HISTORY

FINAL YEAR

[Baldomero Galofre Gimenez, painting, Children playing cards on a beach the bay of Naples (29 September 1875)
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JOINT HONOURS

HANDBOOK

2023/24

This is a PROVISIONAL VERSION of the handbook and contains the information available as of 4 Aug. August 2023.

CONTENTS

OLLSCOIL NA GAILLIMHE
UNIVERSITY OF GALWAY

A Chairde,

Fáilte romhaibh ar ais! You are very welcome back to History at the University of Galway

This handbook should have the necessary information to let you pick your Final-Year modules. It also explains the requirements for completing your History degree and offers guidance on submitting your work for assessment.

Individual lecturers will contact you from time to time on your University of Galway e-mail. We will also use Blackboard to provide you with up-to-date information on assignments and deadlines. You should also consult relevant College and University regulations and offices as appropriate.

If these sources do not provide an answer to your query, you may obtain further guidance from the History administrative assistant, Ms. Helena Condon in Room 405. You can also e-mail Helena at history@universityofgalway.ie If you email lecturers with queries about the modules they are teaching, don't forget to include your name, year of study and module in your message. If you have further queries about final year contact me the Head of Final Year:

Dr Gearóid Barry, Head of Final Year. Lecturer in Modern European History.
Email: gearoid.barry@universityofgalway.ie@universityofgalway.ie /
Office hours: Generally Wednesday 2-4pm (check door notice) and by appointment.

 Keep up to date with information on your modules by consulting Blackboard.

You may also like to follow History on Facebook and Twitter

 https://www.facebook.com/NUIGalwayHistory

 @ historyatgalway

FINAL-YEAR HISTORY

In Final-Year History you will continue to read widely, study independently and develop your own evidence-based arguments and ideas about a range of topics. You will have an exciting menu of modules to choose from. Particularly in your seminar modules, you will analyse and discuss primary historical evidence, with guidance provided in a small group teaching environment.

Teaching will take a wide variety of forms, including lectures, tutorials and seminars. Lecturers may deploy a wide variety of approaches to teaching and learning in these sessions. Numerous forms of assessment may be adopted, linked to the learning outcomes of the programme and of individual modules. All this is designed to assist your independent study and learning.

Learning Outcomes for Final Year

By the end of Final-Year History, you able to:

- Compile and format a bibliography of primary and secondary sources for a chosen topic
- Write essays and other coursework with due attention to spelling, grammar and scholarly referencing
- Carry out a substantial independent research project and present your findings in a scholarly manner
- Present an argument about a historical issue orally
- Summarise the historiography on a particular topic and evaluate conflicting views
- Examine historical events and processes in terms of their causality, impact, typicality and significance

Making the most of your Final Year

In compliance with EU guidelines, the University expects you to put in a full working week of study, every week. To this end, the University uses the ECTS system, which measures student effort, the number of hours that you are expected to put in, in order to meet programme/module learning outcomes.

- For a 10 ECTS History seminar module, you are expected to put in at least **240 hours** of work over the semester, including time spent in the class room, in independent study, and in preparing assignments, presentations and your essay, etc.
- For a 5 ECTS History lecture module you are expected to put in at least **120 hours** of work over the semester, including time spent in the class room, in independent study, and in preparing for essays and exams.

You should therefore expect to put **at least 40 hours a week** of work into your History studies during your final year. You will need to make good use of the James Hardiman Library, including, but not exclusively, its 'e-resources' – reliable scholarly journals and databases available to you online through the Library portal, on campus and elsewhere *via* remote access.
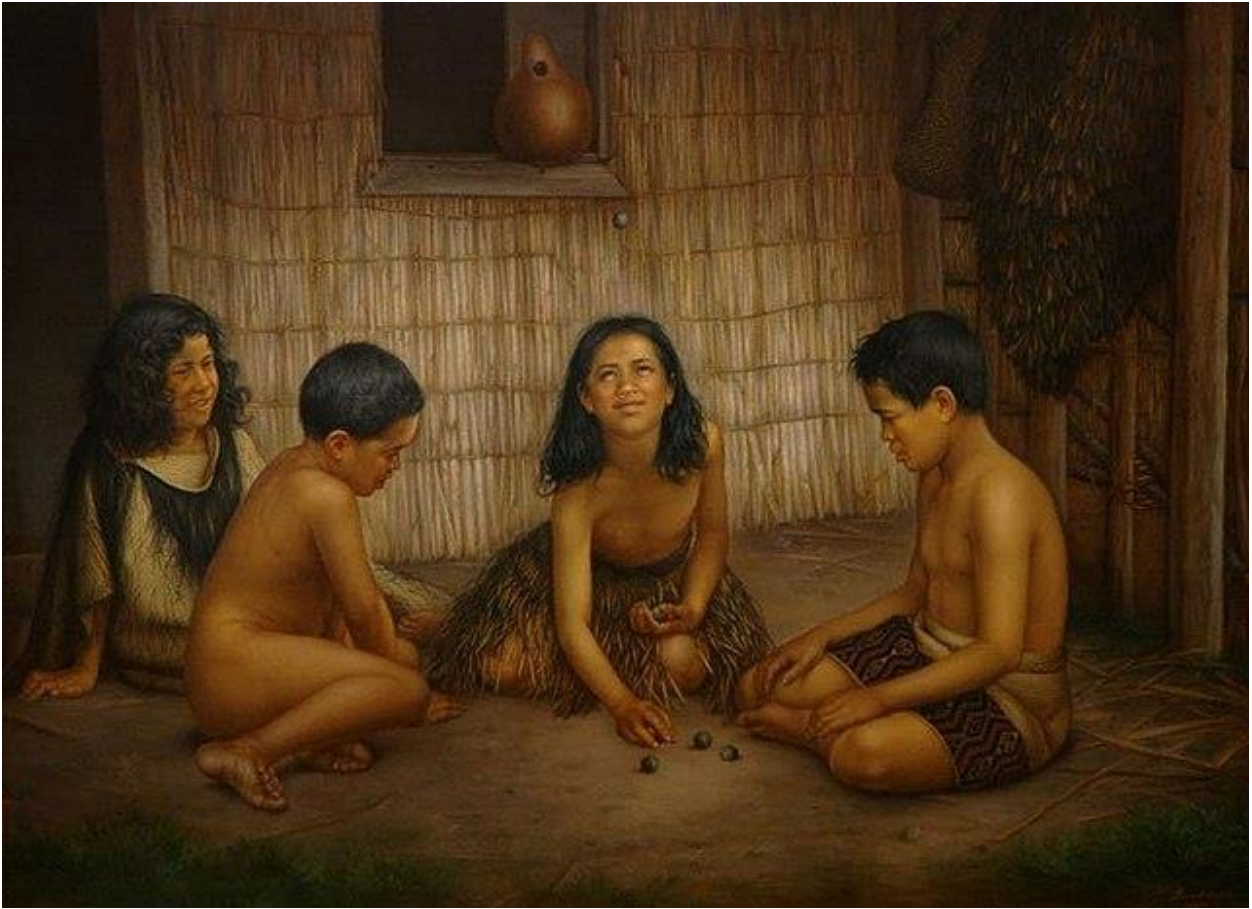
Maori Children playing Knucklebones by Gottfried Lindauer (1907). Oil on canvas at the Auckland Art Gallery Toi o Tāmaki, gift of Mr. H.E. Partridge, 1915 (WikiCommons)

Programme Overview

How is Final Year History structured? What choice of modules do I have?

