



**SP1120**  
**‘Practicing Politics’**  
**Module Handbook**  
**2024-25**

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**Please Note:**

Every effort has been made to ensure that the details contained in this module outline are accurate at the time of publication. The School reserves the right to make changes or correct errors as necessary and, in this event, we will ensure that you are notified, and changes amended into the latest version of the outline.

## Welcome to 'SP1120: Practicing Politics'!

*This Handbook includes all the essential information about the module so please familiarise yourself with it carefully. You are expected to refer to this Handbook on a weekly basis.*

*However, if you have any questions that are not covered here, please do not hesitate to reach out to your seminar leader, or either of us, directly.*

*We hope that you will enjoy this module and we look forward to meeting you all soon.*

*Gerry Fitzpatrick*

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## Module Introduction

This seminar module is designed to promote inquiry-based learning, to enhance practical scholarship skills while engaging with real world problems. Students work in small groups under the guidance of a seminar leader. Students are introduced to critical reading, taking effective notes, gathering information and using the library, online sources and Canvas, working in groups, preparing and writing essays, using academic language, and revising and taking exams. There is an explicit focus on topics of Irish political system, and political ideologies (e.g. conservatism, liberalism, socialism, etc.).

## Intended Learning Outcomes

On successful completion of the module the student should be able to demonstrate attainment of key competencies and knowledge as outlined in the following Intended Learning Outcomes:

|     |  |
|-----|--|
| LO1 | Critically read political science texts.   |
| LO2 | Write well-structured and coherent assignments that meet academic standards.   |
| LO3 | Use diverse learning tools and sources for information gathering (e.g. books, journal articles, online sources, Canvas). |
| LO4 | Actively participate in small-group sessions and in-class discussions.   |
| LO5 | Converse in the workings of the Irish political system.  |
| LO6 | Understand political ideologies from political science point of view.  |

## Module Contact Information

**First point of contact:** Throughout the academic year your first point of contact for this module is your seminar leader. You will be assigned a seminar leader as soon as you register for a seminar group. Your seminar leader will provide you with academic support, and advise on assessments, extensions, etc. They will also refer you to other members of staff/support services when/if necessary.

Following seminar enrolment, if you are unsure as to who your seminar leader is and/or how to contact them, please email First Year Coordinator, Gerry Fitzpatrick, Email: [gerard.fitzpatrick@universityofgalway.ie](mailto:gerard.fitzpatrick@universityofgalway.ie)

## Our expectations of you

### Your Responsibility

| Be Present  | Be Prepared  | Participate  |
|---|--|--|
| <div data-bbox="293 736 497 949" data-label="Image"> </div> <p data-bbox="229 1028 564 1115">Attend all modules that you registered for:</p> <p data-bbox="221 1189 574 1272">Lecture modules: 2 hours per week</p> <p data-bbox="217 1350 579 1487">Seminar modules: 1 hour in designated weeks (see your Module Handbook for details)</p> | <div data-bbox="692 775 900 902" data-label="Image"> </div> <p data-bbox="616 1032 978 1169">Complete the required learning and reading activities each week.</p> <p data-bbox="639 1245 954 1384">You will be expected to discuss these with your Lecturers and Classmates.</p> | <div data-bbox="1086 730 1342 958" data-label="Image"> </div> <p data-bbox="1010 1032 1382 1115">Complete all learning activities and assessments.</p> <p data-bbox="1046 1193 1345 1276">At University, you join a 'community of practice'.</p> <p data-bbox="1062 1301 1329 1384">Learning is active and collaborative.</p> <p data-bbox="1015 1460 1377 1599">We want to hear your ideas and understanding of the new topics you are engaging with.</p> <p data-bbox="1019 1675 1372 1868">You will participate in weekly discussions and activities to demonstrate this new understanding.</p> |

### The importance of participation

The Seminars give you an opportunity to meet with course teaching staff and with other course participants to exchange views and discuss problems. You can ask questions and share progress.

The Seminars also include practical exercises to relate the contents of the modules to your own individual experience or work context. They provide a useful opportunity to address any queries relating to the module material. Remember that it is important to have read the module materials so that you can participate in Seminar discussions and exercises. Inadequate preparation limits your ability to participate and disrupts the learning for other course participants. At your Seminar you will also receive guidance on assignments and projects.

**It is the student's responsibility to inform the Seminar Leader of their absence either before or after the scheduled Seminar.**

### What to do if you experience difficulties

If you are experiencing difficulties that are having a negative impact on your studies, it is important that you let us know so that we can help or offer guidance on where you can seek assistance. Any *information relating to your circumstances will be held in strictest confidence.*

*The Golden Rule:* deal with these issues as they occur by contacting your seminar leader and First Year Programme Coordinator, Gerry Fitzpatrick ([gerard.fitzpatrick@universityofgalway.ie](mailto:gerard.fitzpatrick@universityofgalway.ie)) and/or the College office.

If you encounter difficulties with any aspect of a module or with the First year programme in Soc & Pol, we are here to help, but you need to let us know. We welcome feedback from students and an important part of our job is to support you in your studies.

Any issues you may have that have not been resolved with the seminar leader/programme coordinator in the first instance can also be raised with our Deputy Head of School, Dr Vesna Malesevic ([vesna.malesevic@universityofgalway.ie](mailto:vesna.malesevic@universityofgalway.ie)).

