

HISTORY

2ND YEAR

JOINT HONOURS HANDBOOK

2011-2012

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Welcome!

Welcome to your second year at NUI Galway. We're delighted that you've decided to continue studying History, and we've put together this handbook to help you make the most of the year.

This handbook provides you with the necessary information to choose your modules, and explains the requirements for completing the year and for proceeding to the final year of your History degree. Please consult the handbook before approaching staff with queries. (If you lose the handbook, you may download a copy from the History website or the 2BA History Blackboard page).

Other sources of information include the 2nd-year section of the department's website, www.nuigalway.ie/history/ugrads, the Blackboard page for 2BA History, and the 2nd-year noticeboard in the department. It is important that you check your NUI Galway email regularly. Although you may also use another email address, we only know your official @nuigalway.ie address and we will use that address for all communications.

If you can't find the answer to your query, then contact the relevant member of staff, either by email or in person.

We hope you enjoy your Second Year.

Best wishes,

Dr John Cunningham (Head of 2nd year History)

Prof. Steven G. Ellis (Head of History)

Contacting people in the History department

Useful contacts in the History Department are listed below. If your query concerns a particular module, the lecturer for that module is the first person to approach.

- Dr John Cunningham, head of 2nd year
Floor 1, Room 313, john.cunningham@nuigalway.ie
- Prof. Steven G. Ellis, head of History
Floor 2, Room 407, steven.ellis@nuigalway.ie
- Ms Phil Faherty, Secretary
Floor 2, Room 405, phil.faherty@nuigalway.ie
- Ms Maura Walsh, Records Secretary (and Visiting Students liaison)
Floor 2, Room 409 [mornings], maura.ocroinin@nuigalway.ie

If you're looking for someone's office, remember that the History Department is spread over two floors: offices 309 to 315 are on Floor 1, and offices 401 to 416 are on Floor 2. Remember that you are unlikely to find the person you're looking for during lunchtime, or after 5pm! Academic staff will have a variety of commitments (to administration, research and teaching), so they won't always be in their offices. To help you find them, academic staff choose 'Office Hours' when they promise that they will be in their offices and available to talk to students. These times are posted on their office doors.

If you're unable to visit a member of staff during their office hours, or if your query is a straightforward one, you are welcome to contact staff by email. Staff get lots of emails, so it is helpful if you include your full name, your year of study (i.e. 2nd year), and the module title or code (if relevant), and give your email a meaningful subject heading. We advise that you shape your email as a formal letter, starting with an appropriate form of address (e.g., 'Dear Professor Burke'), and avoiding text-message abbreviations. Staff members promise to respond in a reasonable time, but due to their other commitments this won't always be immediately.

Aims and outcomes of 2nd year History

Reminder about 1st year outcomes

By the end of **1st year**, you should have learned to:

- Take accurate and meaningful notes on lectures
- Read, and summarise the key points of, material from the past
- Deploy the knowledge you have gained to write an essay in an examination
- Explain how the time and place of a document's origin influence its meaning
- Define the difference between primary and secondary historical sources
- Recognise some links between Irish and European history
- Identify key themes in the relationship between war and society
- Express your opinion about historical material orally
- Write a short analysis of historical sources

If you feel you can't do all of these things, you should seek assistance from one of the sources of skills mentioned below. These sources will also help you develop new skills during your Second Year.

Gaining new skills

During your Second Year, you will need to become more familiar with the contents of the James Hardiman Library. You will need to be able to locate reading recommended by your lecturer, as well as using the electronic catalogue and databases for independent research. You will need to learn how to use the Library's e-resources, which include electronic editions of scholarly journals and reference works, searchable databases of scholarly journal articles (e.g. JSTOR), and electronic archives and editions of primary source material. You can access this material through the Library portal, on campus and (with a login) at home. Unlike much of the content of the world wide web, the Library's e-resources are all reliable and reputable sources that we would be happy for you to use and cite in your history essays. We strongly recommend that you take advantage of the **free training sessions that the Library offers** through the *LARK* scheme – see the Library website: <http://www.library.nuigalway.ie/>

You will also need to develop a variety of **transferable skills** (e.g. written communication skills, oral presentation skills) as well as discipline-specific skills (compiling a bibliography, using footnotes properly). This is one of the purposes of the colloquium modules (see later). In addition, the Career Development Centre runs a variety of other workshops on skills that might be relevant to your future employer (but might also help you with your degree). See their website at: <http://www.nuigalway.ie/careers/students/skills.html>

If you need to brush up your **computer skills** (e.g. word-processing), the College of Arts offers modules introducing computers and types of software. You can study the modules at your own pace, free of charge. If you take them all, you can take the widely respected

European Computer Driving Licence, (ECDL), which would be an asset to your CV. For more details, see: <http://www.nuigalway.ie/arts/itoffice/>

There are various books offering advice on how to improve your **essay-writing skills**. You may like to look at:

John Peck and Martin Coyle, *The Student's Guide to Writing* (London, 1999)

Brian Greetham, *How to Write Better Essays* (London, 2001)

The Students' Union has recently launched a service offering help with essay-writing.

2nd year learning outcomes

By the end of **Second Year**, you will be able to:

- Locate recommended reading material in the library
- Find relevant reading material in the library, both printed and online, for a particular historical topic
- Communicate information about a historical issue orally
- Present written work which is well-organised and well-presented (word processed)
- Avoid plagiarism through careful note-taking and citation
- Carry out a short independent research project
- Construct coherent and well-informed arguments about the past, both in coursework and in examinations
- Recognise differences between the medieval, early modern and modern periods

These objectives will be assessed in different parts of your Second Year programme.

Outcome assessed in...	Colloquia	Lectures
Locate recommended reading material in the library	YES	YES
Find relevant additional material	YES	
Oral communication	YES	
Well-presented written work	YES	YES
Avoid plagiarism	YES	YES
Independent research project	YES	
Coherent, well informed arguments – coursework	YES	YES
– examination		YES
Recognise differences between time periods		YES

How does 2nd year work?

Second-Year History builds on First Year by introducing you to more times and places, and more styles of doing History. It also helps you develop the sophisticated historical skills that you will need in Final Year. By contrast with First Year, you have a great deal of choice in Second Year. There are some regulations about the type of modules you may select (so that you experience a range of teaching and assessment methods), and we insist that you take courses from three different historical periods (to give you a broader sense of History). But beyond that, you have free choice (timetable clashes allowing).

The rules

- You must take modules totaling 15 ECTS each semester, making 30 ECTS for the year.
- You must take one colloquium module (10 ECTS) and four lecture modules (5 ECTS each).
- You must take one lecture module that is assessed by coursework.
- You must take at least one lecture module from each of our three time periods: medieval, early modern and modern.

Further explanations of the differences between colloquium and lecture modules, and the different assessment methods, are given in the following sections, along with lists of the modules on offer in 2011-12.

Programme structure

Since you may take your colloquium in either semester 1 or 2 (depending on which module you choose), your colloquium choice will affect everything else. Your semesters will be structured in one of the following ways:

Semester 1	Semester 2
Colloquium (10 ECTS, coursework)	Lecture [<i>Early Modern</i>] (5 ECTS, examined)
Lecture [not <i>Early Modern</i>] (5 ECTS, examined)	Lecture [<i>Modern</i>] (5 ECTS, examined)
	Lecture [<i>Medieval</i>] (5 ECTS, coursework)

Or:

Semester 1	Semester 2
Lecture [<i>Medieval</i>] (5 ECTS, examined)	Colloquium (10 ECTS, coursework)
Lecture [<i>Modern</i>] (5 ECTS, examined)	Lecture [not <i>Medieval</i>] (5 ECTS, examined)
Lecture [<i>Early Modern</i>] (5 ECTS, coursework)	

The 2011-12 timetable will be available in the department and on the website at the start of September.

Registration and choosing modules

When choosing your modules, you will need to consider the module lists in this handbook at the same time as consulting the 2011-12 timetable, since there will be timetable clashes between a few History modules, and there may be clashes between certain History modules and your other BA Subject.

- Choose your preferred colloquium module, and submit the Colloquium Allocation Form by 7 September.
- On the afternoon of 9 September, check lists posted in department to see which colloquium module you have been allocated.
- Choose your lecture modules, to fit one of the structures described above.
- Register your module choices through the university's system. You can do this online anytime after receiving your colloquium allocation (if you have paid your fees). You will not be able to access the Blackboard pages for your modules until you have registered, so we recommend you do it as soon as possible.
- You must register by 30 September, but you will have a opportunity in January to make changes to your semester 2 choices.

FAQ

Q: What does ECTS mean?

A: The European Credit Transfer System is a standardised method of allocating credit to modules across the EU. It helps students who spend a year abroad, and it also ensures that an NUI Galway degree is not more difficult (or easier) than one from any other European university. The system is based upon the amount of time/effort a student has to put in to complete a module. It assumes students are studying full-time (9-5pm, 5 days a week), and are taking 60 ECTS each year. A 5 ECTS module should typically involve at least 100 hours of work, including attending lectures, reading, writing coursework, preparing for, and sitting, exams. That's about 7 hours a week, on average.