In the course of your Final Year you shall take <u>one Seminar module</u> and <u>four Lecture Modules</u>. <u>Your academic year will be structured as follows therefore:</u>

Semester 1	Semester 2
One seminar	Three lecture modules
One lecture module	

- **Registration**   Students register for the seminar of their choice online through the University Registration system. See http://www.nuigalway.ie/reg/

Final Year College of Arts Returning students register from Mon 21 August @ 10.00 am. Registration is open for a few weeks after that but registering as soon as possible increases (though it doesn't guarantee) your chances of getting your preferred choice of seminar. For more about seminars themselves, please see next section below.

Note: For those thinking of a career as a history teacher please consider the requirements of the Teaching Council which you may consult at : https://www.teachingcouncil.ie/

Seminars Explained

- **Structure**   Seminars are worth 10 ECTS. They have a capped intake of 18 students (15 domestic and 3 visiting) and consist of one two-hour discussion session each week over 12 weeks. This format is designed to allow a particular focus on presentation skills and the analysis of primary documents.

- **Assessment**
  The seminar will be assessed by means of Continuous Assessment made up of a variety of innovative forms of assessment that ensure the highest standards of academic integrity.

  The relative marks weighting and precise nature of the various elements of seminar assessment will be communicated to you at the start of Semester One.
  [Please watch out for an updated version of this Handbook (always datemarked on page 1) and the module outlines your seminar co-ordinator (lecturer) provides.]

  Participation and Presentations together count for a significant proportion of the marks and if you do not attend sufficient classes, for whatever reason, you cannot get the participation grades and it is harder to get good presentation grades. That is inherent in the participative nature of seminars.

Lecture Modules

Structure

Lecture modules are all worth 5 ECTS and generally follow the same format: two lectures of one hour each week over twelve weeks, and between four and six tutorials distributed throughout the semester and arranged by the relevant Lecturer.

Assessment

- **Coursework: 33.3% -** Coursework takes various forms. Lecturers will inform students of the requirements for their modules.
- E**xamination: 66.7%** Each examination lasts **two hours** and will contain an essay element. Extended essays in lieu of exams, where allowed, should be of up to 3,500 words.

Choice & Registration: You may choose any lecture module. Registration is online
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Timetable for Semester One – September to November 2023

Final Year
Semester 1

Module No	Title	Lecturer	Time & Venue		Possible clashes/ room notes
Seminars (10ECTS Continuous Assessment) *Choose 1 Seminar module*					
HI3194	The Environment since 1945	Kevin O'Sullivan	Tuesday 9-11 TB305		HISTORY HOURS
HI3102	The Irish and Colonial Australasia 1788-1901	Laurence Marley	Tuesday 9-11 TB304		HISTORY HOURS
HI167	Power and Conflict in Northern Ireland, 1963-1972	Tomás Finn	Tuesday 9-11 IT206		HISTORY HOURS
HI3112	The First World War: Transnational perspectives	Gearóid Barry	Tuesday 9-11 TB302		HISTORY HOURS
HI3123	Power and Pleasure at Versailles: The Reign of Louis XIV of France, 1661-1715	Alison Forrestal	Thursday 4-6 TB303		Soc & Pol, IT, Léann an Aistriúcháin, Creative Writing, Performing Arts, Drama & Theatre
HI3110	European Warfare, 1618-1714: Theory & Practice	Pádraig Lenihan	Thursday 4-6 AMB-G006		Soc & Pol, IT, Léann an Aistriúcháin, Creative Writing, Performing Arts, Drama & Theatre
HI443	State & People in Ireland 1820-1845	Niall Ó Ciosáin	Tuesday 9-11 TB307		HISTORY HOURS
HI3126	Labour radicalism in the Anglophone world, c.1900-1939	John Cunningham	Tuesday 9-11 AMB-G043		HISTORY HOURS
Lecture Modules (5ECTS Coursework + Written Exam) *Choose 1 Lecture module*					
HI3100	Globalization since 1945	Kevin O'Sullivan	Tues 4-5 IT125	Wed 1-2 IT125 Ground Flr	Classics, Geography, German, Irish Studies, Journalism
HI376	Popular Culture in Pre-industrial Europe	Niall Ó Ciosáin	Tues 3-4 Dillon	Thurs 3-4 G002 Aras Uí Chathail	Soc & Pol, IT, Léann an Aistriúcháin, Creative Writing, Performing Arts, Drama & Theatre

For module descriptions, please see below.

MODULE DESCRIPTIONS

SEMESTER 1

SEMINARS (10ECTS)

HI3194: The Environment Since 1945
Dr Kevin O'Sullivan

This module explores the rise of the environment as an issue for public debate, government policy, and international activism since the Second World War. It examines the factors that shaped popular consciousness of environmental degradation and ecological change; the emergence of a global environmental movement in response to those processes; and the impact of those developments on individuals and communities.

Introductory Reading:

- Marco Armiero,Lise Sedrez 2014, *A History of Environmentalism*, Bloomsbury Publishing [ISBN: 9781441115720]

- J. R. McNeill,Peter Engelke 2016, *The Great Acceleration*, Harvard University Press [ISBN: 9780674545038]

- J. R. McNeill,Erin Stewart Mauldin 2014, *A Companion to Global Environmental History*, John Wiley & Sons [ISBN: 9781118977538]

- Paul Warde,Libby Robin,Sverker Sörlin 2021, *The Environment*, Johns Hopkins University Press [ISBN: 9781421440026]

HI3102: The Irish and Colonial Australasia 1788-1901 Dr Laurence Marley

This module explores the various patterns of Irish settlement, identity formation and assimilation in Australasia, from early penal colonies of the late eighteenth century to the Commonwealth of Australia in 1901. The principal areas under examination include: Irish convict transportation; emigration in a comparative context; the Irish and the colour bar in the antipodes; and the extent to which Old World sectarian animosities and political divisions survived in the colonies.