As a constituent unit of the College of Arts, Social Sciences and Celtic Studies, the School is subject to oversight by the Dean of Arts and issues relating to School decisions can also be raised with the Dean's office (contact details can be found here: <https://www.universityofgalway.ie/colleges-and-schools/arts-social-sciences-and-celtic-studies/staff/>).

The School is committed to working with **Year Representatives who are affiliated to the Student Union**. If you are interested in being a Year Rep please contact Gerry Fitzpatrick, Email: [gerard.fitzpatrick@universityofgalway.ie](mailto:gerard.fitzpatrick@universityofgalway.ie)

### Student Support Services

The University Support Services offer a range of different avenues of support.

Please see their webpages for the detailed information: <https://www.universityofgalway.ie/student-services/>

Amongst many services on offer, there are the following:

- [Student Enquiry Centre](#)
- [Things not going right](#)
- [Your Health and Wellbeing](#)
- [Counselling](#)
- [Student Advisors](#)
- [Accommodation](#)
- [Financial Aid](#)
- [Student Health Unit](#)
- [Chaplaincy](#)
- [Creche](#)

### Learning Needs Assessment (LENS)

Students with a disability are entitled, under law, to reasonable accommodations to enable them to participate on more equal terms with their peers. Supports and reasonable accommodations are determined through an individual needs assessment, taking into account the nature and impact of the disability, evidence of disability, and course requirements.

Below is a list of the most recommended reasonable accommodations. This list is not exhaustive, and it is important to note that not all students will be eligible for all accommodations.

- Advice, Support and Advocacy
- Exam Accommodations
- In-class Accommodations
- Learning /Skills Support
- Assistive Technology
- Placement Support
- Other Specialised Supports

For more information please see: <https://www.universityofgalway.ie/disability/>

## Module Overview

|                             |   |
|-----------------------------|---|
| Teaching Week               | SP1120<br>Practicing Politics   |
| Induction Week<br>(Sept. 9) | No seminars   |
| Week 1 (Sept. 16)           | No seminars<br><b>*** Seminar group self-enrolment on Canvas ***</b><br>(start: Wed Sept. 18 <sup>th</sup> )  |
| Week 2 (Sept. 23)           | No seminars<br><b>*** Seminar group self-enrolment on Canvas ***</b><br>(end: Wed Sept. 25 <sup>th</sup> )  |
| Week 3 (Sept. 30)           | Seminar 1:<br>Introduction and Academic Skills  |
| Week 4 (Oct. 7)             | Seminar 2:<br>Critical Summary Discussion   |
| Week 5 (Oct. 14)            | Seminar 3:<br>'Government and Parliament'   |
| Week 6 (Oct. 21)            | Seminar 4:<br>Conducting Academic Research and Essay Writing<br><b>Critical Summary Submission Deadline: Friday 25<sup>th</sup> October 2024, 23:59pm</b> |
| Week 7 (Oct. 28)            | Seminar 5:<br>'Liberalism, Socialism'   |
| Week 8 (Nov. 4)             | Seminar 6:<br>Academic Skills Development Checkpoint  |
| Week 9 (Nov. 11)            | Seminar 7:<br>'Anarchism'   |
| Week 10 (Nov. 18)           | Seminar 8:<br>Exam Revision Strategies and Mock MCQ exam<br><br>[LAST WEEK OF SEMINARS]   |
| Week 11 (Nov. 25)           | No Seminars<br><b>Essay Submission Deadline: Monday, 25th November 2024, 23:59pm</b>  |
| Week 12 (Dec. 2)            | Study Week  |
| Week 13 (Dec. 9)            | DEC. 9TH – 20TH - SEMESTER 1 EXAMINATIONS   |
| Week 14 (Dec. 16)           | DEC. 9TH – 20TH - SEMESTER 1 EXAMINATIONS   |

## Assessment

| Type of assessment | Word length                            | Submission deadline                             | Submission method   | % of the overall mark for the module |
|--------------------|--|---|---|--------------------------------------|
| Participation      | N/A                                    | N/A   | N/A   | 10%                                  |
| Critical Summary   | 1000 words<br>(Excluding bibliography) | Friday, 25th October 2024, 23:59pm              | Electronically via Turnitin link located in the Assessment Folder on the module Canvas page | 30%                                  |
| Essay              | 2000 words<br>(Excluding bibliography) | Monday, 25 <sup>th</sup> November 2024, 23:59pm | Electronically via Turnitin link located in the Assessment Folder on the module Canvas page | 60%                                  |

### How to submit your assessments

All your assessments must be submitted Electronically via the relevant Turnitin link located in the Assessment Folder on the module Canvas page.

You must submit each assessment as a single file containing the Cover page, full essay and the bibliography section.

If you are unfamiliar with using Turnitin, please have a look at the materials in this Student Resource Hub: <https://help.turnitin.com/feedback-studio/student-resources.htm>

They include this short video that shows you how to submit an assessment:

<https://www.youtube.com/watch?v=v6nDM2q6lqc>

### Critical Summary Guidance

Engaging in an academic text is a new skill you gain in University. This task will help you to build your skillset.

Write a 1000 words critical summary of the following extract:

Coakley, John (2010, 2017) "Chapter 1-the Foundations of Statehood" pp.19-24 in Coakley, John., and Michael Gallagher, (eds). Politics in the Republic of Ireland. 5<sup>th</sup>/6<sup>th</sup> ed., Routledge; In Association with PSAI Press. 320.9417 POL

### Step 1: Study/Research/Appraise



Carefully read the chapter and take short notes on each section. Get advice from your tutor and/or work in teams (in Seminar 2) to discuss how you should decide what is important to include and what is non-essential. What are mere details that are not vital?

