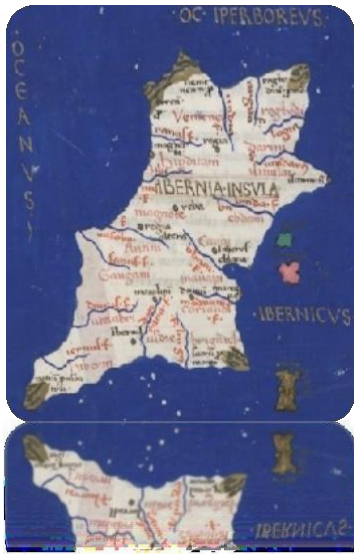




OLLSCOIL NA GAILLIMHE

UNIVERSITY OF GALWAY



First Year History, University of Galway

Handbook, 2024-25

[Department of History](#)

@historyatgalway

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

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Welcome Message

Established Chair, Professor Enrico Dal Lago

enrico.dallago@universityofgalway.ie

Welcome to the History Department at the University of Galway! As you start your First Year, I think it's important to think about how your study of History will help you, not only to understand the past more, but to understand today's world. Yes, this may come to you as a surprise, but many great men and women of the past have argued that 'to understand the world today, you need to understand the past'. This is also our History Department's motto. In the course of your studies with us, you will have the opportunity to learn about the medieval, early modern and modern periods and many parts of the world – Ireland, Europe, Africa, Asia, Australasia, along with North and South America.



Head of First-Year History, Dr Laurence Marley

laurence.marley@universityofgalway.ie

Fáilte romhaibh go léir. We hope you will get the best out of your studies, using time and resources you will never have again, to read, write about, and reflect upon all the interesting things that happened over the centuries.

I will be your first lecturer in History, and your coordinator for your first year at the University of Galway. It is vital that you attend lectures from the very beginning, so that you remain informed. I should be your first port-of-call if you have any difficulties with History in First Year. Please feel free to contact me.



Why Study History?

The word history comes from the Latin 'historia' – which means 'story'. Historians compose stories about the past, but unlike other stories, historical ones must be factually correct, based on historical records of all kinds. A history degree shows you how to use archives, and it also gives you the skills to understand – and to criticise – historians' many and various stories about the past. You will be taught how to evaluate the impact of historical change on everything from political systems to the clothes people wore and what they ate. Studying history teaches you to understand complex ideas, and to express them in clear and elegant writing. Here, at the University of Galway, we look at the local, the national and the global from the medieval period to the contemporary world. We look at power, social class, race and ethnicity, geography, war, gender, work, health, language, love, living conditions and leisure, across a variety of historical settings and geographical locations.

Who are we?

We are a diverse group of 13 academics supported by 1-2 administrative staff. We work in a variety of time periods and areas, from the medieval to the modern period. We are all active researchers, and we love to communicate that research to students. We look at social, economic, cultural and political history across the globe, examining a wide range of topics. If you wish to find out more about us and our individual specialisations, check us out at:

<https://www.universityofgalway.ie/colleges-and-schools/arts-social-sciences-and-celtic-studies/history-philosophy/disciplines-centres/history/staff/>

Where we are?

We are located on the 1st and 2nd Floor of Tower 1, Arts/Science Building. We all have office hours, during which we are available to meet students on a drop-in basis, during the academic term. If you need to meet any of us outside these hours, email us individually and we will set up an appointment.

Our main administrator is Helena Condon, R. 405, Tower 1, Floor 2. Her email address is: helena.condon@universityofgalway.ie She is supported by Liam O'Neill who works in the same office and can be reached at liam.oneill@universityofgalway.ie

Lecturers

Semester 1:



HI1103: Section A (Ireland), Dr Laurence Marley laurence.marley@universityofgalway.ie



HI1103: Section B (Europe), Dr Róisín Healy roisin.healy@universityofgalway.ie

Semester 2



HI1106: Section A (Medieval), Dr Chris Doyle c.doyle@universityofgalway.ie



HI1106: Section B (Early Modern), Prof. Enrico Dal Lago enrico.dallago@univesityofgalway.ie

Tutors



Dr Tomás Finn
tomas.finn@universityofgalway.ie



Dr Jackie Uí Chionna
jackie.uichionna@universityofgalway.ie



Norma Owens
norma.owens@universityofgalway.ie

How does First Year History work?

