OLLSCOIL NA GAILLIMHE
UNIVERSITY OF GALWAY

MA IN PUBLIC ADVOCACY AND ACTIVISM

Student Handbook 2025-26

CONTENTS

Welcome

Welcome to the **MA in Public Advocacy & Activism** at the **Huston School of Film & Digital Media,** within the School of English, Media and Creative Arts (SEMCA), University of Galway. We look forward to working with you during the academic year.

This handbook contains guidelines regarding academic practice as well as some practical details, including module descriptions, policies, and timetables. Please take the time to review it carefully. Further information will be communicated by the Programme Director, Dr Fiona Bateman, when required.

Please note that timetables, module outlines, and other details are subject to change as necessary, with details communicated by Module Leaders or the Programme Director. Updates will be provided through your University of Galway email address and Canvas (the VLE, or Virtual Learning Environment).

Your lecturers will provide you with detailed outlines, learning materials, and further information with regard to individual modules once the semester begins, and this information will also be available on Canvas. The Programme Director will keep you up-to-date on any changes to module delivery that may occur in response to public health guidelines.

We encourage you to make the most of your time as a postgraduate student; there are many clubs and societies to join, and you will be kept informed of relevant visiting speakers or events at the Huston and elsewhere on campus. Check out the information about [Student Services,](#) which are available to you during the year.

Dr Fiona Bateman, the Programme Director, is available to deal with any questions, queries, suggestions, comments, etc. pertaining to **academic matters.** For **administrative** queries and assistance, please contact **Teresa – odonovant@universityofgalway.ie -** or check for relevant contact details on the University website or in this handbook for Fees, Registration, etc.

KEY CONTACTS

Dr Fiona Bateman, Programme Director, MA in Public Advocacy & Activism
Office: Huston Bubble (Prefab)

Email: Fiona.bateman@universityofgalway.ie

Ms Teresa O'Donovan, Administrator, Huston School
Office: Huston Main (upstairs)

Email: odonvoant@universityofgalway.ie

Dr Tony Tracy, Head of Discipline, Huston School
Office: Huston Main (upstairs)

Email: tony.tracy@universityofgalway.ie

HUSTON
SCHOOL *of* FILM
& DIGITAL MEDIA

Registration and Administration

Registration

Online Registration opens on 19th August. University of Galway will expect you to have formally enrolled and to have begun paying your fees by the first week of semester. Registration is essential in order to have access to Canvas, university email accounts, Library services, etc. so ideally you should be registered by 8th September when classes begin. Please ensure that you update the address provided at registration should you move during the year, as this is the address all communication and transcripts are issued to.

Fees / Finance

College fees may be paid by various methods. The Fees Office deals with fees and you should communicate with them directly at Student fees - University of Galway . Students who fail to pay their fees may become ineligible to continue the course or unable to submit assessments. Any student who has a debt to the College at the end of the year will not have their grades relayed to them and will be unable to graduate.

Location

The Huston School is located at Block Q, Earls Island, which is at the very edge of campus, across the road from Galway Cathedral. The Huston School is at number 5 and 6 on this map. Teaching related to the programme takes place in classrooms in the Huston as well as in other rooms on campus. (The Bubble is the single storey prefab.)

Code of Conduct

All students are asked to familiarize themselves with the University's Code of Conduct, which is available here. Every student and staff member has the right to be treated with dignity and respect. Students are expected to acknowledge the authority of the staff of the University, both academic and support staff, in the performance of their duties.

Attendance Requirements

It is important that you attend all lectures and guest sessions consistently. It is accepted that due to illness you may have to miss occasional classes, but if you have to be absent from several classes, or you know that you are going to have difficulties in attending regularly, please inform your Course Director. Medical certificates are required and should be submitted to the School Office.

Coursework Deadlines

The final deadlines for receipt of module coursework 2025/26 will be confirmed by individual lecturers. Extensions can only be granted by the Programme Director, and the only basis for a deadline extension is mitigating circumstances (illness or bereavement). Medical certs are required at the time of submission. Please note – late submissions can only be made in the four weeks following the due date. Any submissions made after this point will not be accepted unless accompanied by evidence of mitigating circumstances.

Penalties

If work is submitted late the Department will impose a penalty for late submission. For each day that elapses between the expiration of the deadline and the receipt of the work, **2 percentage points will normally be deducted from the student's mark for that assignment.**

Coursework Submission

All coursework must be submitted as directed by the Module Leader on the due date and designated time using the specified method. Papers should be submitted on Canvas according to instructions. Submission of projects and assignments may vary depending on the nature of the work, so please follow the protocol for submission indicated for each module.

