OLLSCOIL NA GAILLIMHE
UNIVERSITY OF GALWAY

HISTORY

FINAL YEAR HANDBOOK

Baldomero Galofre Gimenez, painting, *Children playing cards on a beach the bay of Naples (29 September 1875)*
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JOINT HONOURS
HANDBOOK
2024/25

This version of the handbook contains the information available as of 21 Aug. 2024.

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See over for words of welcome....

OLLSCOIL NA GAILLIMHE
UNIVERSITY OF GALWAY

A Chairde / Dear students,

Fáilte romhaibh ar ais!

As we begin the Academic Year, 2024-25, let me begin by saying that you are very welcome back to History at the University of Galway. We trust that this, your Final BA Year, will be a happy, fruitful and intellectually enjoyable year!

This handbook reiterates the necessary information you will have needed to help you pick your Final-Year modules (the essentials were already posted on our Final Year webpage in early August 2024. See here: https://www.universityofgalway.ie/colleges-and-schools/arts-social-sciences-and-celtic-studies/history-philosophy/disciplines-centres/history/undergraduate-courses/history/#tab3
Additionally, this handbook 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 Canvas to provide you with up-to-date information on assignments and deadlines. I should draw your attention in particular to revised practices across the College of Arts relating to Late Assignments and to Artificial Intelligence/Academic Integrity (see details in this handbook).

Generally, this handbook should provide an answer to questions that may arise. If not, please contact our administrative staff, including, at the time of writing, Mr. Liam O'Neill, History administrator, and Ms. Helena Condon, School of History and Philosophy administrator. [Offices at Rooms 405 & 408 in the History Department (Tower One, Floor Two, Arts Concourse).] You can e-mail them 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:

Gearóid Barry

Dr Gearóid Barry, Head of Final Year. Lecturer in Modern European History.
Email: gearoid.barry@universityofgalway.ie@universityofgalway.ie /
Office hours: simply email me for an appointment,
or call by to Room 401, Tuesdays, 2.30-4pm

You may also like to follow History on Facebook and Twitter

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.
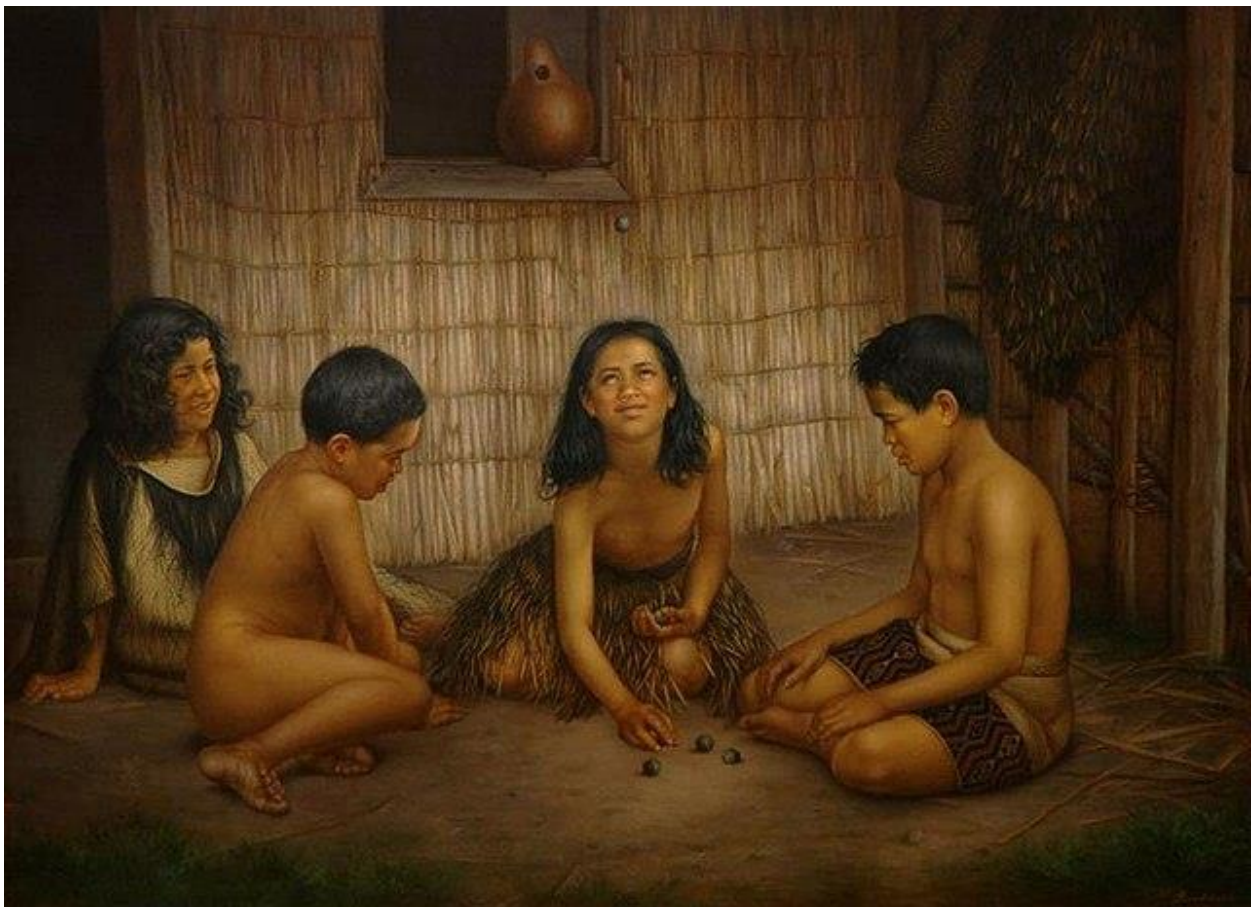
Maori Children playing Knucklebones by Gottfried Lindauer (1907). Oil on canvas at the Auckland Art Gallery Toi o Tāmaki, gift of Mr. H.E. Partridge, 1915 (WikiCommons)

