



OLLSCOIL NA GAILLIMHÉ

UNIVERSITY OF GALWAY

MA History, 2024-2025

PROGRAMME HANDBOOK
11 Sept. 2024



Jack B. Yeats (1871-1957), 'The Swinford Funeral'

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The earliest surviving images of an English royal funeral are of Queen Elizabeth the First's in 1603, of which five pictures are held by the British Library. This one has a Galway connection. On the right the blue flag is captioned: 'The Banner of Ireland borne by the Earle of Clanricard'. (Richard Burke, 4th earl (1572-1635) who was responsible for building Portumna Castle).

WELCOME!

We are pleased to welcome you to the postgraduate History programme, and we look forward to you joining the History community here at the University of Galway – Ollscoil na Gaillimhe. Of course a number of you are returning to the second year of the part-time programme!

Our programme introduces students to various ways of exploring and interpreting the past, looking at a range of historic problems, periods and places. You will spend much of your time focusing on how academic historians carry out their research, analyse their information, and present their findings, but you will also have the opportunity to explore versions of the past created for political, commercial, touristic and other purposes. Successful students will be equipped to carry out their own research and to make an original contribution to historical knowledge and understanding.

The University of Galway has a vibrant postgraduate community and there should be opportunities to engage with MA students in other programmes with which we share modules, as well as with graduates taking research degrees. We hope you will look on the MA primarily as a learning experience rather than just a qualification. The more time you spend reading, reflecting, and discussing your ideas, the more you will gain from it.

In this handbook you will find an outline of the MA in History programme, as well as details of your timetable and our expectations. For one module, you are expected to participate in the weekly History Research Seminar – delivered online and in-person – where guest lecturers, research students and staff members give short presentations on their work, providing you with the opportunity of joining in discussion and meeting other graduate students. Your name will be added to the mailing lists for this seminar series.

Over the coming year you will have the chance to engage with fellow students, and members of staff, and to become integrated into the wider research environment here. We hope you will find participation in graduate studies at University of Galway a very rewarding experience.

Dr Róisín Healy, Programme Director

roisin.healy@universityofgalway.ie

Tower 1, Floor 2, Room 415

HISTORY AT THE UNIVERSITY OF GALWAY

Key Contact

Dr Róisín Healy, Programme Director:
Office: Room 415, Tower 1, Arts/Science Building
Telephone: +353 (0)91 492 551
Email: roisin.healy@universityofgalway.ie

History Office:

History administration: Room 405, Tower 1, Helena Condon, helena.condon@universityofgalway.ie
and for part of the academic year, also Liam O'Neill, liam.oneill@universityofgalway.ie

Location

History is located on Floor 2 of Tower 1 in Arts/Science Building. The entrance to Tower 1 is next to Kirwan Theatre, which you will see as you enter the Concourse (across from James Hardiman Library). The hub of History is on Floor 2, where you will find the History Office, as well as the offices of staff members. Room numbers in the 400 series are on Floor 2.

Web Pages & Social Media

- University of Galway History is on [Facebook](#) and on [Twitter](#) (@historyatgalway)
 - Irish Centre for the Histories of Labour and Class <https://ichlc.wordpress.com/about/>
 - Centre for the History of Religion <https://twitter.com/CentreReligion>
 - Centre for the Investigation of Transnational Encounters
 - Centre for Antique, Medieval, and Pre-Modern Studies: https://twitter.com/camps_galway
 - An Cumann Staire (University of Galway Student History Society) <https://socs.universityofgalway.ie/societies/cumannstaire>

Keeping in Contact

Please note that History staff, the programme director, and the University of Galway authorities will use your University of Galway email address ONLY, so you should check it regularly. Your University of Galway email will be used for essential information relating to core and optional modules, information from supervisors, the Library, and a range of other matters.

Study Space

MA in History students normally have access to hot-desks in the common study area in Room AM206 in the Arts Millennium Building.

Computers

Once you are registered, you will receive a University of Galway Student ID card, with computer username and password. Contact Information Solutions Services Desk for more information (servicedesk@universityofgalway.ie or ext. 5777).