Q: When do I choose my colloquium?

A: You submit a list of your preferred choices (using the Colloquium Allocation Form) to the History Secretary by the Wednesday of the first week of semester. You will find out which colloquium you have been allocated during the Friday of the first week.

Q: If I don't know which colloquium I've got into, how do I know what lecture modules to go to in the first week?

A: You can't, unfortunately. Go to the classes for all the lecture modules you think you might want to take if you have to do three modules in first semester. You will be able to decide about lecture modules in second week.

Q: I'm taking a Semester 1 colloquium. Why can't I take an early modern lecture module?

A: Because the early modern lecture modules in semester 1 are assessed by coursework; and you can't take two coursework modules in the same semester. *Note:* You can't take a medieval lecture module if you're doing your colloquium in semester 2, for the same reason.

BA Connect programmes

If you are taking one of the BA Connect programmes, there are some slight differences to the rules for module choices, but all the deadlines listed above are the same.

The Rules for Connects

- You must take History modules totaling 25 ECTS during the year.
- In one of the semesters, you must take one colloquium module (10 ECTS).
- In the other semester, you must take three lecture modules (5 ECTS each). Those modules must include one from each of our three time periods: medieval, early modern and modern. One of these modules will be assessed by coursework.
- Combining your History options, your other subject options, and your Connect programme, you should aim to have a balanced load of 30 ECTS in each semester.

The History department does not mind which semester you take your colloquium in – so you can theoretically choose between the full range of colloquium modules – **BUT** your other subject may have restrictions on which of their modules you must drop (to make room for your Connect module), and these restrictions may impact on your History choices. **It is essential that you find out how your other subject treats Connect programmes before you make your colloquium choices.**

Further explanations of the differences between colloquium and lecture modules, and the different assessment methods, are given in the following sections, along with lists of the modules on offer in 2011-12.

Programme structure

Your semesters will be structured as follows – but which semester is before or after Christmas will depend on your colloquium choice:

Semester	Semester
Colloquium (10 ECTS, coursework)	Lecture [<i>Early Modern</i>] (5 ECTS)
	Lecture [<i>Modern</i>] (5 ECTS)
	Lecture [<i>Medieval</i>] (5 ECTS)
Your other subject (15 ECTS)	Your other subject (10 ECTS)
Connect module (5 ECTS)	Connect module (5 ECTS)

Important dates

Mon. 5 Sept. 2011		Start of Teaching: Introductory Session for 2 nd years
Wed. 8 Sept.	5pm	Deadline for submitting Colloquium Allocation Form
Fri. 10 Sept.	2 pm	Colloquium lists will be published
Fri. 30 Sept		Final deadline for university registration
Fri. 25 Nov.		Teaching ends
Mon. 5 - Fri 16 Dec.		Exams
Mon. 9 Jan. 2012		Teaching starts
Mon. 16 Jan.	5pm	Deadline for submission of colloquium essay (for semester 1 colloquia)
Tue. 27 Mar.		Deadline for submitting Seminar Allocation Form (for your Final Year seminar module)
Fri. 30 Mar.		Teaching ends
23 Apr - 18 May		Exams
Mon. 14 May.	5pm	Deadline for submission of colloquium essay (for semester 2 colloquia)
Aug. 2012		Autumn exams (for those who had to defer a semester 1 or 2 exam; or who failed a semester 1 or 2 exam)

Colloquium modules

Colloquium modules offer somewhat different styles of teaching, learning and assessment from what you experienced in First Year. The number of students taking each module is capped (at around 25, depending how many students are taking History in any given year), so you will enjoy a small-group experience quite different from your First-Year History modules. The small numbers enable you to get to know your fellow students and the lecturer, and they facilitate more interactive learning (particularly oral communication skills).

Format

Colloquium modules last for 11 weeks (they start in week 2). Each week, you will meet your lecturer for two one-hour sessions: the first session will be as part of the whole group (and might be more like a traditional lecture); the second session will be as part of a smaller discussion group. The lecturer will divide the class into two discussion groups at the first meeting: you will get a chance to choose which discussion time suits your timetable. This format is designed to allow a particular focus on historical and generic academic skills.

Note: on the History timetable, there are three times/rooms given for each colloquium module. You will only have to attend two of these: the “lecture” and one of the “discussion groups”.

Q: The colloquium is worth 10 ECTS, which is twice as much as a regular lecture module. Why are there only two contact hours per week?

A: ECTS is based upon student workload, not staff-student contact hours. A colloquium has the same contact hours as a lecture module, but you are expected to do twice as much independent work, and this is why you get more credit for the colloquium. Total workload for a colloquium should be about 14 hours a week.

Assessment

Colloquia are assessed as follows:

- 40% Final essay or Dissertation
- 35% Coursework
- 15% Oral Presentation
- 10% Participation in class discussion and activities

Note that, since colloquia are worth 10 ECTS, you cannot ‘compensate’ (see page 22) for a failed colloquium module. It is therefore important that you complete all the assessment for the module – otherwise you may not be able to progress to final year.

Dissertation: the essay of 3,000 to 4,000 words is the most substantial piece of assessment for the colloquium. It is an independent research project, and will require you to use a range of secondary sources and at least one primary source. It must be presented according to the scholarly conventions (see History Style Sheet, later in this handbook). You will choose your topic early in the semester in conjunction with the lecturer. We realise that this is a substantial piece of work, which you will be trying to complete at the same time as

doing examinations in other modules, but we have set the deadline as late as the university regulations will allow us if you are to proceed to the next semester. The **deadline for the final essay** is equivalent to an **examination date**: it is final and **not negotiable**. You will have to submit the essay in two copies: one hard-copy and one electronic copy submitted through the Turnitin software (an anti-plagiarism device) on Blackboard. Your lecturer will explain how to do this.

Deadlines are:

First semester, by 5pm on Mon., 10 January, 2011

Second semester, by 5pm on Mon., 16 May, 2011

Coursework: this varies between modules, to suit the subject matter. Lecturers will set a number of small written assignments over the course of the semester. More information will be provided in class.

Oral Presentation: each student will make an oral presentation to the class, on a topic agreed with the lecturer. You will be assessed on your communication skills as well as on the content of your presentation. Training in presentation skills will be provided as part of the Skills session.

Class Participation: students are obliged to attend all sessions and are expected to contribute to the discussions. Lecturers award students marks each week according to the following scale from 0-4:

0 for no contribution, whether in attendance or not

1 for insignificant contributions (e.g. short answers in response to questions)

2 for basic contributions (e.g. describing content of readings)

3 for substantial contributions (e.g. evaluating the reading material)

4 for excellent contributions

These marks will be added up at the end of the semester, and students who attend at least 8 sessions will gain a bonus of 40%. This bonus rewards students who participate fully in the course, because we believe that the class activities and discussions are a key part of the outcomes. It means that if you are absent (without sufficient excuse) on more than 3 occasions, you will fail this element of the colloquium.

Choosing a colloquium module

To ensure that the colloquia really are small-group modules, we cap the number of students allowed to take each module. We try to make the groups as small as possible, depending on how many people enter Second Year History and how many colloquia are on offer: it is usually about 25.

To be assigned to a colloquium, you need to fill in the Colloquium Allocation Form (available at the introductory session, in the department, and from the website) and hand it to the History Secretary **before 5pm on Wednesday 8 September**.

We try to make sure everyone is allocated to one of their top choices, but it is helpful if you indicate your preferences **all the way from 1 to 10**. If you submit the form late, you are unlikely to get one of your top choices.

Colloquium modules available in 2011-12

For outline **descriptions** of and full **timetables** for all the colloquium modules, refer to the History web pages

Module Title	Lecturer	Semester
HI166: Ireland in the 1950s	Tomás Finn	1
HI295: The American Civil War: Causes & Developments	Enrico Dal Lago	1
HI572: Irish ideologies and activists,	Mary Harris	1
HI458: Land Wars in Ireland, 1879-1920	Laurence Marley	1
HI429: The Mid-Tudor Crisis, 1547-60	Steven Ellis	2
HI410: The great Exhibition:	Laura Kelly	2
HI298: The South African War, 1899-1902	Laurence Marley	2
HI465: European Encounters with the Mongols	Kim Lo Prete	2

Description of colloquia

HI166 Ireland in the 1950s

Dr Tomás Finn

This colloquium examines perceptions of the 1950s in Ireland as a lost decade. It considers the economic stagnation from which the country suffered but also looks at the emergence of a culture of inquiry and many of the policies that shaped contemporary Ireland.

By the end of this module, students will:

- Be familiar with key political and social controversies of this period
- Understand the main social and economic problems facing Ireland
- Be familiar with historiographical debates on this period
- Identify relevant material, both primary and secondary, relating to Ireland in the 1950s
- Carry out an independent research project about this period
- Construct coherent and well-informed arguments about Ireland in the 1950s
- Communicate information orally and in writing, in an effective and well-organised manner.