Introductory Reading:

- Patrick O'Farrell 2000, *The Irish in Australia*, University of Notre Dame Press (Notre Dame, Ind.) [ISBN: 0268031568]

- Richard P. Davis 1974, *Irish Issues in New Zealand Politics, 1868-1922*, (Otago)

- Angela McCarthy 2005, *Irish Immigrants in New Zealand, 1840-1939: 'the desired haven'*, (Suffolk)

- David Fitzpatrick 1994, *Oceans of Consolation: personal accounts of Irish migration to Australia*, (London)

HI167 Power & Conflict in Northern Ireland, 1963-1972
Dr Tomás Finn

This module explores power struggles in Northern Ireland from Terence O'Neill's accession to power in 1963 to the emergence of civil rights movement and the subsequent outbreak of conflict in 1968. It traces the escalation of the conflict up to the collapse of Stormont in 1972. It considers a variety of strategies for change – political activism, mass demonstrations, propaganda and armed struggles, as well as a variety of government strategies to contain unrest. The seminars will focus on events from the perspectives of various individuals and groups involved, looking at memoirs, radical publications, parliamentary debates, official publications, government enquiries and film footage. It will also examine academic studies and theoretical interpretations of these events.

Introductory Reading:
Thomas Hennessey, *Northern Ireland: The Origins of the Troubles* (Dublin: Four Courts Press, 2005).
Niall Ó Dochartaigh, *From Civil Rights to Armalites: Derry and the Birth of the Irish Troubles*, (Cork: Cork University Press, 1997).
Bob Purdie, Politics in the Streets: The origins of the civil rights movement in Northern Ireland, (Belfast: Blackstaff Press, 1990).

HI3112: The First World War: Transnational perspectives Dr Gearóid Barry

The First World War – which mobilized entire societies for war on an unprecedented scale - raises enduring questions about coercion, consent and violence in modern society. Taking the approach of transnational history – which seeks to identify links and common themes across national borders- this course combines national histories of large and small belligerents (ranging, for example, from Germany, France and the UK to Serbia) with a thematic approach examining the place of the First World War in social and cultural change and continuity in Europe and the wider world in the twentieth century. Thus, our readings may consider diverse themes such as women's war work, nationalism, religion and the use of poison gas and submarine warfare. Against the background of the war's centenary, students will also engage with topical issues of popular memory and the ever lively historical debates and controversies relating to the First World War and its consequences.

Introductory Reading:
- David Stevenson, *1914-1918*, Penguin Press/Classics [ISBN: 071819795X]
- Michael S. Neiberg, *Dance of the Furies*, Belknap Press of Harvard University Press [ISBN: 0674049543]
- John Horne (Editor), *A Companion to World War I*, Wiley-Blackwell [ISBN: 1119968704]

HI3123: Power and Pleasure at Versailles: The Reign of Louis XIV of France, 1661-1715

Prof Alison Forrestal

In this module students will study the development of one of the most important and controversial states in early modern Europe. During the reign of the 'Sun King', Louis XIV, the French monarchy became synonymous with the pursuit of 'absolute' royal power and with the quest for kingly glory on the domestic

and international fronts. This module will examine the realities and illusions of royal authority in this period, investigating French strategies in diplomacy and war, the treatment of minorities and dissidents in French society, the recasting of traditional forms of government into more centralized methods of political control, and the lavish culture and society of court life at Versailles.

Introductory Reading:

- David J. Sturdy 1998, *Louis XIV*, Macmillan Press London [ISBN: 9780333605141]
- Geoffrey Treasure, *Louis XIV*, Harlow, England ; Longman, 2001. [ISBN: 0582279585]

HI3110 European Warfare 1618-1714
Dr Pádraig Lenihan

This is primarily a study of the tactics and technology of European warfare on land and sea during an epoch of religious wars, unprecedented diplomatic realignments, rising and failing states, a 'general crisis' and external Ottoman pressure. Through discussion, presentation and self-directed learning, with an emphasis on contemporary texts, the module will progress thematically through such themes as state policy and grand strategy, tactical changes as a response to gunpowder weaponry, the (in)decisiveness of battle, 'heroism' versus 'technique' in the Vauban-era siege, manoeuvre, logistics and 'contributions', the impact of war on civilians, moral contexts: the 'laws of war' and the 'law of nations', women in the world of camp and train, recruitment and promotion, officers and men, the intellectual inheritance of classical Greek and Rome.

Introductory Reading:
John A. Lynn, *The Wars of Louis XIV 1667-1714* (London: Longman, 1999).
John Childs, *Warfare in the Seventeenth-Century* (London: Cassell, 2001).
Jeremy Black, *A Military Revolution? Military Change and European Society 1550-1800* (London: Palgrave, 1991).

HI443 State and People in Ireland
Dr Niall Ó Ciosáin

The quarter century after 1820 saw the establishment of some of the most fundamental state interventions in the lives of ordinary people in Ireland. They included a primary education system, a national police force, a network of local courts and a system of poor relief. These projects were underpinned by a simultaneous development, the centralisation of knowledge and information about Irish society. The first full population census was taken in 1821, the country was mapped by the Ordnance Survey in the 1820s and 1830s, and a series of state reports examined a comprehensive range of issues concerning economic, social and religious life. This course examines this question by taking the more important state reports of this period as a starting point. For seminar discussion and for the written project, students will read the reports and analyse them both as official discourse about Ireland and as blueprints for policy initiatives.

Introductory Reading:

Theodore M Porter, "Genres and objects of social inquiry, from the enlightenment to 1890' in Theodore Porter and Dorothy Ross (eds), The Cambridge History of Science Vol. 7. The Modern Social Sciences (2002), p.13-32.
Gearóid Ó Tuathaigh, Ireland Before the Famine (1972), Ch.3, 'The state and the people'. Philip Harling, The Modern British State (2001), Ch. 3, 'The Limits of the Laissez-faire state'

HI3126: Labour radicalism in the Anglophone world, c.1900-1939 Dr John Cunningham

Focusing on the Anglophone world (USA, Canada, Ireland, Britain, and Australia in particular), this seminar module will examine the emergence of the radical labour ideologies of syndicalism (or industrial unionism) and communism in the early twentieth century. It will consider the organisational forms and cultures of the principal movements espousing these ideologies (i.e., the 'Wobblies', originating in the US, c.1905; the Russian-dominated Communist movement, post-1917), discuss the relationship of one to the other, and compare their orientations towards social democratic and nationalist movements.

Introductory Reading:

- Ralph Darlington 2013, *Radical Unionism: the rise and fall of revolutionary syndicalism*, 2nd Ed., Haymarket Books Chicago [ISBN: 9781608463305]

- Jacob A. Zumoff 2015, *The Communist International and US Communism, 1919-1929*, Haymarket Books Chicago [ISBN: 9781608464876]

- Manus O'Riordan 1971, *Connolly in America*, ICO Belfast

SEMESTER 1
LECTURE MODULES (5ECTS)

HI3100 Globalization since 1945
Dr Kevin O'Sullivan

The phenomenon of globalisation is vital to our understanding of the world since the end of the Second World War, and particularly since the 1970s. In this module we will look at the processes that made the world a more integrated and interdependent place in the second half of the twentieth century. Beginning with the United Nations and ending with the anti-globalisation movement and the 'Battle of Seattle' in the late 1990s, we will examine the actors (international organisations, social movements, NGOs); issues (environmentalism, human rights, consumerism); and impacts (rising inequality, and organised reaction against the spread of global capital) that were key to that process, and ask: how has globalisation come to shape our contemporary world?