Student Support Services

The University has a range of support services available to students, including Student Counselling, a Student Health Unit, a Chaplaincy, and the Safe Campus and Smart Consent initiatives. Full details are available via the [Student Support Services website](#).

STUDYING HISTORY AT MASTER'S LEVEL

Why Study History?

The postgraduate History programme guides students in developing a range of skills and competencies.

Knowledge and Understanding

- A critical awareness of the relationship between current events and processes and the past
- An understanding of the factors leading to historical change and an ability to discuss their relative significance
- An awareness of the mentalities of other periods
- An awareness of the differences in historiographical outlooks in various periods and contexts
- Awareness of historical points of view deriving from other national or cultural backgrounds
- Detailed knowledge of a number of specific periods and themes
- Knowledge of methods and issues of different branches of historical research (political, social, cultural, gender-related, etc.)
- An understanding of comparative methods

Skills

- Knowledge of and ability to use information retrieval tools
- Ability to communicate orally using the terminology and techniques accepted in the historical profession
- Ability to write clearly and accessibly in the various modes of historiographical writing
- Awareness of and ability to use tools of other humanities disciplines (e.g. literary criticism, folklore, anthropology, cultural studies)

Research

- Ability to define research projects which will contribute to historical knowledge and debate
- Ability to identify and use appropriately sources of information (documents, bibliography, oral testimony, written personal testimony) for research projects
- Ability to organize complex historical information in a coherent form
- Ability to give narrative form to research results according to the canons of the discipline

University of Galway Careers Service

The University of Galway Career Development Centre provides a range of services for students, including CV development, career advice, and information on further study and funding. The Centre is open from 9.00–17.00 Monday to Thursday, and 11.00–16.00 on Friday. You can contact them at +353 (0)91 493 589 or careers@universityofgalway.ie. See the Centre's webpages <http://www.nuigalway.ie/career-development-centre/> for the full range of services that it offers to postgraduate students.

The Centre is located in the Arts/Science Building, and you should arrange an appointment before visiting.

DISABILITY SUPPORTS

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 students needs. This registration will remain in place throughout the full term of the student's studies.

STRUCTURE/TIMETABLE OF THE MA HISTORY PROGRAMME

CORE MODULES			
Full-time students take both HI503 and HI6104			
Incoming part-time students take HI503 in 2024-25 and HI6104 in 2025-26			
Mondays Semester 1	18.00–20.00 CBS1002 [IT206]	Team taught; convened by Dr Gearóid Barry	HI503 Historical Debates and Controversies
Wednesdays Semester 1	13.00–15.00 TB305	Team taught; convened by Dr Róisín Healy	HI6104 Making History: evidence and interpretation
Wednesdays Semesters 1 & 2	16.00–17.00 G010 Hardiman	Various guest lecturers – on- line and mostly also in-person	History Research Seminar – elements of this series in Semester 1 are assessed as part of HI6104
OPTIONAL MODULES			
Full-time students and incoming part-time students choose <u>three</u> of the following, two of which must have a HI code indicating they are offered by the History Department			
Thursdays Semester 1	18.00–20.00 CBS1002 [IT206]	Prof. Breandán Mac Suibhne	HI6106 Issues in Local History
6-10 Jan. 2025 Semester 2	9.00-16.00	Dr Ciara Meehan	HI6108 Everyday lives: A Intimate History of Twentieth-Century Women
Thursdays Semester 2	18.00-20.00	Dr Anita Rupprecht	HI6107 Historical Perspectives on Race and Ethnicity: ‘Race’ and Reparative Histories
Wednesdays Semester 2	11.00-13.00	Dr Deirdre Byrnes	MIC6100 Resisting through Culture: Conflicts in Europe and Beyond
Thursdays Semester 2	10.00-12.00	Dr Fiona Bateman	FM6119 Film, Politics, and Colonialism
Fridays Semester 2	12.00-14.00	Dr Su-Ming Khoo	SP6122 Social and Political Context of Activism and Advocacy