HI295: The American Civil War: Causes & Developments

Dr Enrico Dal Lago

This course will introduce students to the American Civil War, which between 1861 and 1865 caused more than 600,000 dead, destroyed the lives of an entire generation, and led to the emancipation of 4,000,000 African American slaves.

Through the analysis of key documents – ranging from South Carolina’s ‘Declaration of the Causes of Secession’ to Abraham Lincoln’s Emancipation Proclamation – and through the reading of writings by key historians, students will familiarize with the main issues of contention in the American Civil War and with the different scholarly interpretations of them.

By the end of this module, students should be able to:

- Find relevant material, both printed and online, relating to the American Civil War
- Carry out a short independent research project about the American Civil War
- Avoid plagiarism through careful note-taking and citation
- Construct coherent and well-informed arguments about the American Civil War
- Communicate historical information orally and in writing, in a well-organised and well-presented manner

Textbook:

Michael Perman, eds., *Major problems in the Civil War and Reconstruction* (New York: Houghton Mifflin, 2nd edition 1998).

Additional Readings:

James McPherson, *Battle Cry of Freedom: The Civil War Era* (New York, 1988)

James McPherson & William Cooper, eds., *Writing the Civil War: The Quest to Understand* (2000)

Orville Vernon Burton, *The Age of Lincoln* (2007)

Ira Berlin et al., *Slaves No More: Three Essays on Emancipation and the Civil War* (1992)

HI458: Land Wars in Ireland, 1879-1920

Dr Laurence Marley

In this colloquium course, students will examine how the Irish ‘land question’, and the conflicts surrounding that question, presented serious challenges and opportunities to successive British governments, the landed ascendancy class in Ireland, and the leadership of the Irish nationalist and revolutionary movements in the later nineteenth and early twentieth centuries. The politicisation of the land question and its far-reaching social implications will be considered in the wider context of the shaping of modern Ireland. In the course of study, students will examine contemporary parliamentary reports and speeches, minutes of meetings, police reports, newspaper coverage, and the diaries of contemporaries.

By the end of this course, students should:

- Have gained an understanding of the social and economic, as well as political, forces at play in the shaping of modern Ireland
 - Understand the role and impact of popular social protest in this period
 - Appreciate the impact of the Irish land question on British politics in the late Victorian period
- Have gained experience in accessing and critically evaluating primary sources

Reading:

Michael Winstanley, *Ireland and the Land Question*
London 1984

Samuel Clark, *Origins of the Irish Land War*
(Princeton, 1979)

Paul Bew, *Land and the National Question in Ireland, 1858-82*
(Dublin, 1980)

Philip Bull, Land, *Politics and Nationalism: A Study of the Irish Land Question* (Dublin, 1996)
Fergus Campbell, *Land and Revolution: Nationalist Politics in the West of Ireland, 1891-1921* (Oxford, 2005)

HI572: Irish Ideologies and Activists, 1905-1916

Dr Mary Harris

This colloquium focuses on prominent Irish nationalist, republican, unionist, feminist and socialist figures of the period. It examines their writings, relating them to their Irish and international contexts. It considers their use of the mosquito press, demonstrations, agitprop and other means of conveying their message and assesses their impact.

HI298: The South African War

Dr Laurence Marley

Students will consider the causes, course and consequences of the war that was fought between the British Empire and the Boer Republics of the Transvaal and Orange Free State between 1899 and 1902. Particular attention will be devoted to: debates among historians over the reasons for the outbreak of war; the difficulties encountered by the British Army in South Africa and the strategies adopted to overcome them; Canadian, Australian, New Zealand and Irish contributions to the conflict; the war as a 'media war'; the role of women in the war; the role of black Africans and coloured people; the British Army concentration camps and the death of Boer civilians; and the consequences of the war for Britain, South Africa and the British Empire more generally. Students will examine contemporary government documents, contemporary newspaper coverage, the diaries and letters of soldiers and civilians and other printed primary documents.

HI410: The Great Exhibition of 1851

Dr Laura Kelly

This module will introduce you to the cultural history of Britain through a focus on the biggest and most famous event in the nineteenth century outside wars or politics: the Great Exhibition of the Industry of All Nations, held in the specially-constructed Crystal Palace in London, and visited by an incredible 6 million people in the summer of 1851. We will be investigating the ambitions behind the exhibition, in relation to Britain's industrial and imperial expansion; and we will be considering the experience of visiting the Exhibition, compared with daily life and with other cultural and tourist activities. As well as learning about mid-nineteenth century Britain, you will be learning about a different style of doing history – cultural history – and you will have plenty of opportunities to use a wide range of primary source material, such as diaries, letters, newspaper reports, advertisements, railway timetables and illustrations.

HI429: The Mid-Tudor Crisis, 1547-60

Prof. Steven Ellis

The module focuses on the English state in the period from the death of Henry VIII (1509-47) through the reigns of Edward VI (1547-53) and Mary I (1553-8) to the start of the reign of Elizabeth I (1558-1603). At a time when kings were expected to rule as well as reign, King Henry was succeeded by his young son, Edward, and on the latter's death, aged only 15, by the two half-sisters, Mary (who defeated an attempt by Lady Jane Grey to

pervert the Tudor succession) and then Elizabeth. The absence of a male ruler was thus a major part of the 'crisis', but in addition Edward's reign saw a lurch towards Protestantism, with a Catholic reaction under Mary, and then more Protestantism under Elizabeth. These religious changes sparked popular unrest and rebellion and this was also fuelled by social unrest arising out of inflation and demographic growth. The module will thus assess the nature of the 'crisis', with particular reference to politics, religious developments, socio-economic change, and popular unrest.

HI465: European Encounters with the Mongols

Dr Kimberly LoPrete

This Colloquium examines Europeans' encounters with the Mongols from the initial shock and outrageous rumours after the Mongols' destructive attacks on central European cities in the 1240s to the studied attempts--through 'fact-finding' and other diplomatic embassies--both to acquire accurate knowledge of the Mongols' way of life and to forge alliances with some of them against the Muslim powers of the middle east. Emphasis will be on the considered discussion of contemporary reports, most notably those by the papal envoy John of 'Planus Carpinus' and by William of Rubruck, sent by the French king Louis IX, in attempts to see how knowledge of the Mongols and central Asia affected Europeans' views of themselves and their wider world.

By the end of this module, students will be able to:

- Find relevant material, both printed and online, relating to European encounters with the Mongols
- Carry out a short independent research project about European encounters with the Mongols
- Avoid plagiarism through careful note-taking and citation
- Construct coherent and well-informed arguments, based on primary sources analysed as evidence for past events, about European encounters with the Mongols
- Communicate historical information orally and in writing, in a well-organised and well-presented manner
- Critique widely held myths about thirteenth-century Europeans and Mongols with reference to contemporary evidence and established facts

Core readings include:

‘History of the Mongols’ by John of 'Planus Carpinus' in C. Dawson, ed., *The Mongol Mission: Narratives and Letters of the Franciscan Missionaries in Mongolia and China in the Thirteenth and Fourteenth Centuries* (1955)

Mission of Friar William of Rubruck: *His Journey to the Court of the Great Khan Möngke, 1253-1255*, ed. & trs. P. Jackson (1990)

P. Jackson, *The Mongols and the West, 1221-1410* (2005)

Lecture modules

You will be taking four lecture modules (three if you are a Connect student). These will introduce you to an array of historical periods and events, and to different ways of studying the past. Colloquia tend to be quite tightly focused, whereas lecture modules are broader in scope.

Remember:

- In the semester in which you are not doing a colloquium, you take three lecture modules, one from each of our three time periods: medieval, early modern and modern. One of them will be assessed by coursework.
- In the semester in which you do your colloquium, you take one lecture module, and it must be one which has an examination.

In semester 1, all the Early Modern modules will be assessed by coursework only, and cannot be combined with a colloquium.

In semester 2, all the Medieval modules will be assessed by coursework only, and cannot be combined with a colloquium.

Format

Lecture classes meet twice a week, for an hour each, for twelve weeks. In addition to the timetabled hours, there will be between four and six tutorials or discussion sessions during the semester. These will be arranged by the lecturer in-class, and you will be able to choose which group to join, depending on your timetable. The size of the lecture classes varies enormously: they will all be smaller than First-Year History, but they could be as big as 150 students, or as small as 20. The tutorials are a way of ensuring that, even in the bigger classes, you will have the opportunity to talk with your fellow students and the lecturer. Tutorials are an integral part of the teaching system, and they often involve close examination of source material which is directly linked to the assessment for the module. Do not be tempted to think of them as an optional extra!

Assessment

There are two types of lecture modules: those assessed by examination, and those assessed entirely by coursework. This is a way of ensuring that you do not have to take too many examinations at the end of semester. You can find details of the assessment for each module on the History web pages.

Examined modules: assessment will involve a piece of coursework worth 33.3% (c.1,000-1,500 words), and a two-hour unseen written examination worth 66.7%. The examination usually involves writing two essays in answer to a choice of questions, but individual lecturers may choose a different format. They will explain this to you (and you can look at recent past papers via the Library's website).