- 1BA1 students and BA History Pathways students take 10 ECTs each semester, 20 ECTs for the entire year. This is broken into 4 modules: 2 of these are lecture modules, 2 are tutorial modules. BA Connect students take 15 ECTs, or 3 modules: 2 lecture modules, and 1 tutorial module.
- **All** students attend 3 lectures a week, from the first to the final week of term, and 1 tutorial a week from week three to the final week of term, both semesters.
- All lectures and tutorials are in-person, in lecture theatres and classrooms. Any material for First Year History will be available on Canvas under the relevant module code.

What is a lecture?

Lectures cover the content and materials for the modules and give you a sense of what these broad time periods and topics tell us about society and the world. When taking notes at lectures, students perform quite complex feats of comprehension, selection and expression while also listening to the lecturer. So taking notes turns the lecture hour into an active learning experience.

Lectures will be given by Dr Laurence Marley and Dr Róisín Healy for HI1103 and by Dr Chris Doyle and Professor Enrico Dal Lago for HI1106. There are three lectures every week, and different material is covered in each.

What is a tutorial?

A tutorial is a small-group class (maximum 17 students), in which students discuss aspects of what they have learned from both their lectures and their recommended readings. They are also guided to skills in essay writing, referencing, primary sources evaluation, oral presentation, and use of the library. The tutorial modules HISK1101, HISK1102 and HISK1100 (Skills for Historians) are linked to the content covered in the lecture modules HI1103 and HI1106. The completion of tutorial assessments is necessary to pass the year. There is one tutorial per week. Tutorials start in the third week of term, in order to give students time to arrange their timetables for all their subjects. Attendance is compulsory.

Once you have picked your three Arts subjects, sign up for tutorials via Canvas. All 1BA1 students, log onto Canvas and click on the HISK1101 module. All BA Connect students, log on and click on the HI1100 module. BA History Pathway students have a set tutorial group to ensure that they are placed together. The Head of the BA History Programme will be in touch regarding the time and venue for the tutorial.

Note: Tutorials begin on **1 October**. Details of how to sign up will be provided in good time. If you have problems registering for a tutorial, you must contact Dr Marley or the History administrator, Helena Condon.

Programme Structure

Semester 1	Semester 2
<p>HI1103: Europe & Ireland (1789-1918)</p> <p>Lecture module (3x1hr per week) Monday, 11-12, Kirwan Theatre Wed, 11-12, Anderson Theatre Thur, 2-3, Kirwan Theatre</p> <p>Section A (Ireland) is covered in the first half of semester 1 Section B (Europe) is covered in the second half of semester 1</p>	<p>HI1106: Early Cultural Encounters in Ireland and the Americas</p> <p>Lecture module (3x1hr per week)</p> <p>Lecture venues: as in Semester 1</p> <p>Section A (medieval Ireland) is covered in the first half of semester 2 Section B (the Americas) is covered in the second half of semester 2</p>
<p>HISK1101: Skills for Historians 1 (Tutorial module: 1hr per week)</p> <p>Tutorials begin: 1 October</p>	<p>HISK1102: Skills for Historians 2 (Tutorial module: 1hr per week)</p> <p>Tutorials begin: 27 January Same tutorial group and time as Sem 1</p>

*The Lecture Theatres – Kirwan and Anderson – are on the main Concourse

Note: Although the BA Connect tutorial module is differently titled and assessed (see below, pp.6-7), the students nonetheless attend the same tutorial groups as 1BA students and follow the same timetable for lectures and tutorials.

History Through Irish/Stair

Ba cheart do mhic léinn atá ag iarraidh obair a chur isteach agus / nó scrúdú a dhéanamh as Gaeilge dul i dteagmháil le Laurence Marley, Ceann na Chéadbhliana. Ba cheart é sin a dhéanamh i bhfad roimh spriocdáta na h-oibre agus / nó dáta an scrúdaithe. Má tá ball foirne de chuid Roinn na Staire ar fáil leis an obair a cheartú, déanfar na socrúithe cuí.