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>

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	Semester
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 19 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 forms of assessment that ensure the highest standards of academic integrity, as follows:

Participation: 10%
Presentation: 20%
Source evaluation: 20% (c.2,000 words)
Long Essay: 50% (c. 5,000 words)

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 in keeping with 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

- o **Coursework: 33%** - Coursework takes various forms. Lecturers will inform students of the requirements for their modules.
- o E**xamination: 67%** 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

Final Year
Semester 1

Module	Title	Lecturer	Time & Venue		Possible clashes
Seminars (10 ECTS Continuous Assessment) **Choose ONE Seminar module**					
HI3194	The Environment since 1945	Kevin O'Sullivan	Tues 9-11 TB305 - Seminar Room		HISTORY HOURS
HI3102	The Irish and Colonial Australasia 1788-1901	Laurence Marley	Tues 9-11 AMB-G005		HISTORY HOURS
HI167	Power and Conflict in Northern Ireland, 1963-1972	Tomás Finn	Thurs 4-6 Twr 2, TB303 - Seminar Room		Soc & Pol, IT, Léann an Aistriúcháin, Creative Writing, Performing Arts, Drama & Theatre and HISTORY HOUR
HI3112	The First World War: Transnational perspectives	Gearóid Barry	Tues 9-11 TB302 - Seminar Room		HISTORY HOURS
HI3123	Power and Pleasure at Versailles: The Reign of Louis XIV of France, 1661-1715	Alison Forrestal	Thurs 4-6 AMB-G010 - Lecture Room		Soc & Pol, IT, Léann an Aistriúcháin, Creative Writing, Performing Arts, Drama & Theatre and HISTORY HOUR
HI168	Coming to Terms with the Nazi Past	Róisín Healy	Tues 9-11 AMB-G043 - Seminar Room		HISTORY HOURS
HI3197	Topics in Modern Irish History	Shannon Devlin	Tues 9-11 TB307 - Seminar Room		HISTORY HOURS
HI3200	Topics in the History of Race and Ethnicity	Anita Rupprecht	Tues 9-11 **CSB-1002** (was called IT206)		HISTORY HOURS
Lecture Modules (5 ECTS Coursework + Written Exam) **Choose ONE Lecture module. Attend <u>both</u> lecture hours.**					
HI3100	Globalization since 1945	Kevin O'Sullivan	Tues 4-5 **CSB-1005** (was called IT125 FF)	Weds 1-2 **CSB-G001** (was called IT125G)	Classics, Geography, German, Irish Studies, Journalism
HI3196	The Great Irish Famine	Breandán Mac Suibhne	Tues 3-4 Dillon Theatre	Thurs 3-4 G002 Aras Ui Chathail	Soc & Pol, IT, Léann an Aistriúcháin, Creative Writing, Performing Arts, Drama & Theatre
HI3199	The History of Small Nations in Modern Europe (ENLIGHT)	Róisín Healy	Classes take place 9am-5pm, 7-11 Oct., in the River Room and are open to pre-registered students only		