Coursework modules: assessment will be entirely by coursework. There will be at least two assignments, a mid-term and a final essay of 2,500 words but the nature and length of the individual pieces of work may vary slightly from module to module. Your lecturer will explain this to you.

Choosing lecture modules

There are no caps on the numbers allowed to take lecture modules, so you have free choice as far as your timetable (and the rules about time periods and assessment types) allows. The only exception may arise if there are health and safety issues (e.g. a dangerously overcrowded room), but we always try to find a larger room first. During the first week of semester, you are very welcome to go to as many lectures as you like, to get a feel for what the modules might be like. After that, even although you do not have to register your choices officially until 30 September, it would be a good idea to make a decision so that you can focus properly on your chosen modules.

Lecture modules available in 2011-12

The following lecture modules are available in the academic year 2011-12. For **timetables** and for full **course descriptions**, please refer to the History web pages.

Remember to check which semester a module runs in, and whether it is assessed by coursework or by examination: you can only take one lecture module by coursework, and you must take it in the semester when you are not taking your colloquium.

Medieval Modules	Lecturer	Semester	Assessment
HI211: Medieval Ireland, 5th-9th Century	Dáibhí Ó Cróinín	1	Exam
HI262: Medieval Europe c. 1050-1250	Kim Lo Prete	1	Exam
HI229: Medieval Europe 5th-9th Century	Dáibhí Ó Cróinín	2	Coursework
Early Modern Modules	Lecturer	Semester	Assessment
HI252: Problems in the History of Ireland (Stuart Ireland)	Pádraig Lenihan	1	Coursework
HI267 Reformation Europe	Steve Ellis	1	Coursework
HI204: 18th Century Ireland, 1691-1801	Pádraig Lenihan	2	Exam
HI288: State & Society in Early Modern Europe 1555-1685	Alison Forrestal	2	Exam
Modern Modules	Lecturer	Semester	Assessment
HI233: Aspects of Modern Irish History, 1750-1900	Niall Whelehan	1	Exam
HI292 Central Europe, 1867-1918	Roisin Healy	1	Exam
HI208: The Two Irelands in the 20th Century	John Cunningham	1	Exam
HI259: Rise of Modern America, 1865-1996	Enrico dal Lago	2	Exam
HI170: Europe, 1919-89	Gearóid Barry	2	Exam
HI171 Social History of Ireland, 1850-1922:	Caitriona Clear	2	Exam

Lecture module descriptions

HI208 The Two Irelands in the 20th Century

Dr John Cunningham

This module will explain the process whereby Ireland was partitioned into two states, the effectively independent dominion of the Irish Free State and the home rule state of Northern Ireland. It will follow the course of both states after partition, focusing on how each dealt with early threats to their authority and on the economic difficulties faced by them in the 1930s. The differing experiences of both states in World War II and the effect of that in solidifying partition will also be examined. Other themes discussed include the evolution of southern Ireland to an independent republic and its growing role in the international community through membership of the European Union and the United Nations; the emergence of the troubles and the end of home rule in Northern Ireland; and relations between both states throughout the period of the module.

It is advised that students of this module purchase the following:

Dermot Keogh, *Twentieth-Century Ireland: Revolution and State Building*, 2005

A full reading list will be circulated

HI21: Medieval Ireland 5th-9th century

Prof. Dáibhí Ó Cróinín

This module comprises a survey of the history, politics, culture, literature and society of Ireland in the Early Middle Ages (from c. AD 400 to c. AD 800). It traces the transition from a so-called 'tribal' society to one in which 'dynastic' politics are the norm, and explains how that change is reflected in society. It ends with an assessment of the Viking impact in Ireland.

The lectures cover such themes as Early Irish (Brehon) law and institutions; politics and society; the origins of Irish artistic and literary culture; the beginnings of Christianity and the later evolution of the Irish Church; the Irish abroad, and the Vikings. Students are introduced to some of the original documentary material used by historians.

On completion of this module, students will have obtained:

–An overview of the main social, political and ecclesiastical developments in Irish society from c. AD 400 to c. AD 800

–A knowledge of what are the principal primary sources for this period (in Latin & Old Irish) & an appreciation of how to evaluate them.

–Acquired essay-writing skills using original source-materials

Required Texts:

Dáibhí Ó Cróinín, *Early Medieval Ireland, 400-1200*

(Pearson, 1995)

Thomas Charles-Edwards, *Early Christian Ireland* (Oxford 2000)

HI223: Aspects of Modern Irish History 1750-1900

Dr Niall Whelehan

This course will be mainly concerned with examining contested views on the best future for Ireland held at a popular local, national and wider level, with special attention paid to

the press, parliamentary debates and theoretical discourse during what are normatively seen as the 'milestones' of modern Irish history. Among them Grattan's Parliament, influences of the American and French Revolution, the 1798 Rising, Act of Union, Catholic Emancipation, the Irish in the Union Parliament, the development of cultural nationalism, Parnellism, Home Rule and Constructive Unionism.

There will be, however, particular attention given to the ideas and influence of Irish movements and individuals opposed to what would become the tropes and 'great men' of a linear nationalist historiography. Those such as Tory, Whig, Liberal and Conservative press-men, pamphleteers, parliamentarians and political thinkers; Catholic and Protestant Unionists and radical reformers, as well as the Irish in Empire, who saw nothing anomalous in being both patriotically Irish and British. They substantially outnumbered their separatist opponents for most of our period of study, but their alternative ambitions for Ireland and their influence have remained much less well known.

HI252: Problems in the History of Ireland 1580-1700

Dr Dr Pádraig Lenihan

This course focuses on several principal developments in the political, social, economic and religious history of Ireland during this period. The overarching themes addressed include violent conflict between Irish-based groups and the English state; British migration to Ireland; government in Ireland; the rise of sectarianism; and divisions in Irish society along ethnic and religious lines. The 'problems' discussed in the course are punctuated by three lectures which summarise society and politics in Ireland in c. 1580, 1620 and 1700. Finally, the course has a strong historiographical element. Thus students will not only confront the defining problems of early modern Ireland, but will also engage with the various responses to these events by historians.

HI262: Medieval Europe c. 1050-1250

Dr Kimberly LoPrete

This survey introduces students to key actors, events and ideas that shaped culture, politics and religious affairs in the central middle ages—a period that saw great experimentation and expansion followed by the development of legal and administrative structures to centralise monarchs' powers in both 'church' and 'states'. Topics treated in lectures include how lordship shaped knightly, clerical, peasant and burgher communities; papal reform and Christian kingship; the Norman impact in England and south Italy; 'reconquista' and the first crusade; new religious movements, both orthodox and heterodox; the rise of universities. Lectures are complemented by the discussion in tutorials of primary sources devoted to such themes as medieval warfare; the relations of kings and prelates; the charismatic religious figures Peter Waldo and Francis of Assisi; the purpose and reach of inquisitors; and legal compilations like the canons of the Fourth Lateran Council (1215), Magna Carta (1215) and the Constitutions of Melfi (1231).

By the end of this module you should be able

- To locate recommended reading material in the library
- To avoid plagiarism through careful note-taking and citation
- To prepare written work which is well-organised and well-presented
- To construct coherent and well-informed arguments about Europe, c. 1050-1250, in which primary source evidence is distinguished from interpretations of it used by historians in the construction of their secondary historical narratives
- To grasp the historical significance to medieval people & modern folk of key events, trends and deeds of historical actors in Europe, c. 1050-1250.

Reading:

Required primary sources are in a course booklet to be purchased.

Required background readings are selections from titles like:

Malcolm Barber, *The Two Cities: Medieval Europe, 1050-1320*, 2nd ed.

(2004) C.N.L. Brooke, *Europe in the Central Middle Ages, 962-1154*, 3rd ed. (2000)

J.W. Baldwin, *Scholastic Culture of the Middle Ages* (1997 rpt)

C. Morris, *The Papal Monarchy: The Western Church from 1050-1250*

(1989) C.H. Lawrence, *Medieval Monasticism.*, 2nd ed. (1989)

J. Riley-Smith, *The Crusades: A Short History* (c. 1987)

HI267 Reformation Europe

Prof. Steven Ellis

This module examines events in Europe during the age of the Reformation, viz. from Martin Luther's 95 theses in 1517 to the peace of Cateau-Cambrésis in 1559. Besides studying ecclesiastical change, the module will focus on the impact of the Reformation on European politics and society, Germany and England in particular. There will also be an emphasis on popular responses to the Reformation, as exemplified by the German Peasants' War and the English revolts of 1536 and 1549.

HI292: Central Europe, 1867-1918

Dr Róisín Healy

Definitions of Central Europe vary, but for the purposes of this course, the term refers to the German and Austro-Hungarian Empires. Together these two empires covered vast territories from the Baltic Sea in the north to the Adriatic in the south, from which many of the recent EU-accession states emerged. These empires experienced similar tensions to states in western Europe, for instance, over the relationship between church and state, the social consequences of industrialization, and the acquisition of overseas colonies. Their ethnic heterogeneity, however, gave rise to other, more serious divisions. German nationalism clashed with the nationalisms of Poles, Slovaks, Magyars and others. This course examines both the 'normal' problems of Central Europeans at this time and those that derived from the clash of nationalisms in these two empires. Figures familiar to western Europeans, such as Bismarck, William II and Francis Joseph I, all make appearances, as do others who are better known to central Europeans, such as Józef Piłsudski, Tomas Masaryk, and Rosa Luxemburg.

