Ollscoil na Gaillimhe
University of Galway

SECOND YEAR HISTORY HANDBOOK

2024-25

for 2BA1 & DENOMINATED BA PROGRAMMES

Second-Year co-ordinator: Dr. Tomás Finn
Email: tomas.finn@universityofgalway.ie

ALL SECOND-YEAR CLASSES START IN THE WEEK BEGINNING MONDAY SEPTEMBER 9 (There is no introductory week)

Before looking at this handbook, BA History Pathways students should first consult the BA History Pathways Handbook, which can be found here:

https://www.universityofgalway.ie/colleges-and-schools/arts-social-sciences-and-celtic-studies/history-philosophy/disciplines-centres/history/undergraduate-courses/ba-single-honours/#tab3

"This version of the handbook contains the information available as of 23 Aug. 2024"

CONTENTS:

INTRODUCTION

Fáilte ar ais! We are glad you have decided to continue with History as one of your degree subjects. This Handbook provides you with the necessary information to choose your modules and explains the requirements for completing the year. It is supplemented by the information available on the History Department website: https://www.universityofgalway.ie/colleges-and-schools/arts-social-sciences-and-celtic-studies/history-philosophy/disciplines-centres/history/.

Throughout the year, we will contact you from time to time on your University of Galway e-mail, so you should check this e-mail account regularly. We will also use Canvas to provide you with up-to-date information on assignments and deadlines. If you have a query for which these sources do not provide an answer, you can contact the History Administrator Ms. Helena Condon at helena.condon@universityofgalway.ie. You can also approach a member of the History teaching staff directly. When e-mailing History teaching staff be sure to give your year and the title of the module/course. If you have queries concerning your progress in the Second Year Programme that are not answered in this handbook or by the Administrator, contact the Head of Second Year:

Dr Tomás Finn, Room 312, Floor 1, Tower 1, Arts Building.
e-mail: tomas.finn@universityofgalway.ie

But for now, we hope you enjoy Second Year and look forward to working with you over the coming months.

Keep up to date with information on your modules by consulting Canvas and your university e-mail!

AIMS OF SECOND-YEAR HISTORY

LEARNING OUTCOMES:

In First-Year History, you learned to:

1. Take accurate and meaningful notes on lectures;
2. Locate recommended and relevant reading in the library and on the library website;
3. Read historical books and articles and summarise their key points;
4. Be familiar with the difference between primary and secondary sources;
5. Present and submit essays and other written work, and learn from feedback;
6. Make connections between Irish, European and world history;
7. Discuss historical ideas in a group setting;
8. Understand how historians working with the same body of facts, can disagree with each other and even contradict each other (historiography).

Learning is progressive and incremental. You will build on and improve all of these skills this year and next year. In Second Year in particular, we are aiming for the following learning outcomes, i.e. we expect that at the end of Second Year you will be able to do the following:

1. Understand 'big' historical change over 'long' historical time in the survey lecture courses you will study;
2. Build on the skills of essay-writing you learned in First Year, and submit well-presented written work, avoiding plagiarism
3. Carry out a short independent reading/research project in the colloquium;
4. Use the time not spent in class to read widely and deeply from the reading lists provided by lecturers;
5. Construct coherent and well-informed arguments about the past, both in coursework and in examinations;

HOW SECOND YEAR WORKS

Second-Year History builds on First Year by introducing you to more times and places, and to a greater variety of approaches to History. It also helps you to develop the skills that you will need in Final Year. By contrast with First Year, you have some choice in Second Year. There are, however, some regulations about the type of modules you may select, so that you experience a range of teaching and assessment methods, and you must take courses from three different historical periods, so as to broaden your long-range knowledge of history. But beyond that, you have free choice - timetable clashes permitting.

For BA1 (two-subject) students, the rules are as follows**:**

- You must take modules totalling 15 ECTS credits each semester, making 30 ECTS for the year. (The acronym ECTS is explained on p.6). You must take one colloquium module (10 ECTS) and four lecture modules (5 ECTS each) over the academic year. In the first semester you take three lecture modules and in the second semester you take a colloquium and a lecture module.

Programme structure *(See p. 7 if you are a B.A. Connect student)*

Since you take your colloquium in semester 2, your colloquium choice will affect everything else. Your semesters will be structured the following way:

Semester 1 - - 3 lecture modules
Semester 2 - a colloquium + any lecture module

Designing Futures Modules

When you register, you will be offered courses that do not appear on the History Timetable (Megatrends, Communicating through storytelling etc.). These are not in fact open to students of History, so do not register for them. The only Designing Future Module that Second-Year History students are permitted to take is HI2155 Cultural Heritage and Public History. If you choose this, you should not take another Designing Futures course. Please note that assessment for this module is by continuous assessment rather than exam.

Note that HI2156 Steam to Green is not available to 2nd-year history students, only to final years.

REGISTRATION AND CHOOSING MODULES

Before choosing your modules, you need to consider the module lists in this handbook.