MODULE DESCRIPTIONS

SEMESTER 1
SEMINARS (10 ECTS)
Choose ONE Seminar module

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. Module themes include (1) The discovery of 'the environment'; (2) The Environmental Movement; (3) Green Politics; (4) Environmental Justice; (5) The International Politics of the Environment.

Introductory readings:

Marco Armiero and Lise Sedrez (eds*), A History of Environmentalism: Local Struggles, Global Histories* (London, 2014). [ISBN: 9781441115720]
J. R. McNeill and Peter Engelke, *The Great Acceleration: An Environmental History of the Anthropocene since 1945* (Cambridge, MA, 2014). [ISBN: 9780674545038]
Paul Warde, Libby Robin and Sverker Sörlin, *The Environment: A History of the Idea* (Baltimore, MD, 2018). [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, *The Irish in Australia*, University of Notre Dame Press (Notre Dame, Ind., 2000) [ISBN: 0268031568]
Richard P. Davis, *Irish Issues in New Zealand Politics, 1868-1922* (Otago, 1974)
Angela McCarthy, *Irish Immigrants in New Zealand, 1840-1939: 'the desired haven'* (Suffolk, 2005)
David Fitzpatrick, *Oceans of Consolation: personal accounts of Irish migration to Australia*

(London, 1994)

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. It was also a war of empires -of various types- fought out across the globe. 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. As such, we examine the varying ways in which the First World War was to occasion both of social and cultural change but also 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. Bearing in mind the place of the First World War in annual commemorations – such as Armistice Day- and popular culture more generally, from Blackadder to Sam Mendes' movie *1917*, students will also engage with topical issues of popular memory and the lively historical debates and controversies relating to the First World War and its consequences.

Introductory Reading:

Jörn Leonhard, *Pandora's Box. A History of the First World War*. (Cambridge, Mass:: Belknap Press, 2018).

Robert Gerwarth & Erez Manela, *Empires at War: 1911-1923*. (Oxford: Oxford University Press, 2014.)Michael S. Neiberg, *Dance of the Furies: Europe and the Outbreak of World War I* (Cambridge, Mass: Belknap Press, 2011).

John Horne (ed.), *A Companion to World War I* (Chichester: Wiley-Blackwell, 2010)

HI3123 Power & Pleasure at Versailles: The Reign of Louis XIV (1661-1715) - Prof. Alison Forrestal

'But for the fear of the devil, King Louis would have caused himself to be worshipped as a god…Glory was his passion.'

In this module students will study the development of one of the most important and controversial states in early modern Europe, under the rule of King Louis XIV. The 'Sun King' was admired, feared, and loathed by his contemporaries, but few doubted his ambition: during his long reign, the French monarchy became synonymous with the pursuit of 'absolute' royal power and kingly glory on the domestic and international fronts. This module will examine the realities and illusions of royal authority in this period, investigating French ambitions and 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 and social control, and the lavish culture and society of court life at Versailles. Knowledge of the French language is not required, since readings (documents and secondary sources) will be provided in translation.

Introductory Reading:

David Smith, *Louis XIV* (Cambridge: Cambridge University Press, 2010).
David Sturdy*, Louis XIV* (Basingstoke: Palgrave MacMillan 1998).
Richard Wilkinson, *Louis XIV, France and Europe 1661-1715* (London: Hodder, 2002).