HI170: Europe, 1919-89

Dr Gearóid Barry

This is a survey course of politics and society across Europe since the First World War. It will pay special attention to key states such as Germany, France and the Soviet Union and key themes such as the role of political ideology, ethnic conflict, decolonization and the process of European integration. Students will be exposed to a broad range of historiographical interpretations, seeking to give a holistic overview that does not excessively privilege Western Europe or the totalitarian states.

The committed student will gain:

Overview of political developments in Europe since the treaty of Versailles

Awareness of major scholarly debates

A sound sense chronology and grasp of the political geography of twentieth-century Europe
Essay writing skills with reference to summarising historiographical debates
Reading includes: Blanning, TCW, *The Oxford history of modern Europe* (Oxford: OUP, 2000)
Judt, Tony, *Postwar: A history of Europe since 1945* (London: Pimlico, 2005)

HI171: Social History of Ireland 1850 - 1922

Dr Caitríona Clear

This module is a social history of the entire island of Ireland in the years between the end of the Famine and independence/partition. It looks at Irish workers of all classes, on the land and off it, in towns and cities, institutions and services, paying particular attention to the new employees created by the social changes of the period. It also looks at population change, marriage and family life, and permanent and temporary emigration, education and schooling, religion including nuns and priests (from the point of view of work), public health, houses, food, accommodation, and institutions as they developed and changed over time.

HI204: 18th Century Ireland, 1691-1801

Dr Pádraig Lenihan

This course is a survey of Irish history in the period from the articles of Limerick to the Act of Union. It aims to introduce students to salient developments in the spheres of government, society and the economy while paying particular attention to the identities of the three main religious communities and the ways in which these evolved during the eighteenth century. Topics that will be explored include the relationship between the Irish political nation and British government; the significance of Catholic Jacobitism; and the political dimension of Protestant Dissent. The course also aims to acquaint students with current historiographical debates on such issues as Penal legislation; Anglo-Irish patriotism; politicisation in the 1790s; and the applicability of 'colonial' and/or 'ancien régime' models in the context of eighteenth-century Ireland.

HI229 Medieval Europe 5th-9th Century

Prof. Dáibhí Ó Cróinín

This module comprises a survey of the history, politics, culture, and society of Western Europe in the Early Middle Ages (from c. AD 400 to c. AD 800), and traces the transition from Late Antiquity to the so-called 'barbarian' kingdoms of France, Germany, Spain and Italy in the period sometimes called the 'Dark Ages'.

The lectures cover such themes as law and institutions in Late Roman Gaul and in the barbarian kingdoms; politics and society; literature and culture; the role of the church and its evolution, and the general question of how 'The First Europe' came into existence. Students are introduced to some of the original documentary and archaeological material used by historians of the period.

On completion of this module, students will have obtained:

- An overview of the principal developments in European history in the centuries following the 'Fall of the Roman Empire'
- An awareness of the major scholarly controversies & debates regarding the period
- Experience in essay-writing skills & analysis of contemporary historical documents

Required Reading:

Edward James, *Europe's Barbarians, AD 200-600* (London 2009)

Thomas F.X. Noble (ed), *From Roman Provinces to Medieval Kingdoms* (London 2006)

Bryan Ward-Perkins, *The Fall of Rome and the End of Civilization* (Oxford 2005)

HI259: Rise of Modern America, 1865-1996

Dr Enrico Dal Lago

This course will introduce students to the history of the United States from Reconstruction (after the Civil War) to the present. Focusing on the economic, social, and political forces operating during the emergence of the modern American nation, the module will account for the rise of the United States as a global power and for the strains that that rise imposed upon American society. Special emphasis will be placed on the 1960s, the Civil Rights Movement, the “New Left”, and the significance of the Vietnam War.

By the end of this module, students should be able to:

- Locate recommended reading material related to The Rise of Modern America in the library
- Avoid plagiarism through careful note-taking and citation
- Present written work on The Rise of Modern America which is well-organised and well-thought out
- Construct coherent and well-informed arguments about The Rise of Modern America

Textbook:

Eric Foner, *Give Me Liberty!: An American History*, Vol. II (New York, 2005)

Additional Readings:

E. Foner, *Reconstruction: America's Unfinished Revolution* (1988)

N.I. Painter, *Standing at Armageddon: The United States, 1877-1919* (1989)

W. Leuchtenburg, *The Perils of Prosperity, 1914-1932* (1993)

D. Kennedy, *Freedom from Fear: The American People in Depression and War, 1929-1945* (1999)

W. Chafe, *The Unfinished Journey: America since World War II* (2003)

HI288: State & Society in Early Modern Europe 1555-1685

Dr Alison Forrester

This course offers a survey of political and economic developments in Central and Western (continental) Europe from the Peace of Augsburg in 1555 to the revocation of the Edict of Nantes by Louis XIV of France in 1685. Key aspects of the period are examined, for example: economic structures and changes, the consequences of the Protestant Reformation, the Catholic Reformation, the Military Revolution, overseas expansion and developments in sovereignty and government. Particular case studies' such as Council of Trent, the Dutch Golden Age, the decline of Spain and the 'absolute' reign of Louis XIV are placed in representative and comparative contexts.

Submitting coursework

During your Second Year, you will have to submit a range of types of coursework to your different lecturers. Each lecturer will give you clear instructions about what you have to submit, in what format, where and when. The following are general guidelines.

What and how to submit

Coursework should be submitted in *two copies*. The lecturer will tell you whether they wish to have one hard-copy and one electronic copy, or two hard copies. The two copies should be identical, and should have your name, ID, module ID and assignment title clearly marked.

The *hard-copy* (or one of them, if two are submitted) should have a History Assignment Appraisal Sheet attached. This is a form that allows lecturers to provide feedback quickly but efficiently. You can get copies of this form from the History Secretary. Your lecturer will tell you where to deliver the hard-copy: if you are in doubt, all academic staff have mail boxes in the Secretary's Office (room 405), and this would be the best place put the assignment. Do not put it under the lecturer's office door.

Electronic copies are usually submitted via Blackboard and may be processed by the Turnitin anti-plagiarism software (in the case of major pieces of coursework, such as colloquia final essays, they *will* be processed by Turnitin). They should be submitted in Microsoft Word format (.doc), or in Rich Text Format (.rtf). If you are using a university computer which has Microsoft Works (but not Word), please save the file as RTF (not .wps) before submitting it.

The reason we ask for two copies is so that we can give one of them back to you with feedback, and keep a copy for our files. The file copy would be needed if, once all the assessment is complete, you are on a grade boundary, and your work is given to the external examiner to make a final decision on your grade. The file copy would also be needed if you appeal your grade.

We always recommend that you keep a copy of your assignment, just in case the submitted copy is mislaid.

Format

Your lecturer will tell you what the requirements for your assignment are (e.g. length, type of assignment, topics to be addressed).

All written assignments should be word-processed. They should have your name, ID, module ID and assignment title clearly marked on a cover page. They should have page numbers. They should use footnotes to acknowledge sources of information and of direct quotation (your word-processor can insert footnotes automatically; if you don't know how to do this, please learn). They should have a bibliography listing the sources you have consulted. See the Essay Checklist later in this handbook.

For further information (including guidelines on writing essays, formatting footnotes and bibliographies, and avoiding plagiarism) always consult the History Style Sheet (included later in this handbook).

Deadlines

Deadlines for coursework are set by the individual lecturers, and they will inform you well in advance. Unfortunately, it is very difficult to coordinate deadlines for History modules, let alone History deadlines with those in other disciplines, and this means that there will be some weeks when you are much busier than others. Find out from your lecturers when their deadlines will be, and make a list of all your deadlines, so that you can plan to spread your work appropriately and avoid an essay crisis.

We expect you to submit your work on time. Given the number of assignments required over the course of the semester, it is in your own interest not to fall behind. It is also essential for academic staff, because they have their own busy workloads and will have scheduled a period for assignment marking. If you do not submit on time, you cannot expect the lecturer to mark it until they have time to do so, and **lecturers are not obliged to mark work submitted more than 2 weeks late.**

If you have medical or other reasons for thinking that you might find it difficult to meet the deadline, contact the lecturer as soon as possible to discuss your options. If the delay is due to medical problems, please keep medical certificates and show them to the lecturer(s) concerned.

Students who fail to submit coursework without sufficient explanation will lose 2% of the mark awarded the assignment for every working day the essay is late.

The Departmental Policy on Late Essays is included later in this handbook.