	Structure of Academic Year, 2024-25
9 Sept. - 29 Nov. 2024	Semester One
13 Jan. - 4 April 2025	Semester Two
April-August 2025	Completion of Dissertation

	Structure of Academic Year, 2025-26 [for part-time students only]
8 Sept. - 28 Nov. 2025	Semester One
12 Jan. - 2 April 2026	Semester Two

Choosing your modules: programme requirements

Full-time students must take **two core modules** over the course of the academic year, as well as **three optional modules**. Depending on their choice, students will do either **one optional module in Semester 1** and **two optional modules in Semester 2** OR **three optional modules in Semester 2**. The list of modules is summarised above. Special permission is required to take more than one non-History module (i.e. module without the HI prefix).

Part-time students take **one core module** plus **three optional modules** in the first year of their programme, and **one core module** plus **the dissertation** in year 2.

Core Modules

There are two core modules

- HI503: Historical Debates & Controversies
- HI6104 Making History: evidence and interpretation

Descriptions of the modules, including details of assessment requirements, are on the following pages.



Paul Louis Martin des Amoignes (1858–1925), 'In the Classroom'

CORE MODULES

HI503: HISTORICAL DEBATES & CONTROVERSIES – 15 ECTS

MODULE DESCRIPTION

The module explores approaches to the writing of History. It examines perceptions of the groups, issues and events that are considered appropriate subjects for historical investigation, highlighting the relationship between ideology and the framing of historical questions. It considers different views on the extent to which we can gain an understanding of what happened in the past and explores methodological approaches relating to different periods. Specific historiographical controversies are examined in detail.

MODULE FORMAT

The class meets each week for a two-hour discussion in which you will tackle different topics, different issues, and different source materials – building your understanding of the historian’s craft. Lecturers will upload instructions (including class outlines and readings) to Canvas. These form the basis of the class discussions, so you should come to class fully prepared. Contact individual lecturers if you require further advice on readings or wish to delve deeper into a topic, whether for your essays or simply because you want to know more about the subject.

HI6104 MAKING HISTORY: EVIDENCE AND INTERPRETATION – 15 ECTS

MODULE DESCRIPTION

With a view to the development of the student as a historian, the module has a practical focus. It encompasses thesis design, research methods, oral presentations and responding to oral presentations, as well as engagement with primary sources. Students will participate in at least one field trip, actively engage in the weekly History Seminar, make a formal presentation, respond to scholarly presentations, and critically assess selected primary sources for History. A number of students may opt to take a work experience placement in lieu of the primary sources assignment.

MODULE FORMAT

This course meets regularly for two-hour sessions. The course convenor, Dr Róisín Healy, will provide an introduction to thesis design and research methods, while other lecturers will provide one-off sessions on sources and methods associated with particular themes or approaches to history. Lecturers will provide preparatory reading for these sessions. At the end of the semester, students will present on a sample thesis topic. In addition to these regular sessions, students are expected to attend the History Department’s research seminar, held later the same day, and available online as well as usually in person.

HI509: DISSERTATION – 30 ECTS

The dissertation, based on research undertaken over the course of the MA in History programme, is the place to develop an original contribution to our knowledge and understanding of a particular historical topic. It provides an opportunity for you to further enhance and showcase your research skills; your ability to use primary sources; sophisticated analytical skills; the ability to relate findings to their historiographical context; the clear and coherent presentation of research; and the appropriate use of the scholarly apparatus of History (referencing, bibliography, etc.)

CHOOSING A TOPIC

When choosing a topic students should bear in mind the relatively short length of the dissertation (vast topics should be saved for the PhD!), the location and accessibility of primary sources, and the likelihood of finding answers to your research questions using the sources and methodology you have in mind. You are welcome to discuss your ideas with members of staff in History at any stage, but please consult with the Programme Director, Dr Róisín Healy, about who is available and best placed to supervise your thesis. A list of History staff and the areas in which they might research supervision can be found in this handbook.