HI168: Coming to Terms with the Nazi Past – Dr Róisín Healy

The devastating impact of the twelve years of Nazi rule on Germany and Europe lasted well beyond the collapse of the regime in May 1945. This module examines how post-war German and European society dealt with this legacy, in particular the murder of six million Jews. It investigates the varying degrees of engagement with Nazi crimes across both sides of the Iron Curtain and over the decades from 1945 to the present, with due attention to ethnic, religious and gender differences. Themes include the treatment of perpetrators, the experience of returning survivors, the phenomenon of Holocaust denial and the memorialising of the victims of Nazi Germany. It promotes UN SDG 16 by showing the role of memory in encouraging reconciliation and peace-building. Students will examine how and why engagement with the Nazi past took the shape it did by means of sources such as court documents, survivor testimonies, newspapers, films and memorials as well as a substantial range of secondary literature. It will promote students' research skills by means of an independent research paper to be completed at the end of the semester.

Introductory Reading:

Peter Novick, *The Holocaust and collective memory: the American experience,* (London, Bloomsbury, 2001)

Bill Niven, *Germans as victims: remembering the past in contemporary Germany* (New York, Palgrave Macmillan, 2006)

Mary Fulbrook, *German National Identity after the Holocaust,* (Polity Cambridge, 1999)

Timothy Snyder, *Black Earth: The Holocaust as History and Warning,* (London, Vintage, 2016)

Michael R. Marrus, *Lessons of the Holocaust,* (Toronto UP Toronto, 2016)

Judith M. Hughes, *The Perversion of Holocaust Memory,* (London, Bloomsbury Publishing, 2022)

HI3197 – Topics in Modern Irish History – The Irish Family - Shannon Devlin

The stereotypical image of the Irish family is large with lots of children. This seminar engages with the growing body of family history methodological approaches to the Irish past and aims to broaden our understanding of what the typical historic 'Irish Family' was. It will explore gender roles within the family, the importance of extended and multi-generational family, and 'found family'. Themes considered in this seminar include childhood, singlehood, marriage breakdown, gossip, family loyalty, and sibling rivalry. Using a wide range of primary sources – including family papers and letters, photographs, genealogical records, census data, migration records, and printed material – this seminar will consider how the position of the family changed over time, the differing experiences of family depending on class, and investigate alternative family structures to find out if there really ever was a 'typical' Irish family.

HI3200 Race, Enslavement and Representation in the Eighteenth and Nineteenth Century British Atlantic World - Dr Anita Rupprecht

In this seminar module, students will be introduced to a range of primary sources in the context of wider historiographies in order to develop their understanding of ideas and representations of race and enslavement in 18th and 19th century Britain and its American and Caribbean colonies. Focusing on questions of connection, representation, identity formation, creolisation, resistance, and power, the module will explore primary and secondary materials in order to analyse and critically interpret the ways in which the enslaved related to, and challenged, the oppressive systems under which they were forced to labour, as well as the beliefs and practices of white enslavers and of abolitionists.

Kevin A. Yelvington, 'Caribbean Crucible: History, Culture, and Globalization', *Social Education*, Vol. 64 No. 2 (2000), pp. 70-77.

Eric Williams, *Capitalism & Slavery,* Third Edition, (Chapel Hill: University of North Carolina Press, 2021)

Trevor Burnard and Gad Heuman, (eds.) *The Routledge History of Slavery* (London: Routledge, 2012)

SEMESTER 1
LECTURE MODULES (5 ECTS)

Choose One Lecture module

HI3100:   Globalisation 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?

Recommended Reading:

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

HI3196: The Great Irish Famine – Professor Breandán Mac Suibhne

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. Topics include the dynamics of famine; survival strategies during famines; the background of the Irish famine; state responses to the Irish famine; the role of the famine in modern Irish history.