Feedback

When the lecturer has marked all the assignments (which may take a few weeks for large classes), they will hand back the marked hard-copy, along with the Appraisal Sheet. You may also have the opportunity to have a personal meeting with the lecturer to discuss your work. Whether oral or written, the lecturer's comments will give you valuable guidance on the topic at hand, and on essay-writing generally. They may help you with subsequent assessment for the module, and also with assessment on other modules. We spend a lot of time writing feedback for you, so please pay attention to it!

A copy of the History Marking Scale and Assessment Criteria is included in this handbook. It gives brief descriptions of the standard of work expected for each grade. It would be a good idea to study this before submitting your assignment, and you may like to look at it again when trying to understand your mark.

History policy on plagiarism

All work submitted by students for assessment purposes **is accepted on the understanding that it is their own work and written in their own words**, except where explicitly referenced using the accepted norms and formats of the appropriate academic discipline.

Plagiarism (as understood in the University's Code of Practice) **is the act of copying, including paraphrasing or directly quoting from, the work of another without adequate acknowledgement**. The submission of plagiarised materials for assessment purposes is fraudulent and all suspected cases will be investigated and dealt with appropriately by the University according to the 'Code of Practice for Dealing with Plagiarism'. Whilst **some cases of plagiarism can arise through poor academic practice and with no deliberate intent to cheat, this still constitutes a breach of acceptable practice** and requires to be appropriately investigated and acted upon.

Cases in which students knowingly permit others to copy their work are considered offences and shall also be subject to the procedures outlined in the Code of Practice.

Avoiding plagiarism

There are two key elements to avoiding plagiarism:

1. Acknowledge your sources
2. Use your own words as much as possible

Acknowledging your sources means using footnotes to indicate where you got a piece of information (e.g. a statistic), or an interpretation of a document, or a quotation. This is part of the scholarly convention of acknowledging the work of earlier scholars, and assisting future scholars who want to follow up the fascinating fact/quotation that you have used.

It is a common misunderstanding that inserting lots of footnotes (and quotation marks around direct quotations) is all you need to do to avoid plagiarism. But footnotes and quotation marks alone won't make a good essay if the bulk of it is written in somebody else's words.

Imagine an essay which is entirely stitched together from paragraphs copied from books or articles (or cut-and-pasted from the web). If you try to pass this off as your own work, you are clearly cheating. But what if you put quotation marks around all the paragraphs which you've copied word-for-word, and then insert a footnote to the original source? You are acknowledging your sources, aren't you? But what you haven't done is fulfill the requirements of the assignment, because you haven't demonstrated that you know anything about the topic or that you can write a coherent argument. When we mark your assignments, we need to be able to find out what you know, what you think, and how well you can express this. If you have used substantial quantities of other people's words (no matter how correctly acknowledged), we cannot do this, and so we cannot give you a grade.

Therefore: *use your own words as much as possible.*

What to do if things start to go wrong...

Obviously, we hope you don't need to know this, but just in case...

Look for Help

If you feel you're going to have trouble fulfilling the requirements for a module (whether participation, coursework or examination), the best thing to do is talk to the member of staff in charge of that module. All members of staff have **office hours** when they're available to talk to anyone who drops in (check your course syllabus, or look on their office door), or you can email to make an appointment. If you discuss your issues with the lecturer before they become serious (e.g. before you have actually missed any deadlines), they may be able to help you work out a way to complete the module.

If you have good reasons for needing an **extension to the deadline** for a piece of coursework, you should contact the lecturer before the deadline and explain your problems. Remember that the lecturer is likely to be less sympathetic if you leave it until 5 minutes before the deadline. And remember that the university's examination structure places some absolute limits on the length of extension that might be possible: for instance, you are unlikely to be able to have an extension beyond the examination period for a semester.

If you have problems which involve more than one module, you might want to talk to the Head of Second Year (John Cunningham). He cannot grant extensions on coursework, but she can discuss your options and help you decide what to do next.

There are two other sources of advice you might find helpful:

- **Your Academic Advisor:** you were assigned an Advisor when you arrived in First Year. You may only have seen this person once, but they are there for you throughout your university career. Your Advisor will probably be from another department in the College of Arts, so will have a broader perspective.
- **Counselling:** if your problem is mostly personal rather than academic, you might want to talk about it with the student counselling service, at 5 Distillery Road. They operate a drop-in service during term-time, from 2.15pm to 3.45pm on weekdays (on a first-come, first served basis). See http://www.nuigalway.ie/student_services/counsellors/

If things get really seriously difficult, you might want to talk to the Head of Department or the Head of School. You should do this only if your module lecturer and the Head of Second Year have been unable to help you.

Deferral of a Module

If you need to defer one or more of your modules (for instance, if you fall ill at the time of the examination), you need to contact staff in the College of Arts. **Only the College of Arts can grant a deferral.** The College will communicate the decision to the Department and to the individual lecturers. If you do defer, you will sit the exam during the Autumn exam session (in August) and/or complete the coursework before then.

Repeating and compensating failed modules

If you do end up failing one or more modules, you will normally be unable to proceed to Final Year. There is an opportunity to resit (repeat) at the end of summer, but if you still fail, you will not be able to start taking Final Year modules in September.

Compensation

The university has a process known as ‘compensation’ which allows you to complete the academic year even if you have failed a module. This is why you might see a failed module on your exam transcript, yet also see the word ‘Pass’ at the bottom.

You can compensate for a failed module if:

- You have failed only one module overall (in the entire year, in both your subjects)
- AND that module is worth no more than 5 ECTS (i.e. not a colloquium)
- AND you didn’t fail by much (= you got at least 35%)
- AND you got enough marks in your other modules to ensure that your average mark is above the 40% pass level.

If you got less than 35%, you cannot compensate and must repeat the module.

If you have two or more modules with marks of 35-39%, you cannot compensate and will have to repeat the modules.

Repeating Modules

You can carry forward any marks for parts of the module assessment that you have already passed. Therefore, if you have failed a module, it is strongly advisable to *ask the lecturer what you need to do to pass*. You may need to repeat only one part of the assessment, or you may need to repeat it all: the module lecturer is the best person to advise you. It never ceases to amaze us that students who fail a module because they did the exam but didn’t submit the coursework, repeat the examination and fail again because they still haven’t done the coursework. Make sure you check what you need to do.

Colloquium Modules

The marks you were awarded for class participation during the semester will stand. The lecturer will set you a deadline to complete any missing written assignments (coursework or final essay), and/or to resubmit any failed written assignments. If you missed or failed the oral presentation, the lecturer will arrange for you to do the presentation to him/her. If you need to repeat an assignment that you previously failed, you will normally be set a new topic or question (in the same way that, when you repeat an exam, you sit a different exam paper).

Lecture Modules (by coursework)

The lecturer will set you a deadline to complete any missing assignments, and/or to resubmit any failed assignments. If you need to repeat an assignment that you previously submitted but failed, you will normally be set a new topic or question.

Lecture Modules (by examination)

If you missed or failed the coursework, the lecturer will set you a deadline to complete or resubmit it. If necessary, they will also set you a new topic or question.

If you failed the examination, you will have the opportunity to sit a repeat examination in August. You will be notified of the time and place by the examinations office.

Important note: The university's examinations office only deals with repeating examinations – not with repeating other forms of assessment. It is **your responsibility** to consult with the module lecturer to find out exactly what you need to do to pass.

History essay checklist

Content - Have you:

- Included an introductory paragraph? This should avoid vague general statements and instead show the reader how you intend to answer the specific question set, and what your overall arguments are.
- Made sure that every paragraph of your essay is directly relevant to the specific question set, and that you explicitly tell the reader how the material in that paragraph relates to your overall arguments?
- Either paraphrased in entirely your own words the ideas you are citing from books and articles, or used quotation marks whenever you have included direct quotes from these books and articles?
- Included full footnote references **both** for paraphrased ideas cited from books and articles **and** for direct quotes from books and articles? And a bibliography at the end?
- Finished with a full concluding paragraph that explicitly answers the specific question set, summarises your own overall arguments, and points to any further important issues that you think your essay has raised?

Presentation – Have you:

- Printed a title page for your essay including the question **exactly** as set as the title for your essay?
- Proofread your essay thoroughly and eliminated all typos?
- Printed out your essay double-spaced?
- Printed your name on and numbered all sheets, and stapled all sheets together?
- Formatted your footnotes and bibliography correctly, as set down in the History Department Stylesheet?
- Stapled a **signed** official History Department Assignment Appraisal Sheet to the front of **one copy** of your essay?
- Submitted an electronic copy of the essay, if requested?