You can register your module choices through the university's system. You can do this online http://www.universityofgalway.ie/registration (after you have paid your fees). Choose your preferred colloquium module, and if this is full, choose another colloquium module (colloquia are initially limited to 20-25 students). Then choose your lecture modules, to fit one of the structures described above.

You will not be able to access the Canvas pages for your modules until you have registered, so we advise you do it as soon as possible. Registration opens on Monday August 19th at 2 PM**.**

See page 10 for step-by-step instructions for registering for 2nd year History.

Starting Date:
In First Year you had Orientation Week and then Introductory lectures. In Second Year ALL lectures, without exception, begin from the week starting Monday September 9th, i.e. substantial course content will be delivered from that date onward. If one of your classes is scheduled for Monday then it will actually begin on Monday September 9.

ECTS explained:
ECTS stands for European Credit Transfer System. It is a way of measuring the weight of academic components in different universities so that they will be roughly equal across different institutions and states.

SPECIAL PAGE APPLYING ONLY TO B.A. CONNECT PROGRAMMES:

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

The Rules for B.A. Connect Students:

- You must take History modules totalling 25 ECTS during the year.
- In semester one, you must take three lecture modules (5 ECTS each).
- In semester two, you must take you must take one colloquium module (10 ECTS).
- Combining your History options, your other subject options, and your Connect programme, you should aim to have a balanced load of 30 ECTS in each semester.

You must take your colloquium in semester two – you can theoretically choose between the full range of colloquium modules – but your other subject may have restrictions on which of their modules you must drop (to make room for your Connect module), and these restrictions may impact on your History choices. It is essential that you find out how your other subject treats Connect programmes *before* you make your colloquium choices.

Further explanations of the differences between colloquium and lecture modules, and the different assessment methods, are given in the following sections, along with lists of the modules on offer in 2024-25.

Programme structure for B.A. Connects ONLY:

Your semesters will be structured as follows

Semester 1	Semester 2
History Lecture (5 ECTS)	History Colloquium (10 ECTS, coursework)
History Lecture (5 ECTS)	
History Lecture (5 ECTS)	
Your other subject (10 ECTS)	Your other subject (15 ECTS)
Connect module (5 ECTS)	Connect module (5 ECTS)

COLLOQUIA EXPLAINED

Colloquia is the plural of colloquium, which is a discussion and research class. Each student will take one colloquium in Second Year. The number of students taking each colloquium is capped (at around 20-25, depending how many students are taking History in any given year). The small numbers enable you to get to know your fellow students and the lecturer, and facilitate discussion, building on your experiences of First-Year tutorials.

Format

Colloquium modules last for 12 weeks (they start in week 1 of semester 2). Each week, you will meet your lecturer for two one-hour sessions. The first session will be a lecture for the whole group, and then the class will be split into two for tutorials (these will be like your First-Year tutorials). You will get a chance to choose which tutorial suits your timetable.

The colloquium is worth 10 ECTS, which is twice as much as a regular lecture module, yet there are only two contact hours a week, unlike a lecture module for 5 ECTS, which has two lecture hours a week and usually one tutorial per fortnight as well. This is because the colloquium assumes that the bulk of the work will be done by the student outside of the classroom. Far from being an easy option, the colloquium, while it only demands two contact hours, needs at least 12 extra working hours a week (this includes reading, preparing for assessments, revising, researching, writing.) If you spread the hours out like this, the final essay will not become an insuperable task.

Assessment

The colloquium is assessed as follows:

40% Final essay

35% Coursework

15% Oral Presentation

10% Participation in class discussion and activities

Final Essay: the essay of 3,000 to 4,000 words is the most substantial piece of assessment for the colloquium. It is an independent reading and research project, requiring you to use a range of secondary sources and primary sources. It must be presented according to the scholarly conventions (see History Style Sheet, later in this handbook). You will choose your topic early in the semester in conjunction with the lecturer. We realise that you will be trying to complete this project at the same time as doing examinations in other modules, and we have set the deadline as late as the university regulations will allow us if you are to proceed to the next semester. The essay should be submitted on Canvas; some lecturers may also insist upon a hard copy.

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

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

Class Attendance and Participation: The tutorial is a vital component of the colloquium. Attendance at these classes is therefore compulsory, but participation requires more than simply turning up. Students who attend all their tutorials will pass this component as long as they also contribute regularly to class. According to the discretion and various systems of different lecturers, marks are awarded for e.g. reporting on readings, reacting to contentious questions raised, commenting on documents distributed in class, and general class discussion.

DEADLINES FOR COLLOQUIUM FINAL ESSAYS:

SEMESTER 2:

Monday 28 April 2025 (5pm)	Long Colloquium Essay due

REGISTERING ONLINE FOR 2ND YEAR HISTORY

Have the History timetable with you when registering (it is available on the History department website).