GUIDANCE

A number of seminars in the HI6104 module in Semester One will provide guidance on the process of choosing topics and identifying research questions. You may consult the programme director to help in identifying a dissertation supervisor appropriate to the subject area that interests you. Subsequent to that, you will work closely with your dissertation supervisor in developing your project.

LENGTH

15,000-20,000 words.

DEADLINE

The deadline for the dissertation will be late August 2025 (date to be confirmed). Students are strongly advised to structure their time accordingly, and to avoid taking on any serious extracurricular commitments until they have submitted the final piece of work. Remember that it will probably take longer to complete those final tasks than you might expect, and (conditions permitting) it may be a good idea to arrange to be in Galway to discuss your final drafts with your supervisor, to format and print the text, and to submit the bound hard copy in person.

DISSERTATION CONFERENCE

Towards the end of Semester Two, the students on the programme will organise a one-day conference at which each will give a short presentation based on their thesis research up to that point. Invited to the conference will be History staff, MA History students, and other post-graduate students of History seminar.



William Evans (known as Evans of Eton), Spanish Arch, Galway, 1838

OPTIONAL MODULES – 10 ECTS

SEMESTER ONE

HI6106 Issues in Local History – Prof. Breandán Mac Suibhne

Drawing on monographs and general studies, this course invites students to consider how different social groups experienced the profound changes that transformed urban and rural communities across Ireland from the mid-eighteenth through the early twentieth century. Although the course traces political developments, it pays equal attention to socioeconomic and cultural issues, including the shift from high fertility to sexual restraint; patterns of emigration, consumption and social unrest; improvements in education and literacy; linguistic change; changing devotional practices and cultural 'revival' in the late 1800s.

SEMESTER TWO

HI6108 Everyday lives: A Intimate History of Twentieth-Century Women -- Prof. Ciara Meehan

This module offers an intimate history of the everyday lives of women in the United States, Britain and Ireland. We will explore the lives, roles, experiences, and perceptions of 'ordinary' women during the twentieth century will be explored. Students will be introduced to an array of sources – including popular and visual culture, objects and digital sources, oral testimony and literature (fiction and memoir) – and to what they reveal about the manner in which women were perceived and represented; how women viewed themselves; and how women of different generations experienced, negotiated and reacted to social change. Fashion, consumerism, courtship, sexuality, and advertising are among the areas considered for what they reveal about women and the world around them. Such themes will be analysed within the context of continuity and change across the twentieth century and three geographical perspectives. The module will conclude by questioning the extent to which women's movements were representative of 'ordinary' women.

HI6107 Historical Perspectives on Race and Ethnicity: 'Race' and Reparative Histories -- Dr Anita Rupprecht

This module explores the role of cultural memories and histories in relation to questions of reparative justice within the specific contexts of 'race', identity, transatlantic enslavement and empire. Drawing on recent key debates about reparations and ideas of the 'reparative', the module analyses and problematizes the ways in which the relationship between the past and the present is negated, negotiated, contested or constructed. Across the module, memory is considered as a means through which identities are understood and expressed, and as a contested realm of social and political struggle. The primary focus is on the Caribbean, and how the memory and legacies of slavery in and slave-trading to the region are remembered in Europe, the USA and West Africa. Module topics can be flexible in relation to student interests and may include questions of how the legacies of empire and enslavement are interpreted and represented in relation to recent historiographical developments as well as in terms of cultural forms and practices, e.g. in commemorative practice, museology, archives, literary fiction, autobiography and historical film. Throughout, the module critically considers the question of to what extent, and how, one might 'do' reparative history.

MIC6100 Resisting through Culture: Conflicts in Europe and Beyond – Dr Deirdre Byrnes

This module explores the transformative power of culture in times of conflict, considering, in particular, the literature that emerged in the latter half of the twentieth century following the post-war division of Europe. Works by Peter Schneider, Ivan Klíma, Václav Havel, Herta Müller and Malala Yousafzai form the focus of analysis. Situating these texts within their socio-political contexts of division and conflict, the module explores how literature and culture can be harnessed to facilitate and express resistance within and against totalitarian systems.