2. Identify what you deem to be the 3 most important points from this work.
3. Explain why they are important - base this on fact not opinion.
4. If you need additional help see the PowerPoint slides/recording which offers advice on doing a critical summary.

### **Step 2: Write**

1. Using formal language compose 2-3 short paragraphs circa 1000 words in total (excluding bibliography)
2. The piece should include
  - Mini Intro
  - 3 core points with an explanation of their importance
  - Mini conclusion
3. Include 2 forms of the Harvard Style of in-text citation (paraphrase and direct quote)
4. The writing style should be formal but personal pronouns are permitted.
5. Include a bibliography (citations are not part of the wordcount)

### **Step 3: Submit**

1. Proof read
2. Proof read again
3. Have a friend proof read
4. Upload and celebrate!

Please note the following regarding the wordcount:  $\pm 10\%$  of text over or under wordcount is acceptable – if  $\pm 25\% = 2\%$  penalty, if  $\pm 50\% = 4\%$  penalty, if  $\pm 75\% = 6\%$  penalty off the mark – e.g. if original mark awarded is 68%, it would be brought down to 62% in case of 6% penalty

Critical Summary Marking Rubrics

|                  | A (70-100%) H1   | B (60-69%) H2.1   | C (50-59%) H2.2   | D (40-49%) Pass  | E (0-39%) Fail   |
|------------------|--|---|---|--|--|
| <b>Structure</b> | Clear, coherent structure; excellent introductory and concluding paragraphs; main paragraphs give balanced attention to all important aspects of the task  | Very good structure; very good introductory and concluding paragraphs; main paragraphs give very good attention to all important aspects of the task  | Good structure; good introductory and concluding paragraphs; main paragraphs give good attention to all important aspects of the task   | Acceptable structure; acceptable introductory and concluding paragraphs; main paragraphs give some attention to all important aspects of the task  | No clear introduction or conclusion; main paragraphs are disorderly or give inadequate coverage of key issues.   |
| <b>Content</b>   | Engaging closely and systematically with the subject matter; consistently strong evidence of understanding of the subject matter; excellent synthesis of the relevant points from required material  | Very good engagement with the subject matter; consistently very good evidence of understanding of the subject matter; very good synthesis of the relevant points from required material                           | Good engagement with the subject matter; consistently good evidence of understanding of the subject matter; good synthesis of the relevant points from required material  | Acceptable level of engagement with the subject matter; some evidence of understanding of the subject matter; predominantly description of the relevant points from required material                                      | A display of minimal knowledge of material relative to the subject matter; serious omissions / errors and/or major inaccuracies in relation to the subject matter  |
| <b>Focus</b>     | Clearly addressed main points from required material; excellent acknowledgment of weaknesses and/or strengths of the main points from the reading(s); excellent critical thinking and/or analysis in | Well-presented main points from required material; very good acknowledgment of the weaknesses and/or strengths of the main points from the reading(s); very good critical thinking and/or analysis in relation to | Good presentation of the main points from required material; good acknowledgment of the weaknesses and/or strengths of the main points from the reading(s); good critical thinking and/or analysis in relation to | Weak presentation of the main points from required material; some acknowledgment of the weaknesses and/or strengths of the main points from the reading(s); weak critical thinking and/or analysis, if any, in relation to | Unclear, incoherent, or simplistic presentation of the main points from required material; no engagement with the weaknesses and/or strengths of the main points from the reading(s); no critical thinking or analysis |

|                                       | relation to material covered   | material covered   | material covered  | material covered  |   |
|---------------------------------------|--|--|---|---|---|
| <b>Presentati<br/>on</b>              | Excellent use of Harvard style referencing; accurately acknowledged sources in the text; appropriate use of quotes; properly selected and formatted bibliography; within word limit; proof-read for typographical errors; Cover page attached and properly completed | Very good use of Harvard style referencing; very good attempt at accurate in-text citation; very good use of quotes; well selected and formatted bibliography; within word limit; proof-read for typographical errors; Cover page attached and completed | Good use of Harvard style referencing; good attempt at accurate in-text citation; good use of quotes; relevant and formatted bibliography; within word limit; proof-read for typographical errors; Cover page attached and completed      | Acceptable use of Harvard style referencing; most sources not accurately acknowledged in the text; acceptable use of quotes; some relevant sources used with incomplete bibliography; over/under word limit; minimally proof-read for typographical errors; Cover page attached | No acknowledgement of sources in the text; inaccurate use of Harvard style referencing; incorrect / inadequate formatting of bibliography; inappropriate use of quotes; too many or too lengthy quotes; largely over or under word limit; typographical errors; missing/inadequate completion of Cover page |
| <b>Expression<br/>and<br/>grammar</b> | Clear, fluent and accurate use of language with correct spelling, grammar and punctuation; vocabulary and expression are clear and exact throughout; sustained engagement in relevant academic language  | Clear and fluent use of language with mostly correct spelling, grammar and punctuation; vocabulary and expression are clear and exact but not consistently throughout the assignment; very good engagement in relevant academic language                 | Accurate use of language with good attempt at correct spelling, grammar and punctuation; good attempt at clear vocabulary and expression but mostly inconsistent throughout the assignment; good engagement in relevant academic language | Acceptable use of language with some correct spelling, grammar and punctuation; vocabulary and expression are not very clear or exact; acceptable engagement in relevant academic language  | Unclear or inappropriate use of language; frequent errors in terms of spelling, grammar and punctuation; poor or awkward expression with many grammatical errors; poor or non-existent engagement in relevant academic language   |

## Essay Guidance

Choose one topic from the four presented below and write a 2000 words essay. All the essay topics will be discussed in the seminars.