Colloquium (10 ects):

Register for your colloquium first.
Registration is on a first-come-first-served basis. If you cannot register for your first choice, go down your list of choices until you have registered for a colloquium.
Note it is the second semester in which you register for the colloquium. This will affect your lecture module choices.

Lectures (5 ects) for non-BA Connects:

- In Semester 1, register for three lecture modules
- In Semester 2, register a **colloquium** and for one lecture module

Lectures (5 ects) for B.A. Connect Students

- Register for a **colloquium in Semester 2**:
  - Register for three lecture modules in Semester 1
  - Do not register for any other History module in Semester 2.

When registering, it is entirely up to students themselves to avoid clashes with other subjects and other commitments. Most potential clashes are listed on the history timetable, in the right-hand column.

SECOND YEAR COURSE DESCRIPTIONS

ACADEMIC YEAR 2024-25

SEMESTER 1

LECTURE MODULES (5 ECTS)

HI2150: Europe, 1918-49 - Dr Gearóid Barry

This is a survey lecture module about politics and society across Europe in the thirty-year period from the end of the First World War to the aftermath of the Second World War. The revolutionary turmoil that grips the Russian empire from 1917 forms the first act of this module, setting the scene for what would become by the 1930s Europe's 'age of dictatorships'. We learn how the uneasy and violent 'peace' of 1919 was a deeply ambiguous one, at one and the same time recognising the democratic nation-state as the normative unit of European politics just at the moment when new modes of politics (embodied by Lenin's Communists and Mussolini's fascists) mobilised Europeans with quite different sacred causes. All the same, what we call interwar Europe (1919-39) was not on a predetermined path to the Second World War. Choices made by leaders (such as Hitler and Stalin, to take the most dramatic examples) and specific events – such as, for example, the course and nature of the Spanish Civil War (1936-39)- mattered immensely to the shape of political outcomes in Europe as a whole. World War II itself forms the crux of the European twentieth century. Its utter destruction made for a political aftermath in 1945-49 quite different from that of 1919 in that dominant superpowers were able to impose peace but at the cost of a divided Europe.

Introductory Reading:
Ian Kershaw, *To Hell and Back. Europe, 1914-1949* (London 2016)
David G. Williamson, *The age of the dictators: a study of the European dictatorships 1918-53* (London 2013)
Conan Fischer, *Europe between democracy and dictatorship, 1900-1945* (Chichester 2011)

HI2146: The Making & Breaking of Britain - Dr Tomás Finn

This module asks what it means to be British. The twentieth century ended with the opening of the National Assembly of Wales and a parliament in Scotland. These were in many ways unexpected and unlikely events. It was Scotland's first parliament for 300 years and the first in Wales for almost 600 years. This module considers the factors that led to their establishment and may in turn lead to the break-up of Britain, along with the ties that continue to unite the country. It examines not just the question of national identity especially for the Scots and Welsh, but also the phenomenon of English nationalism. Topics include the impact of two world wars, the decline of the British Empire, economic challenges, the European Union and the evolution of public policy and public opinion. By considering the long and short term factors that led to devolution, this module helps us to understand what it is to be English, Welsh and Scottish within a British context.

Introductory Reading:

Colley, Linda, *Acts of Union and Disunion* (2014)
Alexander Grant and Keith J. Stringer (eds.), *Uniting the Kingdom?: The making of British History* (London 1995)
Robbins, Keith, *Great Britain: Identities, Institutions and the Idea of Britishness* (London 1998)

HI2157: The Reformation: Tolerance and Intolerance in Early European Society – Prof Alison Forrestal

At the beginning of the sixteenth century, western Europeans shared a common religious identity as members of the Catholic church. By the early seventeenth century, European society had altered irrevocably, with this unity replaced by an array of conflicting denominations, churches and sects. This period, commonly known as the Reformation, was an era of unprecedented unrest and change in European history, with enormous and enduring significance for the political and cultural development of Europe.

This module focuses on the political and socio-cultural impact of the Reformation. It will trace its beginnings in 1517, when the scholarly monk Martin Luther defied pope and emperor by refusing to retract his criticisms of catholic doctrines and devotions, such as indulgences. It will examine the origins of the protest, asking what longer term political, cultural and social trends contributed to its outbreak, and transformed an isolated intellectual debate into a revolution. It will also trace the rapid growth of support for dissent and reform, followed by the radicalisation and fragmentation of the new movement as it spread across the German lands, and into Switzerland, France, and the Low Countries. The political and social implications of the Reformation were thrashed out in revolts and wars, such as the Peasants' Revolt (1524), the French civil wars (1562), and the Dutch Revolt (1567), which will form case studies in the module. Other topics of study will include the impact of the Reformation on attitudes towards gender, sexuality, ethnicity and the position of minorities within European society.