FM6119 Film, Politics, and Colonialism – Dr Fiona Bateman

This module considers the significance of film as a mode of cultural production, the politics of representation, and the role of 'national' cinema. The films viewed and analysed address subjects including colonial history, marginal groups, conflict, resistance, gender, and postcolonial realities. Students will consider aspects of those films including genre, theme, and narrative structure. The political and historical circumstances of their production will also be discussed and analyzed. (Language of instruction: English)

SP6122 Social and Political Context of Activism and Advocacy – Dr Su-Ming Khoo

This course provides an introduction to the social and political context of international advocacy and activism. It links local, national and international contexts for advocacy and activism, drawing upon historical, sociological and political perspectives on the rise of international campaigning for social justice. It explores the relationships between the state, market and civil society, charting the dynamic emergence of new social and political actors in local and transnational public advocacy.

RESEARCH SPECIALISMS OF HISTORY STAFF (for dissertation supervision)

Dr Gearóid Barry, Ph.D. (Dub.)

Room 401, ext. 3342, gearoid.barry@universityofgalway.ie

Research areas: Modern and contemporary France, the First World War in Europe, European pacifism between the World Wars, religion in modern and contemporary Europe, French Catholicism since the Revolution, origins of Christian Democracy in Europe, Franco-Irish links in 20th century.

Dr Sarah-Anne Buckley, Ph.D. (NUI) - Vice-Dean for EDI

Room 408, ext. 4294, sarahanbuckley@universityofgalway.ie

Research areas: Nineteenth and twentieth-century Irish and British social, political, and social policy history; women and gender; welfare history and the history of childhood and the family in Ireland.

Prof Enrico Dal Lago, M.A. (Kansas), M.A., Ph.D. (Lond.), D.Litt. (NUI), MRIA – on sabbatical leave until March 2025

Room 406, ext. 3546, enrico.dallago@universityofgalway.ie

Research areas: United States, especially the South, and modern Italy; comparative slavery and antislavery; American Civil War era in comparative perspective; comparative history; elite ideology and nationalism in the Americas and Europe.

Dr Shannon Devlin, Ph.D. (QUB)

Room 404, ext. 5642, shannon.devlin@universityofgalway.ie

Research areas: Modern Irish social and economic history; history of Ulster; history of the middle classes; history of the family; social networking.

Dr Tomás Finn, M.A., Ph.D. (NUI) – on sabbatical leave June-Dec. 2025

Rm 411, Ext. 2552, tomas.finn@universityofgalway.ie

Research areas: Modern Ireland, the role of intellectuals, Church-state relations, the Irish Diaspora and Northern Ireland.

Prof. Alison Forrestal, M.A. (NUI), Ph.D. (Manchester), FRHistS, MRIA -- Head of School

Room 412, ext. 5629, alison.forrestal@universityofgalway.ie

Research areas: Early modern Europe, particularly seventeenth-century France; history of religion, particularly early modern Catholic culture and society; seventeenth-century Ireland.

Dr Róisín Healy M.A. (NUI), M.A.G.E.S., Ph.D. (Georgetown), MRIA – Head of Department

Room 415, ext. 2551, roisin.healy@universityofgalway.ie

Research areas: Nationalism and empire in modern central Europe and Ireland in the long nineteenth century; colonialism and anti-colonialism in Europe; transnational and comparative history; history of religion; history of migration; family history.

An tOllamh/Prof Breandán MacSuibhne M.A. (NUI), M.A., Ph.D. (Carnegie Mellon) - on sabbatical leave, Jan.-Aug. 2025

Room 410, ext. 3019, breandan.macsuibhne@universityofgalway.ie

Research areas: Social and cultural history of modern Ireland; local history, especially Ulster; Volunteers and United Irishmen; migration; famine.

Dr Laurence Marley *B.A., Ph.D. (NUI)*

Room 409, ext. 3290, laurence.marley@universityofgalway.ie

Research areas: Irish and British history in the nineteenth and twentieth centuries; the Irish diaspora; and British imperial history.