Tutorial Assessment Explained

HISK1101: Assessment and Weighting

Semester 1

Oral Presentation with (500 words) written assignment: 50%

Essay Assignment (1,500 words): 50%

HISK1102: Assessment and Weighting

Semester 2

Essay Assignment on medieval theme (1,500 words): 50%

Essay Assignment on early modern theme (1,500 words): 50%

HI1100 (For BA Connects Only)

Semester 1

Oral Presentation with (500 words) written assignment: 50%

Semester 2

Written Assignment on medieval theme (500 words): 25%

Written Assignment on early modern theme (500 words): 25%

Note: The format of oral presentations will be explained in the early tutorial sessions, and advice will be given on preparation for all assessments as the term progresses. Every assistance will be provided to enable students to fulfil their module requirements. But you **MUST** attend tutorials.

BA Connect and BA History Pathways Students

BA Connect Students: The Rules

- BA Connect Students take 15 credits for the year, broken as follows: HI1103, HI1106 (the two lecture modules) and tutorial group HI1100
- Connect students engage with 3x1hr lectures per week and 1 hour of tutorials, but they do fewer assessments than non-Connect students (see Tutorial Assessment Explained, p.6)

BA History Pathways Students: The Rules

- BA History students take exactly the same History modules as 1BA students.
- BA History students will be automatically enrolled in a tutorial group, which will be arranged by the Head of the BA History Programme.

Module Descriptions (Semester 1)

Lecture Module: HI1103 Europe & Ireland, 1789-1918

Section A: Ireland, 1789-1918, Dr Laurence Marley

This section of the module provides a survey of social, cultural and political developments in Ireland in the 'long nineteenth century', addressing the main themes of faith, land, and the political governance of Ireland. Against the backdrop of the British policy of assimilating the rebellious Irish under the Union of 1800, it examines the popular movements for social and political change, the Great Famine and its legacy, and the dominant ideologies of nationalism and unionism. It concludes with a focus on the general election of 1918, the outcome of which proved crucial in breaking a Union that had been intended to bind Britain and Ireland together as one kingdom, 'forever'.

Section B: Europe, 1789-1918, Dr Róisín Healy

Europe's 'long nineteenth century' has left the world a very mixed legacy. On the one hand, the political struggles of this period bore fruit in the extension of the vote, the abolition of serfdom, and national independence for many peoples. On the other, this century witnessed the colonial subjugation of much of the world by European powers, a massive increase in the burning of fossil fuels, and prolonged and devastating wars. Spanning the years from the French Revolution to World War 1 (1914-18), this section of the module explores these developments from the perspectives of those who lived through them, with all their hopes, anxieties and imperfections.

Assessment for this module: end-of-term examination (2hrs)

Tutorial Module HISK1101: Skills for Historians 1

In this module, you will engage with primary and secondary source material and develop a critical awareness of historical scholarship with a view to developing your own writing and presentation skills. You will learn how to locate different types of historical sources and to analyse them critically. You will also explore the following topics: reading and understanding scholarly articles, academic integrity, note taking, digital resources, and historical debates.

Assessment for this module: see p. 6.

Module Descriptions (Semester 2)

Lecture Module HI1106: Early Cultural Encounters in Ireland and the Americas

Section A: Ireland and the Early Medieval World, Dr Chris Doyle

After the Western Roman Empire's disintegration during the fifth century, Ireland emerged as a beacon for Christian civilisation, culture and learning in Europe and beyond. This is truly remarkable, given that Ireland had long been considered by outside observers to be a barbarian, pagan place with strange customs and dangerous inhabitants. Over time, Ireland gained a lasting reputation as the land of 'saints and scholars'. This section of the module explores changes and developments in Irish society, culture, and religion from the pre-Christian to the Viking Age. The course also examines the Irish contribution to European culture in the same period.

Section B: The Conquest of the Americas, Professor Enrico Dal Lago

This section will introduce students to the history of the Americas before and after their 'discovery' and conquest by the Europeans. After a brief overview of late fifteenth-century Spain and Columbus's voyages, the course will focus on the Aztecs in Mexico and the Incas in Peru and their conquest by Hernan Cortez and Francisco Pizarro in 1519-35. This section will conclude by looking at Spanish colonial society in Latin America.