D. MacCulloch, *Reformation: Europe's House Divided, 1490-1700*
P. Marshall, *The Reformation: A Very Short Introduction*
U. Rublack, *Reformation Europe*

HI2160: Ireland Since Independence – Dr Shannon Devlin

This survey lecture module charts the principal developments in twentieth-century Irish social, political, and economic history. It will begin by examining the struggle for Irish independence, the partition of the island, and development of government in both sides of the border. We will then contemplate the social and political developments during WWII/the Emergency, post-war relations between 'the Two Irelands', and the return to political violence in Northern Ireland. The module will finish considering the changing economic landscape at the end of the twentieth century and the road to the 'Celtic Tiger'. By balancing both the political and the social, this module will explore themes of gender, religion, Irish pop culture, leisure, poverty, and excess to determine what it was like to live in twentieth century Ireland.

Introductory reading:
Thomas Bartlett (ed.) *The Cambridge History of Ireland, 1880 to the present*, vol. 4 (Cambridge, 2018) – Part II (chapters 9, 10, 11, 12).

Eugenio F. Biagini and Mary E. Daly (eds), *The Cambridge Social History of Modern Ireland* (Cambridge, 2017), chs 8, 9, 10, 11.
Alvin Jackson, *Ireland, 1798-1998* (Blackwell, Oxford, 1999), chs 6, 7, 8.

HI2155: Cultural Heritage & Public History

This is a Designing Futures module taught by staff from History and other departments and assessed by continuous assessment rather than an exam.

'Cultural heritage' and 'Public history' covers a broad range of knowledge and scholarship and, as such, offers a pertinent opportunity to foster collaborative, transdisciplinary teaching and learning. This module will introduce undergraduate students to the concepts of cultural heritage and ask them to engage with public history, in the multiple ways it exists today. The ideas of conservation, presentation and communication of Irish physical or natural heritage, built Heritage and cultural heritage, will be explored in theory and in practice. And history and heritage through popular medias' depictions will be critically assessed to offer a broad range of topics and case studies that will offer students an opportunity to study various public history constructions and cultural heritage conservations. In this module, students will further engage questions that speak to the ways we learn about who we are and what it means to have a particular national and/or ethnic identity, via the world we traverse. In learning how public history comes into existence, students will learn to critically assess how histories are created for and presented to the public, engaging with contested interpretations and meanings, as well as the decisions and presentations of particular stories about the past. Students will be taught to engage with public history as commemoration, as well as thinking about what's not commemorated, the silences and empty spaces, and to understand other 'sites of memory' in the public domain. The module will also engage with history and heritage as it is presented in museums and galleries. To achieve the learning outcomes this module starts by answering the basic questions, what is cultural heritage and what is public history? The module will direct students to engage with theory and with presentation, by providing an overview of the many practical aspects of, and trends in public history (e.g., the economic, social and cultural constraints involved). It will also examine the debates on public history. Students will have an opportunity to critically assess a variety of cultural heritage paradigms (e.g., our built heritage, natural heritage, cultural heritage) as well as public history sites, including film, museums, monuments, buildings and public artefacts, history on radio and television, documentaries, and digital history. Finally, learners will also explore opportunities for making and/or critiquing public history, through a practical project, producing a tangible outcome.

Introductory Reading:
Denise D. Meringolo (ed)., *Radical Roots: Public History and a tradition of social justice activism* (Amherst, MA 2021)
Moira G. Simpson, *Making representations: museums in the post-colonial era, Revised edition* (London 2001)
Paula Hamilton, Linda Shopes, *Oral history and public memories* (Philadelphia 2008)
Gary B. Nash, Charlotte Crabtree, Ross E. Dunn, *History on Trial: Culture Wars and the Teaching of the Past* (New York 2000)
Laurajane Smith, *The Uses of Heritage* (London 2006)
Roman Krznaric, *The Good Ancestor: How to think long term in a short-term world* (London 2021)

HI2158 Global History and Modern Capitalism: 1400-1820 - Prof James Livesey

In the last twenty years the history of capitalism has been one of the most important themes in Global History. In this lecture course students will be introduced to the key debates in this area. The course will begin with an introductory topic that will enable students to differentiate capitalism from other kinds of economic organisation, principally E. P. Thompson's idea of the moral economy. We will also engage with the periodisation for capitalism. This introduction will be the basis on which will develop our thinking on the relative importance of international trade and domestic institutions in the development of the modern economy. In this section we will look at work by Kevin O'Rourke and Jeffrey Williamson and contrast that with Robert Brenner's arguments for the agrarian roots of capitalism. The central section of the course will be taken up with the debates around consumption, slavery, and empire. Core reading in this section will include the classic Eric Williams thesis, and its development in the literature on the relationship between cotton and chattel slavery in the group around Rockman and Beckert. We will extend this debate by looking at very new work by Elizabeth Cross and Felicia Gottmann on chartered companies. The penultimate section will address the history of finance capitalism, looking at the inflationary effects of silver supply from the Americas in the early period, the era of financial experimentation in the seventeenth and eighteenth centuries, and the eventual emergence of a recognisable world of international finance around the Gold Standard in the early nineteenth century. We will conclude with a consideration of Pomeranz's " Great Divergence" between Atlantic and Asian economies.