Recommended Reading:

Ciarán Ó Murchadha, *The Great Famine,* (Continuum, 2011)

SEMESTER 2
Timetable for Semester Two, January – April 2024

Final Year
Semester 2

Lecture modules (5 ECTS)					
Choose THREE Lecture modules. Attend <u>both</u> lecture hours					
Module	**Title**	**Lecturer**	**Time & Venue**	**Time & Venue**	**Possible clashes**	**Assessment**
HI3198	Themes in Modern Irish History	Shannon Devlin	Mon 11-12 IT125 Ground Floor	Tues 3-4 D'Arcy Thompson	Soc & Pol, IT, Léann an Aistriúcháin, Creative Writing, Performing Arts, Drama & Theatre	Coursework & Written Exam
HI362	Party & Power In 19th & 20th Century British History	Laurence Marley	Mon 1-2 Dillon	Thurs 1-2 AC201	HISTORY HOURS	Coursework & Written Exam
HI3201	Themes in History of Race and Ethnicity	Anita Rupprecht	Weds 1-2 IT125 Ground Floor	Thurs 9-10 IT250 First Floor	Classics, Geography, German, Irish Studies, Journalism	Coursework & Written Exam
HI2156	*Revolutionary Technologies, from Steam to Green	David Doolin	Wed 11-12 AC213	Fri 11-12 **TBC**	Irish, Italian, Philosophy and History Hour	Continuous Assessment

* HI2156 'Revolutionary Technologies, from Steam to Green' is assessed by Continuous Assessment

SEMESTER 2
LECTURE MODULES (5 ECTS)

Choose THREE Lecture modules

HI3198 – Themes in Modern Irish History – Gender, Sexuality, and Society in Ireland, 1780-1922 – Dr Shannon Devlin

This module will explore Irish society through the lens of gender and sexuality. By exploring gender roles across all classes in Irish society, it will question what it meant to be masculine and feminine in the long nineteenth century. This module will trace changing attitudes to gender and sex, and the influence of religious and moral teaching on the regulation of sexuality. It will cover themes such as illegitimacy and birth control, institutionalisation, sex outside marriage, breach of promise, the criminalisation of same-sex relationships and so-called 'deviant' sexuality. By the end of this module, you will have an understanding of the gendered experiences and expectations placed on men and women throughout Irish history and how this impacted Irish society in the past.

HI362: Party & Power In 19th & 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. 1800 – c.1918. 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 ultimately political eclipse of the great Liberal Party, particularly after the impact of 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 indispensable to those also interested in parallel developments in Ireland during that period.

Recommended Book Resources:

Stephen J. Lee, *Aspects of Modern British History,* 1815-1914, (London, 1994)
E.J. Evans, *The Great Reform Act,* 1832, (London, 1983)
Malcolm Chase, *Chartism: a new history,* (Manchester, 2007)
Jonathan Parry, *The rise and fall of Liberal government in Victorian Britain,* (London, 1993)

Robert Blake, *The Conservative Party from Peel to Major,* (London, 1998)

Martin Pugh, *The march of the women: a revisionist analysis of the campaign for women's suffrage,* 1866-1914, (Oxford, 2004)

HI3201 The Transatlantic Slave Trade, 1450-1870 - Dr Anita Rupprecht

This survey course explores what W.E.B. Du Bois called "the most magnificent drama in the last thousand years of human history". Between 1450 and 1870, European traffickers forcibly transported some twelve million captive African men, women and children away from their native lands and into lives of enslavement across the Americas. It was the largest movement of people in the early modern Atlantic world and foundational to the shaping of our modern globalised world. Lectures will be geographically connected and chronologically wide-ranging moving back and forth across the Atlantic and between Africa, the Americas and Europe for over four hundred years. Drawing on a range of primary sources and key historiographies, the module will consider the origins and expansion of the transatlantic trade, the Middle Passage, the impact on Africa, the development of the plantation economy in the Americas, the abolition movement and the endings of enslavement in the context of nineteenth century global transformations in racialised labour relations.