You must include a signed Cover Sheet in your submissions.

The wordcount includes the essay and in-text references. The cover sheet and bibliography section are not included in the wordcount.

Please note the following regarding the wordcount: -/+10% of text over or under wordcount is acceptable – if -/+25% = 2% penalty, if -/+50% = 4% penalty, if -/+ 75% = 6% penalty off the mark – e.g. if original mark awarded is 68%, it would be brought down to 62% in case of 6% penalty

The number of required sources: 2-3 academic sources from the module syllabus plus 2-3 additional credible sources (or from syllabus as well).

Detailed Essay Guidance is available on the module Canvas page, in the Assessment folder.

## Essay Topics

### Essay Topic 1

#### 'Irish Party Politics'

**Essay Question:** *“There is nothing new in Irish Party politics. Every single Irish political party without exception can be either traced back to political movements from before the foundation of the state and the civil war period (1920s), or else they are just modern splits and factions from these old parties-chips off the old block!”*. Critically analyse this statement. Is it really accurate?

In your answer provide examples from any THREE Irish political parties active today, or in the past, which either support or contradict this statement.

Weeks, Liam (2017) “Chapter 5, Parties and the Party System”, pp.137-167 in Coakley, John., and Michael Gallagher, (eds). *Politics in the Republic of Ireland*. 6th ed Routledge; In Association with PSAI Press. 320.9417 POL

Note to answer this question the 6<sup>th</sup> edition from 2017 would be ideal to capture some new political parties that have emerged in the last few years.

For a historical context see: Coakley, John (2010, 2017) “Chapters 1-2-the Foundations of Statehood, Society and Political Culture” pp..3-64 in Coakley, John., and Michael Gallagher, (eds). *Politics in the Republic of Ireland*. 5<sup>th</sup>/6<sup>th</sup> ed., Routledge; In Association with PSAI Press. 320.9417 POL

For an all-island perspective see:

Ó Dochartaigh, Niall, Hayward, Katy and Elizabeth Meehan (2017) "Dynamics of Change in Political Parties: An All- Island Perspective", pp.157-72 in Ó Dochartaigh, Niall, Hayward, Katy and Elizabeth Meehan (eds.) Dynamics of Political Change in Ireland, Routledge, 2017.

## Essay Topic 2

### 'Government and Parliament'

**Essay Question: Critically assess the argument that the Republic of Ireland has a 'puny' parliament and an over-mighty executive.**

This essay invites you to explain the distribution of power between executive and parliament in the Irish political system and consider whether too much power is concentrated in the hands of government and the office of Taoiseach. Your answer should consider whether the balance between executive and parliament has shifted in recent years as a result of reforms aimed at strengthening parliament, such as the changes to parliamentary committees and the introduction of pre-legislative scrutiny.

It would be reasonable to spend a fair portion of the essay explaining the role and relative powers of parliament and executive (i.e. the government) and the way they have changed in recent years. It would be good to connect your discussion of the Irish system to comparative debates on the relationship between parliaments and executives. Feel free to consider the impact of innovations such as pre-legislative scrutiny or the Citizen's Assembly whose deliberations on the eighth amendment (on abortion) were considered by an Oireachtas Committee before the government of the day proposed new legislation (although it's not essential to address these).

#### Reading:

Much of the key information you need for the essay can be found in the core reading for this topic :

Gallagher, M. (2018) Ch. 7 The Oireachtas: President and parliament. In Coakley and Gallagher *Politics in the Republic of Ireland*, 6th edition. Of particular importance is the material dealing with Dáil Éireann

Two chapters on Taoiseach and Government from different editions of the same book provide all the information you will need on the Irish executive:

O'Malley, Eoin & Martin, Shane (2018) Ch. 10 The government and the Taoiseach. In Coakley and Gallagher *Politics in the Republic of Ireland*, 6th edition.

Elgie, Robert & Fitzgerald, Peter (2005) The President and the Taoiseach. In Coakley and Gallagher (2005) *Politics in the Republic of Ireland*, pp.313-320 [on the Taoiseach]. Note that this is the **4th edition**.

The chapter by Heywood on Assemblies (i.e., parliaments) can help in enriching the comparative aspect of your essay:

Heywood, A. (2019) Ch. 15 Assemblies. In *Politics* 5th edition. Macmillan. Especially the section on 'Performance of Assemblies'.

while Lynch and Martin's paper on pre-legislative scrutiny can further enhance your analysis and offers some additional evidence on the impact of recent changes to the way in which parliament operates:

Lynch, C. & Shane Martin, S. (2020) Can parliaments be strengthened? A case study of pre-legislative scrutiny, *Irish Political Studies*, 35:1, 138-157.

### Essay Topic 3

#### 'Political Ideologies: Left and Right'

**Essay Question: How do leftist and conservative ideologies differ in their understanding of the root causes on inequality, and what policy solutions do they propose to mitigate inequality?**

#### Requirements for this topic

**Learning materials:** in order to pass this assignment, you must use the essential readings (see below). You can also use the additional readings and/or suitable learning materials such as credible online news sources and relevant academic articles, but essays that do not use and reference the essential readings will not be deemed to have met the requirements of the assignment.