IF YOU HAVE NOT DONE ALL OF THESE THINGS, YOU WILL LOSE MARKS

History Marking Scale and Assessment Criteria

Honours Class	Grade/ %		
I	(A) 70-100	General Description	<i>Excellent Answer</i>
		Understanding	Clear grasp of the central historical issues with discriminating and independent insight
		Selection and coverage	Wide range of historical sources used selectively to support argument
		Structure	Coherent and compelling argument, well presented
		86-100	exemplary work: striking insights, perhaps even of publishable quality at levels 1/2/3 (first-third year)
		76-85	outstanding work: very insightful
		70-75	excellent work: clear evidence of freshness of insight
II(i)	(B+) 60-69	General Description	<i>A coherent answer that demonstrates critical evaluation</i>
		Understanding	Critical evaluation of wide range of pertinent historical issues with some independence of judgement
		Selection and coverage	Reasonable grasp of the most relevant historical material
		Structure	Well-organised argument
		65-69	very good work: approaching excellence in some aspects
		60-65	good work: well developed, relevant argument
II(ii)	(B-) 50-59	General Description	<i>A coherent answer that demonstrates basic understanding</i>
		Understanding	Modest grasp of the issue, with basic awareness of historical complexities
		Selection and coverage	Basic knowledge of the relevant historical material
		Structure	Some competence in organizing an argument, with some evidence of critical evaluation
		55-59	sound work: broadly satisfactory
		50-54	sound but limited work
III	(C-D) 40-49	General Description	<i>A superficial answer that demonstrates limited knowledge</i>
		Understanding	Limited grasp of the issue
		Selection and coverage	Use of some relevant historical material, but with noticeable gaps
		Structure	Some attempt to organize the content, but without much fluency
		45-49	acceptable but significantly restricted work: basic understanding of some core issues
		40-44	acceptable but barely sufficient work: understands the minimum necessary to pass
Fail	(E) 0-39	General Description	<i>A seriously inadequate answer</i>
		Understanding	Serious misjudgement of the issue
		Selection and coverage	Misses most or all of the appropriate historical arguments
		Structure	Little serious attempt to organize the content
		35-39	narrowly but clearly fails to be acceptable: fails to understand many of the issues
		30-34	unacceptable: some knowledge, but very weak grasp of issues
		20-29	unacceptable: very limited knowledge, with fundamental mistakes
		10-19	unacceptable: likely to be very brief and largely irrelevant
		0-9	unacceptable: very brief, with no points of relevance.

NOTE: The Department reserves the right to impose a penalty for late submission of assignments and/or plagiarism.

Policy on Late Submission of Assignments

1. Assignments, both in written and in other forms, are a normal aspect of the examination process for modules offered by the Department of History. The Department will at its discretion set specific deadlines for the submission of such assignments.
2. **Students are required to submit assignments by the due deadline set** by the Department, using the submission procedure specified for that assignment.
3. The Department may at its discretion and for good cause sanction **a one-week extension** to individual students, **provided that in advance of the deadline** the student submits **a written request** (by e-mail or letter) for such an extension **and** that this extension is **agreed in writing** (by e-mail or letter).
4. On a discretionary basis, the department may allow further extensions. In such cases students will normally be required to present a medical certificate or other evidence of a compelling reason for late submission. Again, this must be agreed in writing.
5. In the first instance, students seeking an extension shall contact the staff member who is convenor of the relevant module. On submission, the written authority for an extension shall be attached to any such late assignments.
6. Where an extension has not been agreed in advance, or where a student submits an essay after agreed extensions have expired, the Department may impose a penalty for late submission. **For each day that elapses between the expiration of the deadline and the receipt of the work by the Department, 2 percentage points will normally be deducted from the student's mark for that assignment.**
7. Extensions will not normally be granted for extended essays, research papers or dissertations, whether for lecture modules, colloquia or seminar modules. **Extended essays, research papers or dissertations for such modules that are received late may attract a mark of zero.**
8. Assignments must be submitted in sufficient time to allow them to be marked in accordance with Departmental, Faculty and University deadlines for the return of marks. Assignments that are not submitted sufficiently in advance of these deadlines may not be accepted for marking.

Department of History
National University of Ireland, Galway

Style Sheet and Guidelines for Written Assignments

This document sets out guidelines for the presentation of written assignments in History. Failure to follow these guidelines may result in the loss of marks.

Written assignments are a normal aspect of the examination process for many modules offered by the Department of History. You should make sure that you submit all written assignments that are required. Many students who fail modules do so because they have not submitted written assignments.

If you are submitting a repeat exam and have not already submitted a mid-term assignment for the module, it is your responsibility to contact the Module Convenor well in advance of the exam, to arrange an appropriate assignment.

Presentation and Layout

- All written assignments must be **typed** or **word-processed**.
- All written assignments must be **double-spaced** and in a **12 point font**.
- Leave 2.5 cm (1 inch) **margins** on both right and left-hand sides of the page to facilitate correction.
- Print only on **one side** of the page.
- Print your name at the top or bottom of every page.
- Be sure to include **page numbers**, on the right-hand side of each page, either at the top or bottom.
- Every written assignment should be submitted with a **title page** giving the following information:
 - Title of Essay
 - Name of Student
 - Student ID
 - Module Name and Number
 - Name of Module Convenor
 - Word Count
 - Date of Submission
- For every written assignment, also fill out **one copy** of the official **History Assignment Appraisal Sheet** and staple it to the front of **one copy** of your assignment. Copies of the sheet are available from your Module Convenor and from the History Department Secretary. Read the sheet carefully before you write your essay, as it indicates the general criteria for assessment of written work.

- **Staple the pages of your assignment together** so that pages do not become detached. It is not necessary to use any expensive form of binding, or to enclose your assignment in a plastic cover. If you are submitting two copies of an assignment, **DO NOT** staple the two copies together – staple the pages of each individual copy, and then use a paper clip to fasten the two copies together. Do not leave sharp points of staples pointing out where they might cause injury.
- Always **proof-read** your essay carefully before handing it in. This means looking out for spelling and grammar mistakes and typos. If you leave any of these in your work it will result in penalisation.
- For most assignments cases you will need to submit **two** copies of your assignment, so that one can be given back to you with comments to help you improve future work, and the other retained for the external examiners. The second copy may be electronic: your lecturer will tell you what to do.
- Always **retain an additional printed copy** of your assignment.
- Always **backup your work as you write**. Floppy disks are not a reliable means of doing this. Backup to the University servers, use USB memory devices, and archive files to writable CD or DVD regularly.
- **Follow any specific guidelines** given by your Module Convenor, particularly relating to how and when you should submit your assignment.

Late Submission of Assignments

If you submit an assignment late you may be penalised. For details please see the History Department Policy on Late Submission of Assignments.

If for any reason you think you are going to miss a deadline for an assignment, contact the Moduler Convenor before the deadline elapses to discuss your options.

Writing Technique and the Nature of Essays

A number of useful guides have been published which can help you with your writing technique. It is well worth reading one. The following are available in the University Library (there are many others):

John Peck and Martin Coyle, *The Student's Guide to Writing* (London, 1999)

Brian Greetham, *How to Write Better Essays* (London, 2001)

The website of the School of Geography at Birkbeck, University of London, provides a useful **short guide to writing essays** – you can access it online at:

http://www.bbk.ac.uk/geog/current/study_skills/essay_writing/

An essay is a particular type of written assignment that has its own rules. In general, in a History essay you will attempt to convey to the reader your own ideas about a very specific subject, in the form of a reasoned, logical and balanced argument. History as a discipline involves understanding that there are many valid perspectives on any one issue. Different people at the time you are writing about had a range of viewpoints on the world around them. Part of the task of the historian is to exercise powers of **empathy** and reflect the diversity of those past perspectives. Thus you must write a **balanced** essay which discusses a range of different viewpoints and interpretations. However, at the same time the historian must acknowledge that she is writing from her own particular viewpoint.

Thus in your essay you must **make it clear what your own viewpoint** is, and **argue the case** for why this is the most useful way of seeing the subject.

Module Convenors will generally set specific titles for essays, designed to encourage you to argue a case on a particular issue. Titles will often take the form of a question, and may focus on controversial or difficult aspects of a topic. **It is thus vital that you take the title and use it exactly as it has been set by the Module Convenor. You should aim to answer the question, or address the issues raised by the title, as explicitly as possible.**

At all times, your essay should focus on analysis and argument – **NOT** narrative or a simple chronology of events. Why? Because you are trying to write in the style of a scholarly academic historian. You are **NOT** trying to write in the style of a popular historian, or attempting to write a section of a textbook, or just telling a story.

In brief, if writing an essay, you should be sure that it includes three substantive parts:

Introduction

Body

Conclusion

In the **Introduction** you need to set out your own arguments, and show how you will develop them over the course of the essay. You should ensure that your arguments directly answer the specific question that has been set. You may also wish to use your introduction to define any terms or phrases which are integral to the essay and which may require clarification.

The **Body** of your essay will be composed of multiple paragraphs, and will develop the ideas set down in your introduction. Each paragraph should in general deal with one main point, which is clearly and logically connected with the paragraphs and points that precede it and follow it, and thus contributes to the overall flow of your argument.

The **Conclusion** of your essay must show how you have fulfilled the promise of the introduction, how you have supported your arguments, and how you have answered the specific question that was set. You may also use the conclusion to acknowledge any ambiguities or points of debate that must remain unresolved.

You should aim for a clear, concise and accurate writing style. You should avoid using overly complex language, and make sure that you know the meaning of all the words that you use. Short sentences are often better than long ones.