Marcus Rediker, *The Slave Ship: A Human History* (London: John. Murray, 2007)

Sowande' Mustakeem, *Slavery at Sea: terror, sea, and sickness in the Middle Passage,* (Champaign: University of Illinois Press, 2016)

John Thornton, *Africa and Africans in the Making of the Atlantic World* (Cambridge: Cambridge University Press, 1998)

Herbert S. Klein, *The Atlantic Slave Trade,* (Cambridge: Cambridge University Press, 2012)

*HI2156: Revolutionary Technologies, from Steam to Green – Dr David Doolin

(See note about this module's assessment at asterisk* below)

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.

Recommended Book Resources:

E.A. Wrigley 2010, *Energy and the English Industrial Revolution,* (Cambridge, Cambridge University Press 2010)
Steve Earle, *A Brief History of the Earth's Climate: Everyone's Guide to the Science of Climate Change*, (New Society Books, 2021)
Noah Wardrip-Fruin and Nick Montfort, editors, *The New Media Reader,* (MA, The MIT Press Cambridge, 2003)
Walter Isaacson*, The Innovators: How a Group of Hackers, Geniuses, and Geeks Created the Digital Revolution* (New York, Simon & Schuster, 2014)

Note on assessment for HI2156:
*Please note that module is interdisciplinary (including elements from History and other fields). Unlike other Final Year lecture modules it is assessed entirely by means of Continuous Assessment and has no written exam but rather a mixture of essays and group project work. Further details can be sought from Dr David Doolin.

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.

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.
- Write 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
  Course Name and Number
  Name of Course Convenor
  Word Count
  Date of Submission

- For every written assignment, also attach a copy of the official **History Cover Sheet** (available on Department website) to the front of your assignment. Please read the sheet carefully before you write your essay. It includes a declaration that your work has not been completed in whole or in part by someone else, or artificially generated.
- Always **proof-read** your essay carefully before submission. This means looking out for spelling and grammar mistakes and typos. If you leave any of these in your work, it will result in a penalty.
- Always **retain an additional copy** of your assignment.
- Always **backup your work as your write**. Backup to the University servers, or use USB memory devices. 'Lost work' is not an excuse for late submission, or the basis on which an extension may be requested.
- **Follow any specific guidelines given by your course lecturer,** particularly relating to how and when you should submit your assignment.

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 late without permission. See Policy on Late Submissions below.

Feedback

When the lecturer has marked all the assignments you will receive written feedback (normally via Canvas): 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_undergradua te_degree_progra mmes.pdf

Late Submission of Assignments/Extenuating Circumstances*

If you submit an assignment late, you may be penalised. If for any reason you think you are going to miss a deadline for an assignment, contact the lecturer/tutor before the deadline elapses to discuss your options.

In line with the University policy on **Extenuating Circumstances**, procedures are in place to manage applications from students who experience circumstances that may negatively impact their performance in assessment.

Students may apply centrally to the College of Arts, Social Sciences and Celtic Studies (CASSCS) Extenuating Circumstances Committee if the following conditions are met:

·   The student experiences serious, unavoidable, unpredictable and exceptional circumstances outside of their control, which may negatively impact their performance in assessment

·   The affected assessment is worth **20% or greater** of the final module mark

·   Supporting documentation is provided

·   If supporting documentation is not available, students should submit an application to the College Extenuating Circumstances Committee describing the nature of their circumstances, and they will normally be asked to meet with our Student Support Officer (Dr Rosemary Crosse) to help evaluate an appropriate course of action.

Students can access our online form here: https://www.universityofgalway.ie/colleges-and-schools/arts-social-sciences-and-celtic-studies/student-information/studentformsandlinks/

Students <u>must</u> apply to the College Extenuating Circumstances Committee to request additional time. Lecturers cannot grant extensions beyond a one-week window. One application listing all affected modules and assignments should be made to cover the student's full circumstances.

Students who possess a LENS (Learning Education Needs Summary) report that uses specific language about the need for 'leniency with deadlines', and who have no additional compounding circumstances, are not required to apply to the College Extenuating Circumstances for additional time. Instead, they should liaise directly with their module Year Head or lecturer to agree appropriate deadline extensions. The only exception is where there are additional circumstances (e.g. an medical emergency) unrelated to those outlined in the LENS report. For more on LENS, see below, p. 19.