**Referencing:** you must use the Harvard style of in-text citation, and list all sources used in the essay as a bibliography. Quotations must include page numbers in the citation.

**Essential Readings:** pp. 15-17, plus chapters 2, 3, and 4 on Liberalism, Socialism, and Conservatism, all from Heywood, *Political Ideologies: An Introduction* (6<sup>th</sup> Edition). Palgrave: London (available on Canvas).

#### Additional (Optional) Readings:

- Ball, T. & R. Dagger (2017). *Ideals and ideologies: a reader*. 10th edition. Pearson Education (e-copy available).
- Garner, R., P. Ferdinand and S. Lawson 2009. *Introduction to Politics*. Oxford University Press (320.GAR).
- Goodwin, B. (2007). *Using political ideas*. 5th Edition. John Wiley (320.5 GOO).

#### Guidelines

This essay topic builds on lecture blocks 3 & 4 (liberalism, socialism, and conservatism), and also builds on the seminar task where students have explored the issue of equality through the lens of socialism and liberalism.

The essay question requires students to use the issue of inequality as a way of comparing and contrasting the political left and political right.

In the introductory chapter to his book *Political Ideologies: An Introduction*, Andrew Heywood discusses ways of distinguishing the political left and right (from Heywood 2017: 15), including the following, which you should use as sub-headings in structuring your essay:

- Attitudes to economic organisation and the role of the state
- Attitudes to equality

Note that ‘attitudes’ does not imply that you should think only about political parties and governments (see below under ‘additional activity’). Please also be aware that you will not be able to use everything discussed in the essential readings, so the task is to use the above headings as a way of ‘researching’ the topic. As you study for the essay, ask yourself questions: how and why does the left differ from the right when it comes to inequality? Why does state intervention in the economy and in the lives of citizens seem to polarise left and right (think for example of Republican opposition to ‘Bidenomics’ in the US, i.e. President Joe Biden’s efforts to invest in infrastructure, strengthen the social safety net – which means increasing tax on higher-income individuals and corporations –, increase the minimum wage, expand access to affordable healthcare, and forgive student loan debt).

Something else to consider is the importance of context. For example, in the US, liberalism is generally associated with ‘big government’ and is thus understood to be ‘left-wing’, while in Europe liberalism tends to be associated with support for the free-market, which would place it closer to the ‘right’ than the ‘left’ (see Heywood 2017, p. 16).

Students are encouraged to use examples for this essay. The examples do not need to come from the essential learning materials, but if you use your own examples, then you must cite your sources (such as news articles or online news media).

**Additional activity:** In preparing for the topic, students are encouraged to explore the ‘political compass’, which is an online resource that enables you to see where you stand politically, and how your own views (or ‘attitude’) compare with well-known figures such as Stalin, Ghandi, Trump, Chomsky, and Merkel: <https://www.politicalcompass.org/test>

#### Essay Topic 4 ‘Anarchism’

**Essay Question: ‘Is the anarchist belief in spontaneous order justified?’**

##### Requirements for this topic

**Readings:** Essays must refer directly to Wolff’s arguments in ‘The conflict between authority and autonomy’; they must include at least three direct quotations from the work; paraphrasing is welcome in addition. This is essential in order to pass the assignment. You can also use the additional readings and/or suitable learning materials such as credible online news sources and relevant academic articles.

**Referencing:** You must use the Harvard style of in-text citation, and list all sources used in the essay in a bibliography. Citations must include page numbers (the one exception being online sources that are not paginated).

**Key concepts:**

- Autonomy: anarchists offer a distinctive understanding of freedom as self-government
- Anarchism: a commitment to the ideal of spontaneous order
- Authority: the right to rule (and the corresponding duty to obey)

**Guidelines:**

The conventional (e.g. liberal) view is that the State is necessary and we have a duty to obey it (and its laws). The anarchist view is that all imposed order (including that of the State) is illegitimate; and order can (and should) arise spontaneously in society.

As Andrew Heywood puts it, anarchism is a 'stateless society in which free individuals manage their affairs by voluntary agreement' (2017, p. 139). It is unlike any other ideology for that reason (except for Marx's idea of communism, where the State withers away in a classless society). This essay question asks you to analyse whether the anarchist belief in spontaneous order is justified. The primary concern is whether anarchism is normatively (i.e. morally or ethically) legitimate as a political project. However, in addressing that concern, you may find you also have to examine whether anarchism is feasible (realistic, viable). After all, 'ought implies can': if anarchism is not possible, it should not be a moral ideal either.

I encourage you to bring in examples when you write your essay. In the lecture and in the readings there are numerous examples of the different kinds of anarchism. Using examples should help you communicate clearly to the reader what you are talking about. Examples also can help you advance an argument of your own (here concerning where the belief in spontaneous order is justified). Examples should not be used as so-called 'straw men': they should not be used to make opposing arguments look weak so as to make your argument look strong.

Your essay will need to combine exegesis with critical analysis. That is, you will need to give a clear account of what others are saying on this topic (i.e. exegesis) and you will need to analyse these arguments for clarity, precision, and realism (i.e. critical analysis).

Your essay should have a clearly defined structure. Your introduction should explain why the issue is important and what you will argue. Your paragraphs should be clearly delineated, each one tackling a different aspect of the question.