Assessment for this module: end-of-term examination (2hrs)

Tutorial Module, HISK1102: Skills for Historians 2

This module continues with the same groups from semester 1, exploring primary sources from the medieval Ireland to the Americas and engaging with a wide array of historical documents. Assessment will be based on two written assignments (1,500 words each), one on the medieval Ireland theme, the other on the Americas theme.

Assessment for this module: see p. 6.

Stylesheet and Guidelines for Written Assignments

As you progress as an undergraduate in History, you will be required to write and submit essays. In doing so, you must adhere to standards of presentation and scholarly conventions, about which you will learn more in first-year tutorials when discussing scholarly articles and academic integrity. It is important that you are familiar with these standards at this early stage in your undergraduate studies. The following sets out guidelines for the presentation of written assignments in History.

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 you 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.

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 must 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 Technique and the Nature of Essays

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

John Peck and Martin Coyle, *The Student's Guide to Writing* (London, 1999); Brian Greetham, *How to Write Better Essays* (London, 2001)

An essay is a particular type of written assignment that has its own rules. In general, in a History essay you will attempt to convey to the reader your own ideas about a very specific subject, in the form of a reasoned, logical and balanced argument. History as a discipline involves understanding that there are many valid perspectives on any one issue. Different people at the time you are writing about had a range of viewpoints on the world around them. Part of the task of the historian is to exercise powers of **empathy** and to reflect the diversity of those past perspectives. Thus, you must write a **balanced** essay which discusses a range of different viewpoints and interpretations. However, at the same time, the historian must acknowledge that they are writing from their own particular viewpoint. Thus, in your essay, you must **make your own viewpoint clear** 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** narrative or a simple chronology of events. Why? Because you are trying to write in the style of a scholarly academic historian. You are **NOT** trying to write in the style of a popular historian, or attempting to write a section of a textbook, or just telling a story. In brief, if writing an essay, you should be sure that it includes three substantive parts:

- Introduction
- Body
- Conclusion

In the **Introduction**, you need to set out your own arguments, and show how you will develop them over the course of the essay. You should ensure that your arguments directly answer the specific question that has been set. You may also wish to use your introduction to define any terms or phrases that 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 (or two) should in general deal with one main point, which is clearly and logically connected with the paragraphs and points that precede it and follow it, and thus contributes to the overall flow of your argument.

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

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

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

Acknowledging your Sources – Avoiding Plagiarism

All work that you submit for assessment purposes is accepted on the understanding that it is your own work and written in your own words, except where explicitly referenced using the accepted norms and formats of the discipline of History. When you submit your assignment, you certify that this is the case by signing the History 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.

Formatting your Footnotes and Bibliography

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

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

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

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

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

- For single-volume books:
Mulgan, Alan. *The Making of a New Zealander* (Wellington, 1958). **or, if the name of the publisher is also required,**
Lewis, Bernard. *The Jews of Islam* (Princeton, New Jersey: Princeton University Press, 1984).
- For multi-volume books:
Morrison, Samuel Eliot. *Admiral of the Ocean Sea: A Life of Christopher Columbus*, 2 vols. (Boston, 1942).
- For anonymous works:
The Annals of Ulster, Seán Mac Airt and Gearóid Mac Niocaill (eds.) (Dublin; Dublin Institute for Advanced Studies, 1983).
- For essays in edited collections:
Jeffery, Keith. 'The Second World War', in Judith M. Brown and Wm. Roger Louis (eds.) *The Oxford History of the British Empire volume 4: the Twentieth Century* (Oxford, 1999).
- For articles in scholarly journals:
Louis, Wm. Roger and Robinson, Ronald. 'The Imperialism of Decolonisation', *Journal of Imperial and Commonwealth History*, vol. 22, no. 3 (September 1994), pp. 462-511.
- For articles in newspapers:
Clarity, James F. 'Immigrants Turn Tables on Ireland. An Illegal Influx Searches for a Taste of Economic Success', *International Herald Tribune*, 16 June 1997.

- For websites:
National Archives of Ireland, Census 1901/1911: <http://census.nationalarchives.ie/> accessed 27 August 2024.
- For primary sources:
Citation styles for primary sources vary considerably, according to the nature of the source material being used and the conventions in the field. Consult related books and articles to see how other historians have cited similar primary material, or ask your lecturer.