Dr Kevin O'Sullivan *B.A., Ph.D. (Dub.) – on sabbatical leave, Jan.-Aug. 2025*

Room 413, ext. 3625, kevin.k.osullivan@universityofgalway.ie

Research areas: environmentalism; history of decolonisation; social and political legacies of imperialism; globalisation; humanitarianism; non-governmental organisations; international history; contemporary Irish history.

Dr Anita Rupprecht, *M.A. (Southampton), Ph.D. (Sussex)*

Room 414, ext. 3099, anita.rupprecht@universityofgalway.ie (to Sept. A.Rupprecht@brighton.ac.uk)

Research areas: Interconnected histories and representations of British transatlantic enslavement; resistance and abolition during the Age of Revolution; global labour history, postcolonial literatures, theory and the politics of contemporary cultural memory.



Early 20th century postcard contrasting dynamic Belfast with sleepy Galway

STUDY SKILLS AND WRITING HISTORY

Attendance and Expectations

Students are expected to attend all classes and seminars. Attendance will be monitored and any absences must be justified by a valid, documented cause. If you feel that you getting into any difficulties, or are falling behind, please do not hesitate to contact the programme director or your individual module co-ordinator.

Research and Writing Skills

In contrast to your undergraduate studies, as an MA student you will be expected to develop your own research questions and, to some degree, to set your own research path. Core modules provide an introduction to key historiographical and questions of how to deal with a variety of source materials. Optional modules allow you to develop your skills in areas of specific interest. The dissertation provides you with the opportunity to break new ground in your own discreet sphere of research.

Being an MA student also involves you much more closely in the research culture of the University. A University is a research community, and you, and your work, are now part of it. Attendance at the weekly History Research Seminar, at workshops, conferences and symposia organised by History staff, as well as engaging more widely with events on campus and in the city of Galway, are all part of engaging with that broader research environment.

Assignment Writing

Remember, your work at MA level is a step beyond what you achieved at undergraduate level: rather than a general discussion of a topic based on the views of other historians, you should begin to demonstrate your ability to use a range of sources in a critical, sensitive and original manner. The MA in History will provide you with plenty of opportunities to develop specific ideas, or sets of interlocking questions, rather than rehearse a narrative. We will be looking to analyse your critical ability, range of reading, accuracy, structure, expression, and originality of thought. All assignments should be formatted according to the guidelines for writing essays contained at the end of this handbook.

Aistí trí Ghaeilge

Tá léachtóirí áirithe sásta aistí trí Ghaeilge a léamh. Cuir ceist orthu faoi chomh luath agus is féidir.



Albert Bertelsen (1921-2019), 'Rainy Wedding'

Plagiarism

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

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

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

Avoiding plagiarism

There are two key elements to avoiding plagiarism:

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

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

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

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

Therefore: use your own words as much as possible.

Here are some tips on how to do that:

Avoid long quotations. Do not use too many quotations, certainly no more than one quotation from another scholar in each paragraph. Instead, paraphrase the words of historians wherever possible. According to Diana Hacker, 'A paraphrase reports information in roughly the same number of words used by the source, [but does not borrow] extensive language from a source [...] you must restate the source's meaning in your own words.'¹ So, **change the structure of the sentence, as well as the words being used**. When you paraphrase, you must also include a footnote and an entry in your bibliography,

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

just as you would for a quotation. **Ideas borrowed from other people should still be acknowledged, even if expressed in your own words.**

Here are some examples:

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

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

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

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

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

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

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

Good referencing will improve your grade. Bad referencing may lose you marks. **If in doubt, insert a footnote.**

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

Be 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 sources, both print and on the internet**, can be unreliable. Think about who put the information on the net, what their credentials are, and what their purpose was. Prior to publication, scholarly books and articles (including those available through databases like JSTOR) are read by other historians to assess their accuracy and interpretation. Non-academic internet sources usually are not. They can be posted by anyone and may include serious errors. They should thus be avoided.