You should use published sources, and these should be cited in the text and accompanied by a full bibliographical entry at the end of document.

Try to use clear and precise language: re-read and revise as you go along to remove errors and ambiguity.

Finally, let the argument take you wherever leads: you may find you have to give up what were, before writing this essay, dearly held assumptions!

**Main Reading:**

Wolff, R.P. (1990 [1973]) 'The conflict between authority and autonomy,' in J. Raz (ed.) *Authority* (New York: New York University Press), pp. 20–31.

**Additional Readings:**

Heywood, A. (2017) 'Anarchism,' in *Political Ideologies*, fifth edition (Palgrave), pp. 137–62.  
Horton, J. (2010) 'Anarchism,' in *Political Obligation*, second edition (Palgrave), pp. 106–34.



## Essay Marking Rubrics

|                           | A (70-100%)<br>H1  | B (60-69%)<br>H2.1  | C (50-59%)<br>H2.2   | D (40-49%)<br>Pass  | E (0-39%) Fail   |
|---------------------------|--|---|--|---|--|
| <b>Structure</b>          | Clear, coherent structure to essay; excellent introductory and concluding paragraphs; main paragraphs give balanced attention to all important aspects of the answer   | Very good structure to essay; very good introductory and concluding paragraphs; main paragraphs give very good attention to all important aspects of the answer                           | Good structure to essay; good introductory and concluding paragraphs; main paragraphs give good attention to all important aspects of the answer                                   | Acceptable structure to essay; acceptable introductory and concluding paragraphs; main paragraphs give some attention to all important aspects of the answer                      | No clear introduction or conclusion; main paragraphs are disorderly or give inadequate coverage of key issues.                                     |
| <b>Content</b>            | Engaging closely and systematically with the question set, with consistently strong evidence of comprehensive understanding of the subject matter through use of theories, ably supported by evidence/examples | Very good engagement with the question set, with consistently very good evidence of understanding of the subject matter through some use of theories, well supported by evidence/examples | Good engagement with the question set, with consistently good evidence of understanding of the subject matter through minimal use of theories, supported by some evidence/examples | Acceptable level of engagement with the question set, with some evidence of understanding of the subject matter with no use of theories, and minimal use of evidence/examples     | A display of minimal knowledge of material relative to the question posed; serious omissions / errors and/or major inaccuracies included in answer |
| <b>Argument and Focus</b> | Clearly presented argument that answers the question set; acknowledges weaknesses and strengths of the argument; acknowledges some remaining ambiguities and nuances   | Well-presented argument that answers the question set; some acknowledgment of the weaknesses and strengths of the argument; minimally acknowledges some remaining                         | Some argument made, mostly description but answers the question set; minimal acknowledgment of the weaknesses and strengths of the argument; no acknowledgment of remaining        | Predominantly description but answers the question set; no acknowledgment of the weaknesses and strengths of the argument; no acknowledgment of remaining ambiguities and nuances | Unclear, incoherent or simplistic argument; argument does not relate to set question; weak description; no analysis                                |

|                               |  | ambiguities and nuances  | ambiguities and nuances  |   |   |
|-------------------------------|--|--|--|---|---|
| <b>Presentati on</b>          | Excellent use of Harvard style referencing; accurately acknowledged sources in the text; appropriate use of quotes; properly selected and formatted bibliography; within word limit; proof-read for typographical errors; Essay Entry form attached and properly completed | Very good use of Harvard style referencing; very good attempt at accurate in-text citation; very good use of quotes; well selected and formatted bibliography; within word limit; proof-read for typographical errors; Essay Entry form attached and completed | Good use of Harvard style referencing; good attempt at accurate in-text citation; good use of quotes; relevant and formatted bibliography; within word limit; proof-read for typographical errors; Essay Entry form attached and completed | Acceptable use of Harvard style referencing; most sources not accurately acknowledged in the text; acceptable use of quotes; some relevant sources used with incomplete bibliography; over/under word limit; minimally proof-read for typographical errors; Essay Entry form attached | No acknowledgement of sources in the text; inaccurate use of Harvard style referencing; incorrect / inadequate formatting of bibliography; inappropriate use of quotes; too many or too lengthy quotes; largely over or under word limit; typographical errors; missing/inadequate completion of Essay Entry Form |
| <b>Expression and grammar</b> | Clear, fluent and accurate use of language with correct spelling, grammar and punctuation; vocabulary and expression are clear and exact throughout; sustained engagement in relevant academic language  | Clear and fluent use of language with mostly correct spelling, grammar and punctuation; vocabulary and expression are clear and exact but not consistently throughout the essay; very good engagement in relevant academic language                            | Accurate use of language with good attempt at correct spelling, grammar and punctuation; good attempt at clear vocabulary and expression but largely inconsistent throughout the essay; good engagement in relevant academic language      | Acceptable use of language with some correct spelling, grammar and punctuation; vocabulary and expression are not very clear or exact; acceptable engagement in relevant academic language  | Unclear or inappropriate use of language; frequent errors in terms of spelling, grammar and punctuation; poor or awkward expression with many grammatical errors; poor or non-existent engagement in relevant academic language   |

## Academic Integrity Policy

The University of Galway Academic Integrity Policy is available here:

[QA220-Academic-Integrity-Policy-Final.pdf \(universityofgalway.ie\)](#)

As the Policy states, 'Academic misconduct is any attempt to gain or help others gain an unfair academic advantage'. This can be 'intentional or inadvertent', and can be committed in a variety of ways (University of Galway 2022).