History Checklist

CONTENT: HAVE YOU?

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

PRESENTATION: HAVE YOU?

- Attached a History cover page, and a title page for your essay, including the question **EXACTLY AS SET** as the title for your essay?
- Proofread your essay thoroughly and eliminated all typos?
- Included page numbers?
- Formatted your footnotes and bibliography correctly?

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

Academic Misconduct

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 assignment documents.

Students who need supports with writing skills should avoid platforms such as Quillbot, which have GenAI modes, unless otherwise advised by the 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/>

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

Look for Help

If you feel you're going to have trouble fulfilling the requirements for a module (whether it is attendance, participation or examination), the best thing to do is to talk to the member of staff in charge of that module. You can email any staff member and an arrangement can be made so that you can drop into the office or talk on the phone. If you discuss your problems with your lecturers and tutors before they become serious, a way may be found to help you complete the module. If you have good reasons for needing an extension to a deadline, you should contact the lecturer before the deadline, and explain your problems. Remember, this should be done well in advance of the deadline.

If you have problems which involve more than one module, you might want to talk to the Head of First Year, who can discuss your options and help you decide what to do next. Head of First Year: Dr Laurence Marley, laurence.marley@universityofgalway.ie

Deferring and Repeating Modules

If you are considering deferring modules or taking a leave of absence, talk to the administrative staff in the College of Arts. Only the College of Arts can issue a deferral. Contact Catherine McCurry in the College Office: catherine.mccurry@universityofgalway.ie, or phone (091) 493958. The College will communicate the decision to the Department and to the individual lecturers. If you defer, you will sit the exam during the Autumn exam session in August, and/or complete the coursework before then.

Repeating and Compensating Failed Modules

If you fail History at the first examination sitting, you will have another opportunity in August to sit the exams and/or submit work for the tutorial module. The dates of the exam and the deadline for written work will be set nearer to the time. Even if you fail History, you may not need to repeat all modules.

The University has a process named '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 script, yet also see the word 'Pass' at the bottom. You can compensate for a failed module if:

- You have failed only one module overall
- That module is worth no more than 5 ECTS
- Your fail grade was between 35 and 39

- 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% in the module, you cannot compensate and must repeat.

When repeating a module, you may carry forward any marks for parts of the module assessment that you have already passed. This is permissible only if you have already obtained a deferral from the College Office. You may, therefore, need to repeat only one part of the assessment, or you may need to repeat it all. For more information on University policy on deferrals, and to access a deferral application form, see: <https://www.universityofgalway.ie/exams/timetable-advice/deferrals/>

Check Canvas for details, once the exam results are issued. Do not expect to be contacted personally and told what you need to do the repeat. However, if you need clarification on any aspect of the repeat process, contact the Head of First Year, without delay.

LENS (Learning and Educational Needs Summary)

Students who wish to register with the University's Disability Supports Service (DSS) should visit: <https://www.nuigalway.ie/disability/> Once a student is registered, the DSS will notify lecturers of the accommodations that need to be made to meet the student's needs. This registration will remain in place throughout the full term of the student's studies.

Secondary Teaching Requirements

The Teaching Council of Ireland currently stipulates that to qualify to train as a History teacher at second-level, your degree must include 60 ECTS in History and that you have “acquired sufficient knowledge, skills and understanding to teach History syllabus/specification to the highest level in post-primary education” and that your degree “must include the specific study of Irish history”.

Please note that a joint-honours History degree from the University of Galway contains 80 ECTS of History and a Connect programme 75 ECTS, so that you will easily meet this requirement if you continue with History after first year. While the Teaching Council does not specify the number of ECTS in Irish history required, note that half of the first-year programme is devoted to Irish history and there will be further opportunities in Second Year and Final Year to take additional Irish history modules.

See the Teaching Council for more details.

Marking Scale and Assessment Criteria

A module may have a number of different assessment elements, such as an end-of-term written examination, a mid-term exam, a mid-term assignment, 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 the module is a matter of academic judgement against agreed criteria (the module learning outcomes and agreed grade descriptors) and should not simply be 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 level of performance in the final undergraduate year, or a Pass performance in the earlier years;
- an E grade corresponds to a compensatable performance, if the module is compensatable, otherwise a fail performance;
- F and G grades correspond to fail performances.