Introductory Reading:
Christopher A. Bayly, *Remaking the Modern World, 1900-2015: Global Connections and Comparisons* (Oxford, 2018).

HI376 Popular Culture in Pre-industrial Europe
Dr Niall Ó Ciosáin

This course deals with traditional cultural forms as they existed in the 16th and 17th centuries, particularly in Western Europe; the emerging differences between elite and popular culture; changes within popular culture caused by economic, religious and political developments; and the discovery of popular culture as an object of study in the late-18th century.

Introductory Reading
Peter Burke, *Popular Culture in Early Modern Europe* (New York: New York University Press, 1978).
Pieter Spierenberg, *The Broken Spell: A cultural and anthropological history of preindustrial Europe* (Newark, NJ: Rutgers University Press, 1991).

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SEMESTER 2
Timetable for Semester Two, January – April 2024

Final Year
Semester 2

Lecture Modules (5 ects. Coursework + Written Exam)					
Choose 3 Lecture modules					
Module No	Title	Lecturer	Time & Venue	Time & Venue	Possible clashes/ room notes
HI3196	The Great Irish Famine	Niall Ó Ciosáin	**TBC**	**TBC**	
HI3195	Suffrage to Repeal: women's activism in Ireland and Britain, 1880-2016	Sarah-Anne Buckley	Wed 1-2 IT125 Ground Floor	Thurs 9-10 IT250 First Floor	Classics, Geography, German, Irish Studies, Journalism
HI362	Party & Power In 19th & 20th Century British History	Laurence Marley	Mon 1-2 Dillon	Thurs 1-2 AC201	HISTORY HOURS
HI488	Labour in Irish Society & Politics, c. 1760-1960	John Cunningham	Mon 3-4 Dillon	Thurs 2-3 G002 Aras Uí Chathail	Legal Studies, Psychology, Psych Studies, Celtic Civ, Human Rights, Film Studies
HI2156	Revolutionary Technologies, from Steam to Green	David Doolin	**TBC**	**TBC**	

SEMESTER 2

LECTURE MODULES (5ECTS)

HI3196: The Great Irish Famine
Dr Niall Ó Ciosáin

This module begins by examining famine in general, looking in particular at famine in pre-modern Europe. It then moves to a detailed analysis of the Irish famine of 1845-50.

 Introductory Reading:

- Ciarán Ó Murchadha 2011, *The Great Famine*, All, Continuum [ISBN: 9781847252173]

HI3195: Suffrage to Repeal: women's activism in Ireland and Britain, 1880-2016
Dr Sarah-Anne Buckley

This module will examine the history of women's activism and feminism in Ireland and Britain from the beginnings of the suffrage campaign in the late nineteenth century, to the repeal of the eighth amendment in 2016. Looking chronologically and regionally, it will provide the context for the first wave of feminist activism and the connections between this and subsequent waves. Placed in the social, economic and political context of the time, it will highlight the importance of gender, social class, education and rising expectations.

 Introductory Reading:

- Linda Connolly 2003, *The Irish Women's Movement: From Revolution to Devolution*, 1st Ed. [ISBN: 978184351025]
- Elizabeth Crawford 2006, *The Women's Suffrage Movement in Britain and Ireland*, 1st Ed., Routledge [ISBN: 0415477395]
- Maroula Joannou,June Purvis, *The Women's Suffrage Movement* [ISBN: 0719080452]

HI362   Party & Power in 19th- and 20th-century British History

Dr Laurence Marley

This course explores the relationship between the exercise of political power and the development of political parties in Britain in the period c. 1783-1924. The lectures consider the interplay between ideological and socio-economic forces, organisational structures, leadership and mass political mobilisation. Areas under examination will include the Great Reform Act of 1832 and the changing nature of electoral/political culture during the course of the nineteenth century; the rise of Chartism, the greatest movement of popular protest in British history; the role of the empire factor in party politics in this age of imperialist expansion; suffragist and suffragette campaigns for female franchise in the late Victorian and Edwardian periods; and the rise of independent labour politics in Westminster, and the political eclipse of the great Liberal Party after WWI. Given the legislative union between Great Britain and Ireland from 1801, this survey of British political history in the 'long nineteenth century' will prove valuable to those also interested in parallel developments in Ireland during that period.

Introductory Reading:

David Brown et al (eds), *The Oxford Handbook of Modern British Political History, 1800-2000* (Oxford, 2018).
Boyd Hilton, A *Mad, Bad and Dangerous People? England 1783-1846* (Oxford, 2006).
Stephen J. Lee, *Aspects of Modern British History, 1815-1914* (London: Routledge, 1994).
K.T. Hoppen, *The Mid-Victorian Generation, 1846-1886* (Oxford : Oxford University Press, 1998).
Martin Pugh, *The Making of British Politics, 1867-1945* (Oxford: Oxford University Press, 2002).

HI2156: Revolutionary Technologies, from Steam to Green

In this module students will be given an introduction to something of the creative mindsets that have informed revolutionary technologies and how they are conceived; they will be asked to engage with the history of revolutionary technologies, to think critically and assess the societal impacts of technological revolutions; and student will be introduced to contemporary technological debates that envision revolutionary tools to address tomorrow's, global, "wicked problems". Thus, from the industrial revolution of the near past, the digital revolution of the present, to the green revolution required now and for the future, students will understand their worlds via the context of revolutionary technologies. There is little doubt human impact on the world has led to radical, sometimes catastrophic, sometimes progressive changes throughout time. As humans have evolved we have learned to develop tools and technologies for survival at first, but in the ever increasingly sophisticated societies that developed, technologies were advanced for tasks beyond mere survival. Revolutionary technologies concomitantly usher in ground-breaking transformations, while pioneering changes have required radical new technology, which (often paradoxically) have ushered in both great progress, as well as great cataclysm. This was not necessarily accidental, but down to human agency. So, engineers share responsibility for the character of the world they are building through their technological designs. In this module students will consider social and ethical aspects of engineering design through an exploration of pivotal cases studies

that brought about technological revolutions. Students will gain knowledge about what insights can be gleaned from the technological developments of the industrial past. They will also critically engage with and better understand the period of digital revolution, which increasingly informs their lives today. With these lessons in mind, students will further consider the need for--and the challenges involved in launching a green revolution. Students will be challenged with visions for future innovations (both technical and social) that bring about paradigm shift.