The following examples of academic misconduct are quoted from the University Policy (please note that this is not an exhaustive list):

- 'Submitting work as your own for assessment, which has, in fact, been done in whole or in part by someone else'.
- 'Cheating in exams (e.g., crib notes, copying, using disallowed tools, impersonation)'.
- 'Cheating in projects (e.g., collusion; using 'essay mills' to carry out the allocated part of the project)'.
- 'Self-plagiarism where you submit work which has previously been submitted for a different assignment without permission/acknowledgement'.
- 'Posting advertisements for services which encourage contract cheating either physically or virtually'.
- 'Submitting all or part of an assessment item which has been produced using artificial intelligence (e.g. Google Translate or other machine translation services/software, AI essay writing service etc.) and claiming it as your own work.'

Source: University of Galway (2022) 'QA220 Academic Integrity Policy', available at:

<https://www.universityofgalway.ie/media/registrar/docs/QA220-Academic-Integrity-Policy-Final.pdf>

## Citing your sources

You should familiarise yourself with the University Referencing guide:

<https://libguides.library.nuigalway.ie/Plagiarism/Referencing>

Citing your sources: The School does not stipulate a particular style of referencing, and you will not be penalized for using the 'wrong' method. The main thing is to be consistent, i.e. please don't mix referencing styles in your coursework. For ease of use we recommend the Harvard system, which is commonly used in the social sciences.

A useful guide to using the Harvard method can be found here:

[https://libguides.ul.ie/ld.php?content\\_id=23581826](https://libguides.ul.ie/ld.php?content_id=23581826)

We require students to confirm that any written work submitted is their own work: see the Assignment Cover Sheet in the Assessment folder on Canvas. When submitting work via Turnitin on Canvas, you can 'sign' the Cover Sheet by typing your name in the space provided.

We allow students to make multiple submissions to Turnitin before the set deadline. You are advised to make use of this option and carefully review your Turnitin similarity match report to ensure that your essay is properly referenced and that all the used sources are acknowledged.

You can find guidance on how to interpret your Turnitin similarity report here:

<https://help.turnitin.com/feedback-studio/turnitin-website/student/the-similarity-report/interpreting-the-similarity-report.htm>

### Feedback Timeframe Policy

For continuous assessment, feedback and marks will be returned 3 weeks from the submission deadline.

### Deadlines, extensions & deferrals

If for good reason you cannot make a deadline for an assignment, you can seek an extension from your seminar leader.

Exceptions include valid medical or personal reasons in which case you should contact your seminar leader and notify the First Year Coordinator Gerry Fitzpatrick ([gerard.fitzpatrick@universityofgalway.ie](mailto:gerard.fitzpatrick@universityofgalway.ie)). A new deadline will be arranged.

Minimum limit for extensions is 1 working day. Maximum limit for extensions is 7 working days (excluding weekends, Study week and exams period except the last day of examinations).

Submitting coursework late without an extension or a deferral, will be subject to penalty, as per the School of Political Science and Sociology late submission policy.

Late submission policy:

- Refers to the submission of continuous assessment (CA) material by the student without extension request and/or extension request approval
- Material is marked up to 10 working days late submission
- No work is accepted or marked after 10 days submission after the deadline
- Penalty per 1 working day late submission is 2% off the mark originally awarded (e.g. if the essay merits mark of 68%, with penalty applied, the mark would go down to 66%)

*Golden Rule:* get your assignments in on time! It is best to deliver an imperfect essay by the due date as opposed to losing marks for late submission.

If you need to defer a module (in which case you will be examined for that module during the autumn exam – technically called the ‘2<sup>nd</sup> sitting’), you should contact the College Office, as we are not authorised to grant an application for deferrals.

The University deferral procedures are outlined in this document:

<https://www.universityofgalway.ie/media/registry/exams/policiesprocedures/QA234---Deferral-of-Examinations---A-guide-for-students.pdf>

For further information on deferrals please contact the College Office at

[artsundergrad@universityofgalway.ie](mailto:artsundergrad@universityofgalway.ie)

### Consultation Day

Consultation day is organised by the University after 1st sitting results release. It gives an opportunity to the students to seek informal recheck of their submitted work and the mark

achieved. It is a requirement of the University to go through informal recheck first before proceeding with an Appeal.

## Rechecks & Appeals

The Examinations Office has a procedure for dealing with queries relating to marks awarded for modules:

<https://www.universityofgalway.ie/media/registry/exams/policiesprocedures/QA235---Procedure-for-the-Discussion-Checking-and-Appeal-of-Examination-Rresults---Feb-2021.pdf>

## Module Outline

### Seminar 1

#### **Introduction and Academic Skills**

Seminar Reading: Cottrell, Stella (2013) "Chapter 1: Success as a Student" in *The Study Skills Handbook, 4<sup>th</sup> Edition*. Palgrave Macmillan, pp. 9-34.

In this introductory seminar, you will meet your seminar leader as well as your fellow students and discuss transition to University-level education, focusing specifically on the academic skills that you will be working towards developing this year.