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

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

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

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 syllabi and assignment documents.

Students who need supports with writing skills should avoid platforms such as Quillbot, which have GenAI modes, unless directed otherwise by their lecturer. Instead, contact the University's Academic Writing Centre (AWC), which is located in the James Hardiman Library, Floor 2. For further information, click on the following: <https://library.universityofgalway.ie/studying/awc/>



Konrad Mägi (1878-1925), Lake Saadjärv Landscape, 1923

STYLESHEET FOR M.A. IN HISTORY

Cover Sheet

All assignments should include a cover sheet with the following information:

- Your name and ID number
- Title of the assignment
- Title of the Module
- Name of lecturer who set the assignment
- Date of submission

Footnotes and Bibliography – general rules

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

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

Referencing Secondary Sources – Footnotes and the short-title system

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

a: Book

The first reference comprises:

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

The second and subsequent references to a book comprise:

- Author's surname
- Short title of the book
- Page number

Example:

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

Townshend, *Easter 1916*, p. 53. For a multi-authored book, include both names in alphabetical order.

b: Article/Chapter in an edited book

The first reference to an article in a book comprises:

- First name (or initials) and surname of author or editor of article
- Title of the article in quotation marks

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

The second and subsequent references to a book comprise:

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

Examples:

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

Lee, 'In search of Pearse', p. 126.

c: Article in a Scholarly Journal

The first reference to an article in a journal comprises

- First name (or initials) and surname of the author of the article
- Title of the article in quotation marks
- Title of the journal in italics
- Volume number
- Issue number
- Year (and month or season, if applicable)
- Page number

The second and subsequent references to an article comprise:

- Author's surname
- Short title of the book
- Page number

Example:

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

Foy, 'Ulster Unionist Propaganda', p. 51.

d: For anonymous works

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

e: Use of Ibid

Ibid. (which is short for *ibidem* meaning 'in the same place') is used to refer only to the immediately preceding reference. Ibid. should not be used if the preceding reference contains two or more references. If the quotation or reference you are using is from the same book/article, Ibid. may be used.

Example:

- J.J. Lee, 'In Search of Patrick Pearse' in Theo Dorgan and Máirín Ní Dhonnchadha (eds) *Revising the Rising* (Derry: Field Day, 1991), p. 124.
- Ibid. [if you are referring to the same page in the same source]
- Ibid. p. 128. [referring to a different page in the same source]

Referencing primary sources

a: Parliamentary debates

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

b: Newspapers and magazines

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

Examples: *Irish Press*, 17 February 1934.

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

c: Referencing electronic sources

If you are citing a source that originally appeared in print and is reproduced in the exact same form on JSTOR or Project Muse or another website, cite it as you would the print version.

If citing a source that exists online only or appears in a special online format, provide the reader with as much information as would be helpful: author [if known], title of piece in quotes, url and date accessed:

- Tomás O'Riordan, 'Countess Constance Markievicz', Multitext, http://multitext.ucc.ie/d/Countess_Constance_Markievicz, accessed 14 September 2011.
- Pádraic H. Pearse, 'O'Donovan Rossa Graveside Panegyric', UCC Celt <http://www.ucc.ie/celt/published/E900007-008/index.html>, accessed 30 August 2013.

d: Short versions

- Jeffrey, 'Ireland and World War I'.
- O'Riordan, 'Countess Markievicz'.
- Pearse, 'O'Donovan Rossa'

Bibliography

A bibliography is a comprehensive listing of all sources you consulted in the course of your research.

The Bibliography should be divided into two sections: PRIMARY SOURCES and SECONDARY SOURCES.

The PRIMARY SOURCES section should have subsections with subheadings.

Newspapers should be listed with titles in italics and in alphabetical sources.

Books and articles in both PRIMARY SOURCES and SECONDARY SOURCES sections should list items in authors' names in alphabetical order.

Dorgan, Theo, and Ní Dhonnchadha, Máirín (eds), *Revising the Rising* (Derry: Field Day, 1991).

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

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

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