Introductory Reading:

James Livesey, *"An Alternative Genealogy for Global Capitalism: The Rhine Becomes an Inland Sea, 1792-1815",* Critical Historical Studies, Vol. 6, No. 2 (2019) Orlando Patterson, *Slavery and Social Death: A Comparative Study*, Cambridge Mass., 1982 Karl Polanyi, *The Great Transformation: The Political and Economic Origins of our Time,* Boston: Beacon 1957

SEMESTER 2

COLLOQUIA (10 ECTS)

HI2159: Land and Revolution in Ireland, 1879-1922 – Dr Laurence Marley

This colloquium will examine the role of agrarian conflict in the shaping of modern Ireland. During the Land War of 1879-82, led by Charles Stewart Parnell and Michael Davitt, the land question and the question of Ireland's national independence became inextricably linked, forcing a direct response from the Liberal government of William Gladstone in the form of historic land legislation. The collective protest of the Irish peasantry was so formidable by the end of 1880 that the *Times* (London) suggested that the Land League need only print its own currency in order to gain control of the country. However, complex class forces were at play in this wave of agrarian agitation, as they were in successive land wars in the later nineteenth and early twentieth centuries. Arenas of conflict – not only between landlords and tenants but also larger farmers and tenants, graziers and small farmers, farmers and labourers, and shopkeepers and farmers – continued to present serious challenges (and sometimes opportunities) to British politicians, the landed ascendancy in Ireland, and indeed the leadership of the Irish revolutionary movement from 1916. An examination of the land wars in this period will aid a greater understanding of the complexity of Irish politics and society in the run up to the birth of the Irish Free State in 1922.

Introductory Reading:

Philip Bull, *Land, Politics and Nationalism: A Study of the Irish Land Question* (Dublin, 1996)
Fergus Campbell, *Land and Revolution* (Oxford, 2005)
Fergus Campbell & Tony Varley (eds.), *Land Questions in Modern Ireland* (Manchester, 2013)

HI166: Ireland in the 1950s – Dr Tomás Finn

This colloquium examines perceptions of the 1950s in Ireland as a lost decade. It considers the economic stagnation and the emigration from which the country suffered but also looks at the emergence of a culture of inquiry and many of the policies that shaped contemporary Ireland. Huge numbers of men and women for a variety of reasons left Ireland in the immediate post WWII period while at the same time this crisis provoked a reassessment of the policies and ideas that dominated Ireland. The conservative consensus between church and state that governed the country since independence breakdown in this decade with it being challenged by a culture of inquiry which saw many new ideas and policies that are still central to how Ireland functions emerge during this period. How true this is of the two Irelands is examined in this course where Northern Ireland once witnessed an active IRA which in itself provoked a reassessment of the nationalist approach to partition while divisions within Unionism in Northern Ireland raised questions as to the nature and viability of the Northern state. While this decade witnessed a movement away from constitutional and political questions to social and economic issues this was experienced in different ways in the two states. The Republic of Ireland Act and the implications thereof is one example of the divergent paths the two Irelands were on during this period. Yet, for

both, change and the impetus for change in part emerged due to the post WWII crisis but also a new generation born since independence and an international climate where many governments developed economic infrastructure and invested in health, housing and education. Questions as to the extent society supported or resisted reforms in these areas are highlighted by the Mother and Child health crisis, while state and church and public opinion informed areas such as health, the economy, education and censorship in various and often surprising ways.

Introductory Reading:

Finn, Tomás, *Tuairim, intellectual debate and policy formulation: Rethinking Ireland, 1954-75* (Manchester 2012)
Murphy, Gary, *In search of the Promised Land: The politics of post-war Ireland* (Cork 2009)
Keogh, Dermot, O'Shea, Finbarr, and Quinlan, Carmel, (eds.), *The Lost Decade: Ireland in the 1950's* (Cork 2004)

HI2103: Monarchy & Society in Early 17th Century France – Prof Alison Forrestal

The beginning of the seventeenth century heralded a new era for the kingdom of France: after four decades of civil war a new dynasty of Bourbon kings took power, and wielded it until the French Revolution. This module examines the reigns of Louis XVI's predecessors, Louis XIII and his son Louis XIV (the 'Sun King of Versailles') from 1610 to 1661. It focuses on the political and social challenges involved in asserting the 'absolute' authority of the new regime, and examines the claim that the political and social roots of the French Revolution lay in these periods of rule. Knowledge of the French language is not required, since readings (documents and secondary sources) on the workings of the royal court, popular revolts, noble faction and rebellion, etc. will be provided in translation.