The seminar will also cover the basics of academic referencing. After the session, it is recommended that you familiarise yourself with the University Referencing guide:

<https://libguides.library.nuigalway.ie/CitingReferencing>

### Seminar 2

#### **Critical Summary Discussion**

Seminar Reading: Coakley, John (2010, 2017) "Chapter 1-the Foundations of Statehood" pp.19-24 in Coakley, John., and Michael Gallagher, (eds). *Politics in the Republic of Ireland*. 5<sup>th</sup>/6<sup>th</sup> ed., Routledge ; In Association with PSAI Press. 320.9417 POL

Engaging in an academic text is a new skill you gain in University. This task will help you to build your skillset.

#### **Step 1: Study/Research/Appraise**

Carefully read the chapter and take short notes on each section. Get advice from your tutor and/or work in teams to discuss how you should decide what is important to include and what is non-essential. What are mere details that are not vital?

2. Identify what you deem to be the 3 most important points from this work
3. Explain why they are important - base this on fact not opinion

4. If you need additional help see the PowerPoint slides/recording which offers advice on doing a critical summary.

**After the seminar complete the remaining Steps 2 and 3 (see the Assessment Section of this Handbook for detailed guidance).**

### Seminar 3

#### **'Government and Parliament'**

Seminar Reading: Elgie, Robert (2005) 'Taoiseach and President'. In Coakley and Gallagher (2005) *Politics in the Republic of Ireland*, pp. 313-320. (Please note this is the **4th edition**)

#### **Seminar activity:**

Identify several examples of the powers of the Taoiseach, and several examples of constraints on the Taoiseach's power.

#### **Central aims of the seminar:**

1. To understand the key information and concepts in the short reading on the office of Taoiseach. This is a clear and concise reading that sets out the powers a Taoiseach enjoys and introduces students to some of the key lines of debate on those powers. It should help students to understand the distinction between the executive and legislative branches of government and the issues surrounding the distribution of power between them (the topic of one of the essays).
2. To stimulate discussion and reflection on the power enjoyed by a Taoiseach and the limitations on that power. Students might be encouraged to connect the ideas in the reading to current examples. That the current government is based on a novel arrangement to 'rotate' the office between the two main government parties highlights the limits to a Taoiseach's power, especially in a coalition government where the junior partner has the power to withdraw at any time. A great deal of power is concentrated in the hands of the head of the Irish executive and one central issue is whether this concentration has facilitated the abuse of power. Discussion might touch as well on the strengthening of the power of the Irish parliament vis a vis the executive in recent years.

### Seminar 4

#### **Conducting Academic Research and Essay Writing**

Seminar Reading: Cottrell, Stella (2013) extracts from "Chapter 11: Writing at University Level" in *The Study Skills Handbook, 4<sup>th</sup> Edition*. Palgrave Macmillan, pp. 281-285 and 287-290.

In this seminar, you will discuss how to conduct academic research, evaluate the credibility of the sources and approach academic writing.

After the session, it is recommended that you familiarise yourself with the following resources:

- The Academic Writing Centre guidance on 'Use of Secondary Sources' and 'Evaluating Sources': <https://library.nuigalway.ie/media/library/files/awcdocuments/Secondary-Sources.pdf>

- The University Guide on 'Getting Started with Your Assignments':  
<https://openpress.nuigalway.ie/firstyearin/chapter/assignments-and-expectations/>

## Seminar 5

### 'Liberalism, Socialism'

Seminar Reading: pp. 32-33, 101-103 from A. Heywood (2017) *Political Ideologies: An Introduction*. 6<sup>th</sup> ed. Palgrave: London (available on Canvas).

Task: To explore the causes of inequality according to liberalism and socialism

Key concepts: formal equality, equality of opportunity, social equality

Main perspectives: liberalism and socialism

Discussion points:

Part 1: Why are socialists critical of the liberal commitment to 'equality of opportunity'; why are liberals critical of 'social equality'?

Part 2: How should we go about making society more equal?

## Seminar 6

### Academic Skills Development Checkpoint

Seminar Reading: In preparation for this seminar, please familiarise yourself with the Essay Marking Rubric. If you have any questions, you should note them down and bring them along to the seminar.

In the seminar, we will focus on reflecting upon your overall academic progress so far, identifying key areas for improvement and discussing the best ways of addressing them.

## Seminar 7

### 'Anarchism'

Seminar Reading: from Andrew Heywood, *Political Ideologies* sixth edition (Palgrave, 2017), chapter on Anarchism, with particular attention to pp. 139–44. [This text is available on Canvas]

#### Seminar Activity:

For Andrew Heywood, anarchism refers to a 'stateless society in which free individuals manage their affairs by voluntary agreement' (2017, p. 139). Here are some questions that will help us in our efforts to analyse this ideology:

- Is it best to think of anarchism as providing a critique of contemporary societies, in particular liberal democracies? What criticism does anarchism make of representative democracies and capitalist market economies?
- Can there be an anarchist society? What is the difference between anarchism and chaos?

- Is belief in spontaneous order justified, given the possibility that others will treat us cruelly unless they are prevented from doing so by a non-voluntary and coercively enforced set of rules?
- Perhaps anarchism is in evidence in voluntary associations? Even so, can voluntary associations account for anything more than one (minute) aspect of the human experience?
- Are non-voluntary obligations not only needed but also justified? One example seems to be the duties of children to their (unchosen) parents. Are there such non-voluntary obligations at the level of the political community as well?

## Seminar 8

### **Revision Strategies and Mock MCQ exam**

In this week's seminar we will discuss different revision strategies and practical advice on preparing for, and sitting, the exam. You will also have an opportunity to sit, and discuss, a mock Politics MCQ exam.