Grade descriptors act as guidelines for students and academic staff. The following grade descriptors are provided as general guidance and may be adapted for particular modules.

Grade/Marks Band	Grade Criteria: 1 st Year and 2 nd Year of four-year Programmes	Additional Criteria more Relevant to Module in Later Programme Years
A 70-100	<p>Excellent:</p> <p>A comprehensive, highly-structured, focused and concise response to the assessment task, consistently demonstrating some or all, as appropriate, of the following:</p> <ul style="list-style-type: none"> • 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 	<p>A deep and systematic engagement with the assessment task, with consistently impressive demonstration of a comprehensive mastery of the subject matter, reflecting:</p> <ul style="list-style-type: none"> • a deep and broad knowledge, and critical insight as well as extensive reading • a critical and comprehensive appreciation of the

		<p>relevant literature or theoretical, technical or professional framework</p> <ul style="list-style-type: none"> • 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 or logical thinking
B 60-69	<p>Very Good:</p> <p>A thorough and well-organised response to the assessment task, demonstrating some or all, as appropriate, of the following:</p> <ul style="list-style-type: none"> • 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 presentational errors 	<p>A substantial engagement with the assessment task, demonstrating:</p> <ul style="list-style-type: none"> • 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, supported by evidence, citation, or quotation • some original insights and capacity for creative and logical thinking.
C 50-59	<p>Good:</p> <p>An adequate and competent response to the assessment task, demonstrating some or all, as appropriate, of the following:</p> <ul style="list-style-type: none"> • 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 • writing of sufficient quality to convey meaning, but some lack of fluency and command of suitable vocabulary • good presentation with some presentation errors 	<p>An intellectually competent and sound answer, marked by:</p> <ul style="list-style-type: none"> • 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 or quotation

		<ul style="list-style-type: none"> • some critical awareness and analytical qualities • some evidence of capacity for original and logical thinking
D+ 45-50	<p>Satisfactory:</p> <p>An acceptable response to the assessment tasks, with:</p> <ul style="list-style-type: none"> • 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 	<p>An acceptable level of intellectual engagement with the assessment task, showing:</p> <ul style="list-style-type: none"> • 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	<p>Acceptable:</p> <p>The minimum acceptable standard of response to the assessment task which:</p> <ul style="list-style-type: none"> • shows a basic grasp of subject matter but may be poorly focused 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) 	<p>The minimum acceptable level of intellectual engagement with the assessment task, with:</p> <ul style="list-style-type: none"> • the minimum acceptable appreciation of the relevant literature or theoretical, technical, or professional framework • ideas largely expressed as statements, with little or no development or structured argument • minimum acceptable use of evidence, citation or quotation • little or no analysis or critical awareness • little or no demonstrated capacity for original and logical thinking
E 35-39	<p>Marginal:</p> <p>A response to the assessment task which fails to meet the minimum acceptable standards, yet:</p> <ul style="list-style-type: none"> • engages with the subject matter or problem set, despite major deficiencies in structure, relevance or focus 	<p>A factually sound answer with a partially successful, but not entirely acceptable, attempt to:</p> <ul style="list-style-type: none"> • integrate factual knowledge into a

	<ul style="list-style-type: none"> • has two major errors and some minor errors • demonstrates the capacity to complete only part of, or the simplest elements of, the task • an incomplete or rushed answer, e.g. the use of bullet points through part/all of the answer 	<p>broader literature or theoretical, technical or professional framework</p> <ul style="list-style-type: none"> • develop arguments • support ideas or arguments with evidence, citation or quotation

Dates to Remember

Semester 1

12 & 13 September:	Orientation/Introductory History Lecture
16 September:	Lectures begin for HI1103 (Section A)
23 September:	Tutorial Sign-up
1 October:	Tutorials begin
23 October:	Lectures begin for HI1103 (Section B)
29 November:	Teaching Ends

Semester 2

13 January:	Lectures begin for HI1106 (Section A)
27 January:	Tutorials begin
3 March:	Lectures begin for HI1106 (Section B)
4 April:	Teaching Ends
5 August:	Deadline for submission of repeat coursework for HISK1101 and HISK1102
5-15 August:	Repeat Exams

- Examination dates TBC