Introductory Reading:

Yves-Marie Bercé, *The Birth of Absolutism. A History of France, 1598-1661* (London 1996)
Alan James, *The Birth of Absolutism*, (London 2006)
Robin Briggs, *Early Modern France, 1560-1715* (Oxford 1998)

HI494: British Social Movements Since 1945: Sex, Colour, Peace and Power - Dr Sarah-Anne Buckley

From 1945, Britain's political and cultural landscape has been changed by social movements campaigning on issues of gender, race, disability, sexuality, the environment, and peace. This colloquium will address these movements, while also assessing the extent to which they resulted in political, social and economic change. From early attempts to decriminalize gay sex to the movement against globalization, this course will look at a range of topics previously neglected by historians of post-war Britain. In doing so, it will question not only the radicalism of individual movements, but how they fragmented in the 1980s and the extent to which they affected the political agenda.

Introductory Reading:

Adam Lent, *British social movements since 1945: Sex, Colour, Peace and Power* (London 2001)

HI431: French Mobilisation and the Great War - Dr Gearóid Barry

This colloquium focuses on French society and politics and their relationship to the military in a system long based on military conscription and the French Revolution's idea of the 'citizen-soldier'. We shall examine this from about 1900 up to the outbreak of War in 1914 through to the period of demobilization in the early 1920s. The weekly lecture is meant to help provide you with context for the informed interrogation of primary documents in the group sessions. As four elements are indispensable to any national study of the First World War -namely the military, political, social and cultural aspects - this module is informed by the 'new' cultural history of the First World War, exemplified by the book by Stéphane Audoin-Rouzeau, Annette Becker & Leonard V. Smith, *France and the Great War* (Cambridge, 2003). Using concepts of 'war culture' and 'cultural mobilization,' we shall analyse how French society responded to the trauma of military invasion and the need to defend the 'fatherland'patrie. Pre-war political and religious struggles had been muted but not resolved by the call to arms. While society and culture are examined, we also give attention to the chief, decisive military such as the two battles of the Marne (1914 & 1918), Verdun (1916), Chemin des Dames (1917) and the nearly-successful German Spring Offensive of 1918.

Introductory Reading:

Audoin-Rouzeau, Stéphane, Annette Becker & Leonard V. Smith, *France and the Great War 1914-1918* (Cambridge 2003)
Elizabeth Greenhalgh, *The French Army and the First World War* (Cambridge 2014)

LECTURE MODULES (5 ECTS)

HI292: Central Europe - Dr Róisín Healy

Definitions of Central Europe vary, but for the purposes of this course the term refers to the German and Austro-Hungarian Empires. Together these empires covered vast territories from the Baltic Sea in the north to the Adriatic in the south and included many cities, such as Prague, Budapest and Ljubljana, which are now capitals of independent states that entered the EU in 2004. In the late nineteenth and early twentieth centuries the German and Austro-Hungarian empires experienced similar tensions to states in western Europe, for instance, over the relationship between church and state, the social consequences of industrialization, and the acquisition of colonies. Their ethnic heterogeneity, however, gave rise to other, more serious divisions. German nationalism clashed with the nationalisms of Poles, Czechs, Magyars and others, fuelling arguments about language, self-government and regional development. This course examines both the 'normal' problems of Central Europeans at this time and those that derived from the clash of nationalisms in these two empires. It begins with the restructuring of the Habsburg Empire to allow more self-government for Hungary and ends with the defeat and dissolution of both empires in World War One. Figures familiar to western Europeans, such as Bismarck, William II and Francis Joseph I, all make appearances, as do others who are better known to central Europeans, such as Józef Piłsudski, Tomas Masaryk and Rosa Luxemburg.

Introductory Reading:

James Retallack, ed., *Imperial Germany, 1871-1918* (Oxford 2008)
Pieter M. Judson, *Guardians of the nation* (Cambridge, Mass. 2006)
Nancy M. Wingfield, *Creating the Other: Ethnic Conflict and Nationalism in the Habsburg Central Europe* (New York 2003)

HI2151: Europe since 1950 - Dr Gearóid Barry

This is a survey lecture module about politics and society in Europe, east and west, from the height of the Cold War in 1950 through to the expansion of the European Union into eastern Europe in the first decade of the twenty-first century. The focus of the first section of the module is the parallel path of development followed by European nations on either side of the Iron Curtain in the 1950s and 1960s, with the contrasting experiences of Communist domination in the eastern bloc allied to the Soviet Union and a simultaneous Western European 'democratic age' of prosperity and European integration. Stalinism, de-Stalinization and the politics of the nuclear threat form key themes in the case of eastern Europe. The module also explores social change, as the youth revolts in French and German societies around 1968 showed it could also be inflected by new attitudes to authority, family, religion and sexuality which made the personal political. A third presiding concern of the module is to understand the unravelling of the eastern bloc and of Communism itself during the Gorbachev years of 1985-91 and what followed. The 'post-war' period after 1989 brought some echoes of the Second World War with return of ethnic conflict to Europe in the Yugoslav wars of the 1990s. We also consider the scarring experience of democracy and diminished circumstances of Russians are also addressed as well, as finally, a consideration of Europe c. 2005, a moment with the eastwards expansion of the EU and the beginnings of a more assertive and possibly revanchist Russian posture on the European stage.