Only include material that is relevant to your argument. Avoid vague, general statements, and include only points and ideas that help you answer the question. Use enough evidence (examples, case studies, statistics) to back up your argument, but do not fall into the trap of providing evidence merely for its own sake.

Acknowledging your Sources – Avoiding Plagiarism

All work that you submit for assessment purposes is accepted on the understanding that it is your own work and written in your own words, except where explicitly referenced using the accepted norms and formats of the discipline of History. When you submit your assignment you certify that this is the case by signing the History Assignment Appraisal Sheet. A breach of this trust is a form of cheating and is a very serious matter. The History Department follows the **University's Code of Practice for Dealing With Plagiarism**, and students may be disciplined accordingly.

Plagiarism, as understood in the University's Code of Practice, **is the act of copying the work of another without adequate acknowledgement**. This can apply to both direct quotes and paraphrased material, to student essays as well as academic and other sources, and can be inadvertent as well as intentional. The submission of plagiarised materials for assessment purposes is fraudulent and suspected cases will be investigated and dealt with according to University procedures for implementing the Code.

Module Convenors are good at detecting plagiarism, and now also have access to sophisticated software which can check essays for plagiarism, including the *Turnitin* service. This is built on an international database of sources and essays, including material from the internet and material submitted by other students.

How do you avoid plagiarism? In writing History assignments, you will inevitably be drawing on the work of other authors. You indicate your debts to these sources by using quotation marks, footnotes and bibliographies, and thus by acknowledging all material used in the preparation of your own work.

To facilitate referencing in footnotes and bibliography, you need to take good notes as you read. You should make sure that for every book, chapter or article you read, you keep a note of all publication details. In your notes you should also make it clear to yourself when you are writing something down verbatim, and when you are summarising something in your own words. Keep track of the page numbers on which points or quotes appear.

Then, when you write your essay, **always** put quotation marks around someone else's words, and acknowledge the source in a footnote too.

If you insert a word or a short phrase of your own into a quote, include it in square brackets.

For example:

‘The atrocities in the Congo Free State [publicised by Roger Casement] raised a storm of protest.’⁹

If you omit words from the quote, use square brackets and three dots to indicate this.

For example:

‘London, presented to me in books and pictures, was much more vivid to me than any New Zealand town except Auckland [...] English politics loomed larger than New Zealand.’¹²

Avoid long quotations. Do not use too many quotes: as a *very* rough guideline, use no more than one quote in each paragraph. Instead, paraphrase wherever possible. According to Diana Hacker, ‘A paraphrase reports information in roughly the same number of words used by the source, [but does not borrow] extensive language from a source [...] you must restate the source's meaning in your own words.’¹ So you should change the structure of the sentence, as well as the words being used. When you paraphrase, you **MUST** also include a footnote and an entry in your bibliography, just as you would for a quotation. Ideas borrowed from other people should still be acknowledged, even if expressed in your own words.

Here are some examples:

¹ Diana Hacker, *A Pocket Style Manual* (Boston, 1993), pp. 84-85.

Original Quotation: ‘With his treasury overflowing with American silver, the King of Spain could credibly aspire to world domination. What else was all that money for, but to enhance his glory?’²

Unacceptable Paraphrase: According to Ferguson, with a treasury overflowing with American precious metals, the King of Spain could reasonably hope for world domination. Why else did he want all that money, but to give him more glory?

This is unacceptable as a paraphrase, because a) there is no footnote reference to the original source, b) it uses too many of the same words used by the original author, and c) it adopts much the same sentence structure. Using Ferguson’s words and ideas in this way would amount to plagiarism.

Acceptable Paraphrase 1: According to Ferguson, the Spanish King hoped for glory and world domination, as he had grown rich on silver from the Americas.³

This is an acceptable paraphrase, as when you compare it with the original you can see that it uses both different wording and a different sentence structure. It also includes a footnote reference to the original source.

Acceptable Paraphrase 2: The Spanish King had grown rich on American silver, which he saw as a means to increase his political power in Europe and overseas.⁴

This is also acceptable. Although it is not such a close paraphrase as paraphrase 1, it is clearly coming from the same source and thus needs the footnote.

Good referencing will improve your grade. Bad referencing may lose you marks. It is better to err on the side of over-citation than under-citation.

You may find yourself discussing an assignment with another student. If you do so, ensure that when it comes to the writing stage, you work alone and use your own ideas and words. Do not allow another student to copy your work. **Replicating the work of another student, or allowing your work to be so replicated, is an offence under the University’s Code of Practice for Dealing With Plagiarism**, and will result in penalisation.

Be extremely wary if using non-academic websites, including *Wikipedia*. They may contain information plagiarised from other sources. This might inadvertently lead you to commit an act of plagiarism yourself. In general, remember that **non-academic internet sources** can be unreliable. Think about who put the information on the net, what their credentials are, and what their purpose was. Prior to publication, scholarly books and articles (including those available through databases like JSTOR) are read by other historians to assess their accuracy and interpretation. Non-academic internet sources usually are not. They can be posted by anyone and may include serious errors. They should thus be avoided.

² Niall Ferguson, *Empire: How Britain Made the Modern World* (London, 2003), p. 7.

³ Niall Ferguson, *Empire: How Britain Made the Modern World* (London, 2003), p. 7.

⁴ Niall Ferguson, *Empire: How Britain Made the Modern World* (London, 2003), p. 7.

Using reputable scholarly electronic sources, such as those available through **the Library's e-knowledge portal**, is acceptable and to be encouraged. They should be acknowledged in a similar manner to printed sources.

Formatting your Footnotes and Bibliography

It is easier for the reader if you use **footnotes** rather than endnotes. Most word processing packages will allow you to insert a footnote into your document automatically. This should be inserted after the quote or the sentence containing the idea you wish to reference, and should come after the quote mark or the full stop. A superscript number appears in the text, and a reference to that number in a note at the bottom of the page.

Each note should contain an abbreviated reference to the work you are citing, including (as a minimum) the author's surname, a short form of the title of the work, and the page number in the source in which the words/idea that you are using appears. To indicate a single page, use 'p.' – to indicate a range of pages, use 'pp.'

For example:

9. Mulgan, *Making of a New Zealander*, p. 107.

For full details of the book, the reader may then refer to your **bibliography**. This should come on a separate page at the very end of your assignment, and include an entry for every book, article etc. you have used, even if you have not quoted from each source directly in your work. This allows the reader to see what you have found useful in putting your assignment together, and to follow up with their own reading. In your bibliography you should list all works in alphabetical order according to the surnames of the authors. For an entry for an anonymous work, alphabetize the first word of the title and list under that letter. Do not put into your bibliography works that you have not consulted, simply to pad out your list. This is dishonest and will be obvious to the reader.

The following are examples of the information that you should include for each entry in your bibliography, and how this information should be presented. Pay particular attention to the punctuation and use of *italics*, and make sure that you follow a consistent form of referencing for every entry in your bibliography. Module Convenors may require you to construct your entries in specific ways; if in doubt, please ask them for guidance.

Printed Secondary Sources

- For single-volume books:
Mulgan, Alan. *The Making of a New Zealander* (Wellington, 1958).
or, if the name of the publisher is also required,
Lewis, Bernard. *The Jews of Islam* (Princeton, New Jersey: Princeton University Press, 1984).
- For multi-volume books:
Morrison, Samuel Eliot. *Admiral of the Ocean Sea: A Life of Christopher Columbus*, 2 vols. (Boston, 1942).
- For anonymous works:
The Annals of Ulster, Seán Mac Airt and Gearóid Mac Niocaill (eds.) (Dublin; Dublin Institute for Advanced Studies, 1983).
- For essays in edited collections:
Jeffery, Keith. 'The Second World War', in Judith M. Brown and Wm. Roger

Louis (eds.) *The Oxford History of the British Empire volume 4: the Twentieth Century* (Oxford, 1999).

- For articles in scholarly journals:
Louis, Wm. Roger and Robinson, Ronald. 'The Imperialism of Decolonisation', *Journal of Imperial and Commonwealth History*, vol. 22, no. 3 (September 1994), pp. 462-511.
- For articles in newspapers:
Clarity, James F. 'Immigrants Turn Tables on Ireland. An Illegal Influx Searches for a Taste of Economic Success', *International Herald Tribune*, 16 June 1997.

Electronic Sources

For electronic resources which are copies of printed publications:

JSTOR, to give one example, contains copies of articles which originally appeared in printed journals; *The Times Digital Archive* is a copy of the printed edition of *The Times* newspaper; the electronic *Dictionary of National Biography* is a copy of the printed edition.

Cite all of these as if they were the printed publication. It is more useful to future scholars to give the original location of a scholarly article, than to give the exact URL on JSTOR.

For websites (that are not simply electronic copies of printed publications):

National Library of Australia, 'Year in Review, 2001',
<http://www.nla.gov.au/pub/yearinreview/2001/index.html>, accessed 27 August 2007.

Primary sources

Citation styles for primary sources vary considerably, according to the nature of the source material being used and the conventions in the field. Consult related books and articles to see how other historians have cited similar primary material, or ask your Module Convenor.