Introductory Reading:

- E.A. Wrigley 2010, *Energy and the English Industrial Revolution*, Cambridge University Press Cambridge

- Steve Earle 2021, *A Brief History of the Earth's Climate: Everyone's Guide to the Science of Climate Change*, New Society Books

- Noah Wardrip-Fruin and Nick Montfort, editors. 2003, *The New Media Reader*, The MIT Press Cambridge MA

- Walter Isaacson 2014, *The Innovators: How a Group of Hackers, Geniuses, and Geeks Created the Digital Revolution*, Simon & Schuster New York

HI488: Labour in Irish Society & Politics, c. 1760-1960
Dr John Cunningham

This module examines the history of labour in Ireland. It analyses the character of rural and urban protest movements representing the working poor; it traces the development of trade unionism throughout the island, with particular reference to the cities of Dublin and Belfast; it assesses the impact of radical ideologies and the connections with movements in other countries; it investigates the nature of the competition from nationalist and unionist politics; and it discusses the reasons for the stunted political development of Irish labour.

 Introductory Reading:

- Emmet O'Connor, 2009, *A Labour History of Ireland, 1824-2000*, Dublin

- Donal Nevin (editor) 1994, *Trade Union Century*, Dublin

- Fintan Lane & Donal Ó Drisceoil (eds) 2005, *Politics and the Irish working class*, Houndmills

- Mary Cullen & Maria Luddy (eds) 2001, *Female activists: Irish women and change, 1900-1960*, Dublin

SUBMITTING COURSEWORK

During your Final 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

Normally one electronic copy of coursework/assignments shall be submitted.

Is a 'cover sheet' required for electronic copies of work? What does that involve?

The answer is yes: we provide one! Link to Final Year webpage : https://www.universityofgalway.ie/media/collegeofartssocialsciencescelticstudies/schools/humanities/history/History-Cover-Sheet.pdf

Simply open this PDF, highlight the text in it and 'copy and paste' it across into page one of your essay (Word document normally).

If technically 'glitchy' for you to copy across contents of our electronic Cover Sheet as Page One of your essay then **don't stress**:

the key requirement is that you provide us with all essential information clearly on an uncluttered first page of the essay, including, most importantly, a declaration about the **academic integrity** of the piece of coursework being submitted.

The academic integrity declaration matters: *Students may be called to interview should concerns relating to academic integrity arise, including concerns relating to the non-authorized use of artificial intelligence in preparing coursework*

Reminder of essentials for submitting coursework, so...
- An essay submission's first page should always be a 'Cover Page' (either format above, ours or your copy it)
- You must always state the following:
- your name & student ID
- the date
- the module no
- module title
- module lecturer
- title of the assignment
- the word count of the essay (excluding foonotes)
- AND include the academic integrity declaration copying the form of words in the official Cover Sheet.

Hardcopy submission on paper not normally required. However, in some cases a lecturer may, at their discretion, request you to hand in a hard copy of an assignment   as well. In such cases the hard copy should be placed in the Essay Box found in the foyer of the History Department. In that case, a

Cover Sheet is also required (see above). If in doubt about whether a hard copy of an essay is also required in your module, please check with the lecturer.

Where to submit coursework electronically?

Electronic copies are usually submitted via the Canvas VLE (Virtual Learning Environment) and will usually be processed by the Turnitin or equivalent anti-plagiarism software. They should be submitted in Microsoft Word format (.doc or .docx), 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.

Always keep a copy of your assignment, just in case the submitted copy is mislaid.

Format of written assignments
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 (see above). 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 putting yourself under undue pressure.

You should 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:lecturers are not obliged to mark work submitted more than 2 weeks late.

Feedback
When the lecturer has marked all the assignments you may 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.

Marking Scale and Assessment Criteria

See **Appendix 1: University of Galway Marking Scale and Assessment Criteria** (p 31) for brief descriptions of the standard of work expected for each grade. It would be a good idea to study this <u>before</u> submitting your assignment. You may like to look at it again when trying to understand your mark. This is the University of Galway standard assessment information and can also be referred to online at:

http://www.nuigalway.ie/exams/downloads/module_grade_descriptors_for_undergraduate_de gree_progra mmes.pdf

GAEILGE AGUS FÁILTE!

Some members of staff in the History department accept written work in the medium of Irish. If you wish to submit coursework through Irish, however, it is important that you <u>read the following full explanation in Irish before doing so</u>.

Chomh mór agus is féidir, cleachtaíonn Roinn na Staire dátheangachas ó thaobh obair scríofa as Gaeilge ó na micléinn a cheartú <u>dóibh siúd a theastaíonn é is a bhfuil scríobh na Gaeilge acu.</u>

Glacfar le h-aistí is ábhar eile i nGaeilge **ar an gcoinníol go socraítear seo roimhré leis an léachtóir i gceist**. (Ríomhphost 3 lá oibre ar a laghad roimh spriocdáta nó r-phost ag tús an téarma).

Sa chás nach bhfuil Gaeilge ag an léachtóir sin, ní ghlacfar le hábhar Gaeilge ach amháin nuair atá an léachtóir sin sásta agus in ann cabhair a lorg ó chomhleacaí eile don gceartú, más féidir. <u>Ar dhiscréid an léachtóra amháin a déanfar socrú dá leithéad.</u>

Equestrian statue of Louis XIV, Place d'Armes, Versailles. (Sculptor: Jubelon, 1836)
(WikiCommons image under Creative Commons licence: Public Domain)

POLICY ON LATE SUBMISSION OF ASSIGNMENTS

Students are required to submit assignments by the due deadline set by the Department, using the submission procedure specified for that assignment, normally by hard copy and by 'turnitin'.The module lecturer/convenor may, for good cause, allow 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, by the lecturer in writing (by e-mail or letter). 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.The lecturer 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.

Students seeking an extension shall contact the staff member who is convenor of the relevant module. On submission, the written permission for an extension shall be attached to the hard copy on any such late assignments. Where an extension has not been agreed in advance, or where a student submits an essay after agreed extensions have expired, the lecturer 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. Extensions will not normally be granted for extended essays, research papers or dissertations, whether for lecture or seminar modules. Extended essays, research papers or dissertations for such modules that are received late may attract a mark of zero.

WRITING ESSAYS

In a History essay you will attempt to convey to the reader your own ideas about a specific subject, in the form of a reasoned argument that is based on evidence from the past. History as a discipline involves understanding that there are many valid perspectives on any one issue. 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, as supported by evidence. However, at the same time the historian must acknowledge that (s)he is writing from his/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.

Lecturers 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 Lecturer. 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 on description or narrative or a simple chronology of events. Your essay should include three substantive parts: Introduction, Body and 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, although no ideas or information that you have not previously mentioned should be included.

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. Grammar and style are important criteria for gaining marks in history essays. 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, quotations from primary sources, case studies, statistics) to back up your argument, but do not fall into the trap of providing evidence merely for its own sake.