*For full details on the University's Extenuating Circumstances policy, see:
https://www.universityofgalway.ie/media/registrar/docs/policiesmay2023/QA209-Extenuating-Circumstances-May-23.pdf

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/ ARTIFICIAL INTELLIGENCE

Plagiarism is a very serious issue. 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. Turnitin is used to assist with the detection of plagiarism.

Regarding the fast-developing environment relating to **Artificial Intelligence (AI),** please note carefully the following revised statement from the School of History and Philosophy (given here in italics for emphasis):

Cases of inadvertent or intentional academic misconduct are recorded on the History Department's Academic Misconduct Register. Those who have been found to have engaged in inadvertent misconduct will be required to meet with their course lecturer to review the work in question and to discuss penalties. They will be required to undergo academic integrity training. Those suspected of intentional misconduct are referred directly to the Department's Academic Integrity Advisor (AIA), after which the case may be referred further up to the University's Academic Integrity Officer (AIO) for investigation. Students should be guided, therefore, by the handbook advice on plagiarism and by the norms of academic integrity. Generative Artificial Intelligence (GenAI) should not be used in assignments, unless an individual lecturer gives specific instructions otherwise. This will be clearly stated on course syllabi and assignment documents.
Students who need supports with writing skills should avoid platforms such as Quillbot, which have GenAI modes, unless directed otherwise by their lecturer. Instead, contact the University's Academic Writing Centre (AWC), which is located in the James Hardiman Library, Floor 2. For further information, click on the following: https://library.universityofgalway.ie/studying/awc/

More broadly, whether it involves AI or not, the submission of plagiarized 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.

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 Cover 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 Academic Misconduct**, 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.

Lecturers are good at detecting plagiarism, and now also have access to sophisticated software which can check essays for plagiarism. 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.'

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.'

Avoid long quotations. And do not use too many quotes: as a *very* rough guideline, use no more than one quote in each paragraph. Instead, paraphrase wherever possible. 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**. Good referencing will improve your grade. Bad referencing will 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** 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.

'Children Playing Peg Top' by Richard Morton Paye (1780) (WikiCommons)

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.

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:

- Included the departmental cover sheet?

- Included 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?

- Formatted your essay with 1.5 or 2 spacing?

- Formatted your footnotes and bibliography correctly?

- Submitted on Canvas?

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
Students need to check with lecturers as to whether marks can be carried forward or they need to do new assignments.

In the case of a seminar module, made up of various written and other components, 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 a Repeat Coursework Deadline (Tuesday 5 August 2024, 5pm via Canvas).

FOCAL SCOIR

SUPPORTS

Students registered with the Disability Support Service (DSS) will be provided with a LENS report. Normally these are shared with the appropriate staff at Departmental level (e.g. year heads and lecturers) by means of a centralized Sharepoint system operated by Disability Support Service.

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 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, you should consult with the College of Arts which has responsibility for granting 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.

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	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	**<u>Excellent</u>** 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	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
B 60 – 69	**<u>Very Good</u>** 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	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
C 50-59	**<u>Good</u>** 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	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	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	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
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	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
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	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	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	**<u>Unacceptable</u>** 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 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	**<u>Wholly unacceptable</u>** • 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	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 19 August 2024	Online module registration begins
Friday 20 September 2024	Online module registration ends
Monday 9 September 2024	Start of Teaching
Friday 29 November 2024	End of Teaching
Monday 2 December - Friday 6 December 2024	Study Week
Monday 9 December-Friday 20 December	Exams
Friday 10 January 2025 (5pm)	**Long Seminar Essay due**

SEMESTER 2

Monday 13 January 2025	Start of Teaching
Friday 4 April 2025	End of Teaching
18 April-21 April 2025	Easter
Friday 11 April-Thurs 17 April	Study Week
Tuesday 22 April-Friday 9 May	Exams

AUTUMN REPEATS

Tuesday 5 August 2025	Written Assignments Deadline
Tuesday 5 August-Friday 15 August 2025	Repeat Exams