Introductory Reading:
Ian Kershaw, *Roller-Coaster: Europe, 1950-2017* (London 2019)
Asa Briggs & Patricia Clavin 2013, *Modern Europe, 1789 to the present*, 2nd Ed. (London 2013), chapters 10-12
Tony Judt, *Postwar: a history of Europe since 1945* (London 2005)

Disability: Learning and Education Needs Summary (LENS)

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

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

Marking Scale and Assessment Criteria

See **Appendix 1: NUI Galway Marking Scale and Assessment Criteria** (p.26 of this handbook) for brief descriptions of the standard of work expected for each grade. It would be a good idea to study this before submitting your assignment. You may like to look at it again when trying to understand your mark. This is the NUI Galway standard assessment information and can also be referred to online at:

http://www.nuigalway.ie/exams/downloads/module_grade_descriptors_for_undergraduate_degree_programmes.pdf

Obair Scríofa i nGaeilge

Tá nós sean-bhunaithe ag Roinn na Staire glacadh le obair scríofa as Gaeilge ó mhicléinn gur mhaith leo é agus a bhfuil scríbhneoireacht na Gaeilge acu.

Glacfar le h-aistí is ábhar eile i nGaeilge ar an gcoinníol go socraítear seo roimhré leis an léachtóir. (Ríomhphost trí lá oibre ar a laghad roimh an spriocdháta nó ríomhphost 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. Ar dhiscréid an léachtóra amháin a déanfar socrú dá leithéad.

Written work in Irish

The History Department has a tradition of bilingualism with regard to the grading of student work submitted in Irish for those who wish it and who consider themselves able to write in Irish. This is dependent on the agreement of the lecturer to whom the work is being submitted.

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.

The first footnote to each reference should the full information on a source. Each subsequent footnote to the same work 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 you 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/

LATE SUBMISSION OF ASSIGNMENTS

1. Assignments, both in written and in other forms, are a normal aspect of the examination process for modules offered by the Department of History. The Department/individual lecturers, will at its/their discretion set specific deadlines for the submission of such assignments.

2. Students are required to submit assignments by the due deadline set by the Department/lecturers, using the submission procedure specified for that assignment.

3. The Department may at its discretion and for good cause grant a one-week extension to individual students, provided that in advance of the deadline the student submits a written request (by e-mail or letter) for such an extension and that this extension is agreed in writing (by e-mail or letter).

4. On a discretionary basis, the department may allow further extensions. Again, this must be agreed in writing.

5. In the first instance, students seeking an extension shall contact the lecturer of the module on which the extension is being sought. On submission, the written authority for an extension shall be attached to any such late assignments.

6. Where an extension has not been agreed in advance, or where a student submits an essay after agreed extensions have expired, the Department may impose a penalty for late submission. For each day that elapses between the expiration of the deadline and the receipt of the work by the Department, 2 percentage points will normally be deducted from the student's mark for that assignment.

7. Extensions will not normally be granted for extended essays, research papers or dissertations, whether for lecture modules, colloquia or colloquium modules. Extended essays, research papers or dissertations for such modules that are received late may attract a mark of zero.

8. Assignments must be submitted in sufficient time to allow them to be marked in accordance with Departmental, Faculty and University deadlines for the return of marks. Assignments that are not submitted sufficiently in advance of these deadlines may not be accepted for marking.

REPEATING AND COMPENSATING FAILED MODULES

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 no more than 10 ECTS in either subject
- AND you got at least 35% in the module 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:

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

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

- In the case of a colloquium module, you need to consult the lecturer.

- There is a cap of 40% on repeat marks. (This does not apply to deferred modules. See below for information on deferring modules)

All repeat coursework must be submitted by the first day of the repeat exams in August, or whatever date stipulated by the lecturer. Coursework, and essays in particular, submitted during study, examination or vacation periods that follow a semester's teaching weeks normally will be marked as repeat coursework.

Lectures:
Check Canvas for a new mid-term question and check the repeat exam schedule to find out when the second sitting of the exam takes place.

Colloquia:

If you need to repeat your colloquium module, you may submit any missing coursework, including your final essay. The marks you were awarded for class participation during the semester will stand. If you missed or failed the oral presentation, the lecturer may arrange for you to do the presentation to him/her but is not obliged to do this. If you need to repeat an assignment that you previously failed, you will normally be set a new topic or question. If you fail in August, you must take a colloquium module, whether on the original topic or another, in the next academic year. We cannot guarantee that the same choice of colloquium module topics will be available.

IF THINGS GO WRONG…

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

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

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

Head of Second Year:
Dr Tomás Finn, details on p. 2 above.