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 many cases of plagiarism arise with no deliberate intent to cheat, this still constitutes a breach of acceptable practice.

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

To avoid 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.

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. Therefore: use your own words as much as possible. Do not use too many quotations, certainly no more than one quotation from another scholar in each paragraph. Instead, paraphrase the words of historians wherever possible, or restate the source's meaning in your own words. So**, 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 is an example of paraphrasing

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?'[1]

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.[2]

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.[3]

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. If in doubt, insert a footnote.

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.

Be wary of 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 sources, both print and on the internet, 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

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

internet sources usually are not. They can be posted by anyone and may include serious errors. They should thus be avoided.

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STYLESHEET 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 a loss of marks. You should make sure you submit all written assignments required.

Presentation and Layout

- All written assignments must be **typed** or **word-processed**
- Al written assignments must be **1.5 or double-spaced** and in **12 point font**
- Insert **page numbers,** beginning with the first page of text, not the title page
- Every written assignment should have a title page including the following:
  - Title of Essay
  - Name of Student
  - Student ID
  - Course Name and Number Name of Course Convenor
  - Word Count
  - Date of Submission
- For every written assignment also fill in **one copy** of the official **History Assignment Appraisal Sheet** and staple it to the front. Some course convenors may ask for two copies.
- **Staple the pages of your assignment together.** It is not necessary to use any expensive form of binding
- **Always proof-read your essay, complete a spelling and grammar check**
- Always keep a hardcopy of your assignment as well as an electronic copy
- Always back up your work
- **Follow any specific guidelines given by your Lecturer**, particularly relating to assignment submission

Footnotes and Bibliography – general rules

References should be made in the form of numbered footnotes. They should be numbered consecutively throughout an essay. Information in references should tally with that in the bibliography.

Italics are used for the titles of published works; normal type and quotation marks are used for individual parts of published works and for unpublished works. So, the titles of books, journals, government publications, pamphlets, newspapers and magazines should be in italics, while the titles of chapters, articles (whether in books or journals), unpublished theses and unpublished papers should be in normal type and quotation marks. Manuscript collections should also be in normal type but without quotation marks.

To insert footnotes, using programmes after Microsoft 2003, go to Toolbar, hit 'References', hit 'Insert Footnote'. With other programmes, go to Toolbar, hit 'Paragraph' and scroll down to 'Insert Footnote'

Referencing Secondary Sources – Footnotes and the short-title system

There are a number of different methods of referring to sources. The most commonly used in history is the short-title system. In this system, the following information is provided when reference is made to the work.

1) Book (whether used as a primary or secondary source)

The first reference comprises:

- First name (or initials) and surname of author or editor of the book
- Title of the book in italics
- Edition number (if other than first)
- Name of publisher and/or place of publication
- Date of publication
- Page number (s)

The second and subsequent references to a book comprise:
- Author's surname
- Short title of the book
- Page number

Examples:

Charles Townshend, *Easter 1916: The Irish Rebellion* (London: Penguin, 2005), p. 64.
Townshend, *Easter 1916,* p. 53.

For a multi-authored or co-edited book, include all names in alphabetical order.

John Horne and Alan Kramer, *German Atrocities, 1914: a history of denial* (New Haven, Conn.: Yale University Press, 2001), p. 112.

Horne and Kramer, *German Atrocities,* p. 112.

2) Article/Chapter in an edited book; includes translated primary sources published in an anthology or other book

The first reference to an article in a book comprises:

- First name (or initials) and surname of author or editor of the book
- Title of the article in quotation marks/inverted commas
- 'in'
- First name (or initials) and surname of the editor of the book/translator
- Title of book in italics
- Edition number (if other than first)
- Name of publisher and/or place of publication
- Date of publication
- Page number (s)

The second and subsequent references to a book comprise:
- Author's surname
- Short title of the article/primary source
- Page number (s)

Examples:

J.J. Lee, 'In Search of Patrick Pearse' in Theo Dorgan and Máirín Ní Dhonnchadha (eds), *Revising the Rising* (Derry: Field Day, 1991), pp. 122-38.

Lee, 'In search of Pearse', p. 122.

3) Article in a Scholarly Journal (whether used as a primary or secondary source)

The first reference to an article in a journal comprises

- First name (or initials) and surname of the author of the article
- Title of the article in quotation marks/inverted commas
- Title of the journal in italics
- Volume number
- Issue number
- Year
- Page number (s)

The second and subsequent references to an article in a journal comprise:

- Author's surname
- Short title of the article
- Page number (s)

Example:

Michael Foy, 'Ulster Unionist Propaganda against Home Rule 1912-14', *History Ireland*, Vol. 4, No. 1 (Spring, 1996), pp. 49-53.

Foy, 'Ulster Unionist Propaganda', p. 53.

For anonymous works

- *The Annals of Ulster,* Seán Mac Airt and Gearóid Mac Niocaill (eds.), Dublin, Dublin Institute for Advanced Studies, 1983.

Use of Ibid

Ibid. (which is short for *ibidem* meaning 'in the same place') is used to refer only to the immediately preceding reference. It is best avoided. Use the short form of reference instead.

Referencing Printed Official Records

Include all essential information, that is, the title of publication, vol. and column numbers and date or year.

Dáil Debates, vol.3, col.2024 (15 June 1923)

Referencing Archival Sources

Provide the name of the archive, the collection in which the document is found, collection and/or document number where available and the title and date of the document. You can use abbreviations in subsequent references. Whether you examined the document in the archive or online is immaterial.

Example:

National Archives of Ireland (hereafter NAI), Department of the Taoiseach (hereafter DT), 98/6/404, 'Address by Mr. Seán Lemass, Taoiseach, at Luncheon of National Press Club, Washington, DC, Wednesday, 16th October, 1963'.

Newspapers and magazines

For a news item, the reference should give the title of newspaper and the date. For a signed article, the reference should include the name of the author and the title of the article. If you use the electronic database to find articles, you still reference as follows:

Examples: *Irish Press,* 17 February 1934.

> Fintan O'Toole, 'Our Second World War finally comes to an end', *Irish Times,* 10 February 1995.

Citing electronic sources

If you are citing a source that originally appeared in print and is reproduced in the exact same form on JSTOR or Project Muse or another website, cite it as you would the print version (i.e. no URL required).

If you are citing a source that exists online only or appears in a special online format, provide the reader with as much information as would be helpful: the author [if known], the title of the piece in inverted commas, the URL and the date accessed, e.g.

- Tomás O'Riordan, 'Countess Constance Markievicz', Multitext, http://multitext.ucc.ie/d/Countess_Constance_Markievicz, accessed 14 September 2011.

- Pearse, Pádraic H. 'O'Donovan Rossa Graveside Panegyric', UCC Celt http://www.ucc.ie/celt/published/E900007-008/index.html, accessed 5 August 2015.

Short versions

- O'Riordan, 'Countess Markievicz', p. 16.
- Pearse, 'O'Donovan Rossa', p. 22.

