inequality is a core concern of any society. Who has access to adequate healthcare and at what cost is a fixture of social and political debate, permeating recent elections in Ireland, the Brexit vote and the expansion of private health insurance under “Obamacare” in the US. To the extent that affluence and relative deprivation determine the health of a society, the implication for health of economic and social inequality is clear. In other words, it is no accident that health disparities are intimately related to other forms of inequality such as income and, in particular, wealth.

Spring Trimester (January to May)

CODE: [SOC10060](#)

Ireland in comparative Perspective

Credits: 5

Ireland is in a state of ongoing transformation, experiencing rapid and dramatic economic, social and cultural changes in a short period of time. Yet there are structural continuities traced back to modern Irish society before and after independence that underlie and help to explain these changes. This module explores the continuities amidst the significant changes in contemporary Irish society drawing on a comparative perspective.

CODE: [SOC10070](#)

Sociological Analysis and Research Design

Credits: 5

The aim of this module is to introduce students to sociological research methods. It constitutes the foundation for further study of empirical research in Sociology and other disciplines. The course gives an overview of different quantitative and qualitative research methods including experiments, surveys, secondary analysis or ethnographies.

CODE: [SOC10110](#)

Sociology of Crime & Deviance

Credits: 5

The aim of this module is to introduce students to a broad range of theoretical and substantive debates about different aspects of crime and deviance. Crime is a hugely prominent aspect of social life but public and political debate surrounding it often emphasizes the extreme or the atypical, and as a result our understanding of these issues does not always reflect the full social context or dynamics involved. How and why we define behaviour as deviant or criminal can reflect a variety of factors – including morality, tradition and power relations – and defining behaviour in that way can have very significant consequences for those directly involved as well as for wider society.

CODE: [SOC20330](#)

Sociology of Peace, Conflict and Justice

Credits: 5

This module is designed to enable students to explore the taken-for-granted aspects and normative presumptions behind the relationship between peace, conflict and justice. The aim of the module is to provide students with analytical tools to better comprehend structural and historical reasons for both the successes and failures of peace practices and to introduce complexities in post-conflict settings.

CODE: [SOC20280](#)

Sociology of the Family

Credits: 5

This module will explore key issues in the sociology of family and childhood. In particular, it will focus on how perceptions and experiences of family shift over space and time. Students will develop an understanding of key sociological perspectives on childhood and the role of the family in society.

College of Engineering and Architecture

School of Architecture, Planning and Environmental Policy

The School offers a range of undergraduate and graduate teaching programmes professionally accredited by the Royal Institute of British Architects, the Royal Institute of the Architects of Ireland, the Royal Town Planning Institute, the Irish Planning Institute and the Irish Landscape Institute.

Students are enabled to think creatively, critically and holistically about sustainable places, whether in design practice or through transferring knowledge to action in the policy and planning process. Its research spans a wide range of themes and is Ireland's leading centre of excellence for research into design and policy for the built and natural environment

We are very proud to offer students the opportunity to study Open Learning as a **Progression Pathway** into BSC City Planning and Environmental Policy. More information on this Pathway and the compulsory modules required can be found in the Open Learning Progression Brochure.

Compulsory Modules open only to Students on City Planning and Environmental Policy Progression Pathway

CODE: [PLAN10010](#)

Intro to Spatial Planning (Autumn)

Credits: 5

This module introduces key concepts related to regional and urban planning theory and practice. It presents a series of key topics in regional and urban planning, including: sustainable urban growth; rural development; built and natural heritage, information and communication technology and public participation in planning. It explores the evolution of modern planning practice and the emergence of modern planning systems and their associated policies.

CODE: [PLAN10020](#)

History of City Planning (Autumn)

Credits: 5

The module is primarily concerned with tracing the development of city planning from the mid-nineteenth century until mid-twentieth century as it became a core function of modern states. It examines some of the key planning ideas from Greece, Rome, the medieval period, the renaissance and the early modern period. However, its core focus is on the development of key planning ideas from the nineteenth century. It investigates the emergence of planning as a response to poor conditions experienced in urban areas during the industrial revolution.

CODE: [ENVP10010](#)

Environment Change & Policy (Spring)

Credits: 5

The aim of this module is to introduce students to processes of environmental change and to explore how policy-makers have responded to these challenges.

CODE: [PLAN10040](#)

Research methods (Spring)

Credits: 5

This module introduces students to the key elements of the research process and research design in the social sciences. Comprising both lecture style presentations and practical workshops students will learn how to evaluate the appropriate application of research design and methods in social science research. Key topics covered will include types of data collection and analysis research strategies, research methods and techniques used in both quantitative and qualitative approaches.

School of Electrical and Electronic Engineering

The entire faculty of the School of Electrical & Electronic Engineering bring an excellent mix of educational experience, international research leadership and innovation in industry.

Our emphasis is on the scientific and mathematical fundamentals of the discipline, complemented by creative design skills, as the best preparation for a world of rapid technological change.

Our graduates can be found in leadership positions nationally and internationally. The School has an excellent international reputation for the quality of its research and in its range of specialist areas it has made a lasting impact on the Irish technology and energy sectors.

Spring Trimester (January - May)

CODE: DSCY10060

Energy, Climate Change & Policy

Credits: 5

Climate Change will be one of the defining challenges facing the world over the course of the 21st century. The effects of climate change are already being felt and such effects are expected to grow. The transition to zero carbon energy is now underway and must be accelerated. This global challenge is explored in this module. The focus is upon the key scientific, engineering and economic aspects that underpin the challenge at hand, which are also central to the policy solutions required to address it.

UCD Access & Lifelong Learning

Level 1, James Joyce Library Building,
University College Dublin,
Belfield, Dublin, D04 V1W8

Rochtain agus Foghlaim ar feadh an tSaoil UCD

Áras an Leabharlann
An Coláiste Ollscoile Baile
Átha Cliath Belfield,
Baile Átha Cliath 4

+353 (0)1 716 7123 | all@ucd.ie | [@ucdforall](https://twitter.com/ucdforall)

www.ucd.ie/lifelonglearning | Podcast: www.ucd.ie/all/news/