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

Deferring modules

If you are considering deferring modules or taking a leave of absence, talk to the Dean of Arts in the College of Arts, Sociology & Politics and Celtic Studies. Only the College of Arts can grant a deferral; departments do not have this authority. The College will communicate the decision to the Department and to the individual lecturers. If you do defer, you will sit the exam during the Autumn exam session (in August) and/or complete the coursework before then. Initial contact is made through the Administrative Office of the College of Arts in the Arts Millennium Building.

APPENDIX 1

MARKING SCALE AND ASSESSMENT CRITERIA NUI 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 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 grade descriptors following are provided as general guidance and may be adapted for particular module.

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	**Excellent** A comprehensive, highly-structured, focused and concise response to the assessment tasks, consistently demonstrating some or all, as appropriate, of the following: • an extensive and detailed knowledge of the subject matter • a highly-developed ability to apply this knowledge to the task set • evidence of extensive background reading • clear, fluent, stimulating and original expression • excellent presentation (spelling, grammar, graphical) with minimal or no presentation errors	A deep and systematic engagement with the assessment task, with consistently impressive demonstration of a comprehensive mastery of the subject matter, reflecting • a deep and broad knowledge and critical insight as well as extensive reading; • a critical and comprehensive appreciation of the relevant literature or theoretical, technical or professional framework • an exceptional ability to organise, analyse and present arguments fluently and lucidly with a high level of critical analysis, amply supported by evidence, citation or quotation; • a highly-developed capacity for original, creative and logical thinking
B 60 – 69	**Very Good** A thorough and well-organised response to the assessment tasks, demonstrating some or all, as appropriate, of the following: • a broad knowledge of the subject matter • considerable strength in applying that knowledge to the task set • evidence of substantial background reading • clear and fluent expression • quality presentation with few presentation errors	A substantial engagement with the assessment task, demonstrating • a thorough familiarity with the relevant literature or theoretical, technical or professional framework • well-developed capacity to analyse issues, organise material, present arguments clearly and cogently well supported by evidence, citation or quotation; • some original insights and capacity for creative and logical thinking

C 50-59	**<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 • writing of sufficient quality to convey meaning but some lack of fluency and command of suitable vocabulary • good presentation with some presentation errors	An intellectually competent and factually sound answer, marked by • evidence of a reasonable familiarity with the relevant literature or theoretical, technical or professional framework • good developed arguments, but more statements of ideas, arguments or statements adequately but not well supported by evidence, citation or quotation • some critical awareness and analytical qualities • some evidence of capacity for original and logical thinking

Grade and Marks	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	An acceptable level of intellectual engagement with the assessment task showing • some familiarity with the relevant literature or theoretical, technical or professional framework • mostly statements of ideas, with limited development of argument • limited use of evidence, citation or quotation • limited critical awareness displayed • limited evidence of capacity for original and logical thinking
D 40 – 44	**Acceptable** The minimum acceptable standard of response to the assessment tasks which • shows a basic grasp of subject matter but may be poorly focussed or badly structured or contain irrelevant material • has one major error and some minor errors • demonstrates the capacity to complete only moderately difficult tasks related to the subject material • no evidence of background reading • displays the minimum acceptable standard of presentation (spelling, grammar, graphical)	The minimum acceptable level of intellectual engagement with the assessment task with • the minimum acceptable appreciation of the relevant literature or theoretical, technical or professional framework • ideas largely expressed as statements, with little or no developed or structured argument • minimum acceptable use of evidence, citation or quotation • little or no analysis or critical awareness displayed or is only partially successful • little or no demonstrated capacity for original and logical thinking

E 35 - 39	**<u>Marginal</u>** A response to the assessment tasks which fails to meet the minimum acceptable standards yet • engages with the subject matter or problem set, despite major deficiencies in structure, relevance or focus • has two major error and some minor errors • demonstrates the capacity to complete only part of, or the simpler elements of, the task • an incomplete or rushed answer e.g. the use of bullet points through part/all of answer	A factually sound answer with a partially successful, but not entirely acceptable, attempt to • integrate factual knowledge into a broader literature or theoretical, technical or professional framework • develop arguments • support ideas or arguments with evidence, citation or quotation

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

Sub-Grade Marks Bands

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

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

Grade	Sub-Grade Band	Marks Range
A	A+	77 – 100
	A	73 –
	A-	70 –
B	B+	67 –
	B	63 -
	B-	60 –
C	C+	57 -
	C	53 –
	C-	50-
D	D+	45 -
	D	40 -
E	E	35 -
F	F+	30 –
	F	25 –
	F-	20 –
G	G+	14 –
	G	7 -
	G-	1 -
	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

SEMESTER 1 DATES TO REMEMBER

The dates outlined below are provisional.

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

SEMESTER 2 DATES TO REMEMBER

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
Monday 28 April 2025 (5pm)	Long Colloquium Essay due

AUTUMN REPEATS

Tuesday 5 August-Friday 15 August 2025	Repeat Exams