Website material with named author

Dr Dan Todman, 'World War One: Misrepresentation of a Conflict', *BBC History Series,* http://www.bbc.co.uk/history/worldwars/wwone/perceptions_01.shtml, accessed 23/08/2012.

Website material without named author

'Home Front: World War One', *BBC History Series*, http://www.bbc.co.uk/history/british/britain_wwone/, accessed 23/08/2012.

Compiling a Bibliography

A bibliography is a comprehensive list of all sources you consulted in the course of your research. It is placed at the end of your essay with authors' surnames in alphabetical order. If no author is available, alphabetise by title. Do not use bullet points or numbers for the sources.

> Dorgan, Theo, and Ní Dhonnchadha, Máirín (eds), *Revising the Rising* (Derry: Field Day, 1991).
> Foy, Michael, 'Ulster Unionist Propaganda against Home Rule 1912-14', *History Ireland*, Vol. 4, No. 1 (Spring, 1996), pp. 49-53.

> Lee, J.J., 'In Search of Patrick Pearse' in Theo Dorgan and Máirín Ní Dhonnchadha (eds) *Revising the Rising* (Derry: Field Day, 1991), pp. 122-38.

Pearse, Pádraic H. 'O'Donovan Rossa Graveside Panegyric', UCC Celt
http://www.ucc.ie/celt/published/E900007-008/index.html.

Townshend, Charles, *Easter 1916: The Irish Rebellion* (London: Penguin, 2005).

ASSIGNMENT CHECKLIST

Content - Have you:
- Included a title page?

- 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 as set as the title for your essay and your name?

- Proofread your essay thoroughly for typos?

- Printed out your essay on 1.5 or double-spaced?

- Formatted your footnotes and bibliography correctly?

- Stapled an official History Department Assignment Appraisal Sheet, signed by you, to the front of one copy of your essay?

- Submitted on 'Blackboard'?

REPEATING AND COMPENSATING FAILED MODULES

Repeat marks will be capped at 40 per cent. Capping does not apply if you have formally requested and obtained a deferral from the College of Arts, Social Sciences, and Celtic Studies.

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 no more than 15 ECTS overall (in the entire year, in both your subjects)

- AND you got at least 35% in the modules concerned

- 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 more than 15 ECTS worth of modules with marks of 35-39%, you cannot compensate and will have to repeat the modules.

Repeating Modules

Normally, you will not carry forward marks from the first sitting to the second sitting. Thus, in the case of a lecture module, you must submit a new mid-term essay in response to a new question and repeat the exam, whether you passed either element at the first sitting, or not.

Students repeating lecture modules should be careful to submit a new essay assignment even if they submitted and got a pass grade for an essay in the same module during the semester. In this case you should consult with the relevant lecturer by the time of the official post-exam Student Consultation Day held in late June. Normally students will either answer a new question (posted to Blackboard by the lecturer by late June) OR, when a choice of essay titles was provided for the original assignment, students may choose a title/question which they did not attempt the first time.'

In the case of a seminar module, consult the lecturer for new coursework titles. The marks you were awarded for class participation during the semester will stand. If you missed or failed the oral presentation, the lecturer may make other arrangements when you contact him/her. If you fail in August, you must take a seminar module, whether on the original topic or another, in the next academic year. We cannot guarantee that the same choice of seminar module topic will be available.

All repeat coursework must be submitted by [date to be confirmed] Coursework, and essays in particular, submitted during study, examination or vacation periods that follow a semester's teaching weeks normally will be marked as repeat coursework.

FOCAL SCOIR

SUPPORTS

Students registered with the Disability Support Service (DSS) should send a copy of their LENS report to Dr Laurence Marley (laurence.marley@universityofgalway.ie) as early as possible in the academic year. To register with DSS, or to receive further information on disability supports, please visit https://www.nuigalway.ie/disability/

IF THINGS GO WRONG …

If you fear 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 lecturer in charge of that module. 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 just 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 me. I cannot grant extensions on coursework, but I can discuss your options and help you decide what to do next. You might want to talk to the Head of Department or the Head of School if your module lecturer or I have been unable to help you.

Deferring Modules or Taking Leave of Absence
If you are considering deferring modules or taking a leave of absence, talk to the office of the **Dean of Arts** in the College of Arts, Social Sciences and Celtic Studies. The persons currently dealing with these matters are Catherine McCurry and Deirdre Finan. 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. Initial contact is made through the Administrative Office of the College of Arts in the Arts Millennium Building.

APPENDIX 1

MARKING SCALE AND ASSESSMENT CRITERIA

UNIVERSITY OF GALWAY

Module Grade Descriptors for Undergraduate Degree Programmes

A module may have a number of different assessment elements, such as an end-of-module written examination, a mid-term in-class test, a multiple-choice type test, an essay, weekly homework, practice assessment, laboratory assessment, or an oral examination. Each of the module assessment elements contributes, in a pre-defined structured manner, towards the overall mark of the module as a whole.

The award of an overall mark to a module is a matter of academic judgement against agreed criteria (the module learning outcomes and agreed grade descriptors) and should not be simply a mathematical exercise.

In the module grade descriptor system, as described over the following pages,
- an A grade corresponds to a H1 level of performance;
- a B grade corresponds to a H2.1 level of performance;
- a C grade corresponds to a H2.2 level of performance;
- a D grade corresponds to a H3 performance in the final undergraduate or a Pass performance in the earlier years;
- an E grade corresponds to a performance that can be compensated for, if the module is one for which compensation is allowed. Otherwise a fail performance;
- F and G grades correspond to fail performances.

Grade descriptors act as guidelines for students and academic staff. The grade descriptors following are provided as general guidance.

Grade and Marks Band	Grade Criteria relevant to modules in 1st Year and in the 2nd Year of 4 year programmes	Additional criteria more relevant to modules in the later programme years
A 70 – 100	**Excellent** A comprehensive, highly-structured, focused and concise response to the assessment tasks, consistently demonstrating some or all, as appropriate, of the following: • an extensive and detailed knowledge of the subject matter • a highly-developed ability to apply this knowledge to the task set • evidence of extensive background reading • clear, fluent, stimulating and original expression • excellent presentation (spelling, grammar, graphical) with minimal or no presentation errors	A deep and systematic engagement with the assessment task, with consistently impressive demonstration of a comprehensive mastery of the subject matter, reflecting; • a deep and broad knowledge and critical insight as well as extensive reading; • a critical and comprehensive appreciation of the relevant literature or theoretical, technical or professional framework • an exceptional ability to organise, analyse and present arguments fluently and lucidly with a high level of critical analysis, amply supported by evidence, citation or quotation; • a highly-developed capacity for original, creative and logical thinking
B 60 – 69	**Very Good** A thorough and well-organised response to the assessment tasks, demonstrating some or all, as appropriate, of the following: • a broad knowledge of the subject matter • considerable strength in applying that knowledge to the task set • evidence of substantial background reading • clear and fluent expression • quality presentation with few presentation errors	A substantial engagement with the assessment task, demonstrating • a thorough familiarity with the relevant literature or theoretical, technical or professional framework • well-developed capacity to analyse issues, organise material, present arguments clearly and cogently well supported by evidence, citation or quotation; • some original insights and capacity for creative and logical thinking
C 50-59	**Good** An adequate and competent response to the assessment tasks, demonstrating some or all, as appropriate, of the following: • adequate but not complete knowledge of the subject matter • omission of some important subject matter or the appearance of several minor errors • capacity to apply knowledge appropriately to the task albeit with some errors • evidence of some background reading • clear expression with few areas of confusion • writing of sufficient quality to convey meaning but some lack of fluency and command of suitable vocabulary • good presentation with some presentation errors	An intellectually competent and factually sound answer, marked by, • evidence of a reasonable familiarity with the relevant literature or theoretical, technical or professional framework • good developed arguments, but more statements of ideas, arguments or statements adequately but not well supported by evidence, citation or quotation • some critical awareness and analytical qualities • some evidence of capacity for original and logical thinking

Grade and Marks Band	Grade Criteria relevant to modules in 1st Year and in the 2nd Year of 4 year programmes	Additional criteria more relevant to modules in the later programme years
D+ 45 – 50	**Satisfactory** An acceptable response to the assessment tasks with • basic grasp of subject matter, but somewhat lacking in focus and structure • main points covered but insufficient detail • some effort to apply knowledge to the task but only a basic capacity or understanding displayed • little or no evidence of background reading • several minor errors or one major error • satisfactory presentation with an acceptable level of presentation errors	An acceptable level of intellectual engagement with the assessment task showing • some familiarity with the relevant literature or theoretical, technical or professional framework • mostly statements of ideas, with limited development of argument • limited use of evidence, citation or quotation • limited critical awareness displayed • limited evidence of capacity for original and logical thinking
D 40 – 44	**Acceptable** The minimum acceptable standard of response to the assessment tasks which • shows a basic grasp of subject matter but may be poorly focussed or badly structured or contain irrelevant material • has one major error and some minor errors • demonstrates the capacity to complete only moderately difficult tasks related to the subject material • no evidence of background reading • displays the minimum acceptable standard of presentation (spelling, grammar, graphical)	The minimum acceptable level of intellectual engagement with the assessment task with • the minimum acceptable appreciation of the relevant literature or theoretical, technical or professional framework • ideas largely expressed as statements, with little or no developed or structured argument • minimum acceptable use of evidence, citation or quotation • little or no analysis or critical awareness displayed or is only partially successful • little or no demonstrated capacity for original and logical thinking
E 35 - 39	**Marginal** A response to the assessment tasks which fails to meet the minimum acceptable standards yet • engages with the subject matter or problem set, despite major deficiencies in structure, relevance or focus • has two major error and some minor errors • demonstrates the capacity to complete only part of, or the simpler elements of, the task • an incomplete or rushed answer e.g. the use of bullet points through part/all of answer	A factually sound answer with a partially successful, but not entirely acceptable, attempt to • integrate factual knowledge into a broader literature or theoretical, technical or professional framework • develop arguments • support ideas or arguments with evidence, citation or quotation

Grade and Marks Band	Grade Criteria relevant to modules in 1st Year and in the 2nd Year of 4 year programmes	Additional criteria more relevant to modules in the later programme years
F 20 – 34	**Unacceptable** A response to the assessment tasks which is unacceptable, with • a failure to address the subject matter resulting in a largely irrelevant answer or material of marginal relevance predominating • a display of some knowledge of material relative to the question posed, but with very serious omissions/errors and/or major inaccuracies included in answer • solutions offered to a very limited portion of the problem set • an answer unacceptably incomplete (e.g. for lack of time) • a random and undisciplined development, layout or presentation • unacceptable standards of presentation, such as grammar, spelling	An unacceptable level of intellectual engagement with the assessment task, with • no appreciation of the relevant literature or theoretical, technical or professional framework • no developed or structured argument • no use of evidence, citation or quotation • no analysis or critical awareness displayed or is only partially successful • no demonstrated capacity for original and logical thinking
G 0 – 19	**Wholly unacceptable** • complete failure to address the subject matter resulting in an entirely irrelevant answer • little or no knowledge displayed relative to the question posed • little or no solution offered for the problem set	No intellectual engagement with the assessment task

Sub-Grade Marks Bands

Sub-Grade marks bands are defined according to the following table in the case of modules where the pass mark is set at 40%.

Note that

- the A, B, C, F and G grade bands are sub-divided into three sub-bands each,
- the D grade band is sub-divided into two sub-bands, and
- the E-grade band has no sub-band structure.

Grade	Sub-Grade Band	Marks Range
A	A+	77 – 100
A	A	73 – 76
A	A-	70 – 72
B	B+	67 – 69
B	B	63 - 66
B	B-	60 – 62
C	C+	57 - 59
C	C	53 – 56
C	C-	50- 52
D	D+	45 - 49
D	D	40 - 44
E	E	35 - 39
F	F+	30 – 34
F	F	25 – 29
F	F-	20 – 24
G	G+	14 – 19
G	G	7 - 13
G	G-	1 - 6
	No Grade	0

Use of Sub-Grade Marks Bands where three sub-grades exist:

The **standard** sub-grade marks band for performance within a grade is the **mid sub-grade marks band**, e.g. performance at H2.1 level in a module, which is neither a marginal H2.1 performance nor one tending towards H1, would be allocated a mark in the B range, 63 – 66.

Superior performance at a major grade - that tending towards the next higher major grade - would be allocated a mark in the upper sub-grade marks band, e.g. performance tending towards, but not reaching H1 standard, would be allocated a mark in the B+ range, 67 – 69.

Marginal performance at a major grade - that tending towards the next lower major grade - would be allocated a mark in the lower sub-grade marks band, e.g. performance better, but not significantly better, than H2.2 level would be allocated a mark in the B- range, 60 – 62.

DATES TO REMEMBER

The dates outlined below are provisional.

SEMESTER 1

Monday 21 August 2023 at 10.00	Online module registration begins
TBC	Online module registration ends
Monday 4 September 2023	Start of Teaching
Friday 24 November 2023	End of Teaching
Monday 27 November - Friday 1 December 2023	Study Week
Monday 4 December – Friday 15 December 2023	Exams
Friday 5 January 2024 (2359 hrs)	**Long Seminar Essay due**

SEMESTER 2

Monday 8 January 2024	Start of Teaching
Friday 28 March 2024	End of Teaching
29 March-1 April 2024	Easter
Mon. 8 April – Fri. 12 April	Study Week
Monday 15 April- Wed. 1 May 2024	Exams