Your Campus Account

Once registered at University of Galway, each student is automatically assigned a Campus Account and Student Email account. Your Campus Account credentials provide access to Student Email, PC Suites, WiFi, Canvas, Library Systems, Self-Service Registration, MyCampus, and grades. Registration will send an email with regard to setting up your Campus Account, and logging in to your University of Galway student emails and Canvas.

You can activate your campus account using your student number and temporary password here

Your Email

Email as Official Correspondence: The University and Huston will use your student email account to send official correspondence during the academic year. Your student email account is the primary means of communication for fees, exams, registration details etc. So please check it regularly!

Canvas

The Virtual Learning Environment Canvas is being used by University of Galway. A Canvas account will automatically be created for you within 24 hours of registration. Full registration is necessary for your module choices to appear on Canvas. Module outlines, resources, assignments, and communications will all be accessed using Canvas, so take time to familiarize yourself with the system once you have access.

IMPORTANT DATES

- 19 August – Online registration opens. Please register as soon as possible on or after this date. Registration-related queries should be sent to registration@nuigalway.ie. For the purposes of registration, you will be asked to select a full suite of modules. (You may change your module selections once you've learned more about the programme choices during orientation).
- 8 September – Programme Orientation 11-1 in the Bubble. Semester 1 teaching begins.
- 9 September – Core modules begin
- 12 September – SEMCA Postgraduate Orientation and Meeting 3-4pm, O'Donoghue Centre
- 12 September – Online registration for semester 1 officially closes.
  - Aim to make any final adjustments to your semester 1 registration by this date. You will have further opportunities to adjust your semester 2 module choices at a later date. Please note that your semester 1 module choices should really be finalised before 12 September; this date is provided for information purposes only, and any changes to your online registration after teaching begins should be made only in consultation with Dr Bateman.
- 28 November – End of semester 1 teaching.
- 8–19 December – Semester 1 exam period (no exams but possibly some assignments due).
- 5 January TBC – Online registration reopens for a change-of-mind period for semester 2 modules. (NB: You may not decide to change **to** the Placement/Service Learning module at this stage, as some preliminary planning will have taken place in semester 1).
- 12 January – Semester 2 teaching begins.
- 12 January – Aim to make any final adjustments to your semester 2 registration by this date.
- 1 February TBC – Online registration for semester 2 officially closes.
- Please note that as classes begin on 12 January, your semester 2 module choices should be finalised by 16 January; this date is provided for information purposes only, and any changes to your online registration after 16 January should be made only in consultation with Dr Bateman.
- DD February – Dissertation Topics to be discussed (relevant students only).
- DD March – First drafts of Dissertation Proposals due (relevant students only)
- 3 April – end of Semester 2 teaching
- April–May–August – Work on MA Dissertation/Portfolio.

- Mid June – end of dissertation consultation period
- **21 August TBC – MA Dissertation/Portfolio due**

Programme Contacts

SEMESTER 1	Lecturer	Contact
FM6114: Practice and Theory of Advocacy and Activism	**Ms Vicky Donnelly** Activist, Community Worker and Educator	Vicky.donnelly@universityofgalway.ie
FM6115: Short Filmmaking for Advocates and Activists	**Dr Fiona Bateman** Huston School	Fiona.bateman@universityofgalway.ie
DJ6135: Reporting Economics and Politics	**TBC** Journalism	TBC
FR6101: Language, Gender and Power	**Dr Ornaith Rodgers** Modern Languages	Ornaith.rodgers@universityofgalway.ie
MU651: Popular Music and Activism		TBC
SEMESTER 2		
FM6119: Film, Politics, and Colonialism	**Dr Fiona Bateman**	Fiona.bateman@universityofgalway.ie
FM6116: Communication Media & Marketing	**Ms Orla Higgins,** Creative Media and Marketing	Orla.higgins@universityofgalway.ie
SP6122: Social and Political Context of Advocacy & Activism	**Dr Su-Ming Khoo** Political Science and Sociology	Suming.khoo@universityofgalway.ie
EN6143: Media for social Change	**Dr Andrew O Baoill** English and Media Studies	Andrew.obaoill@universityofgalway.ie
FM6113: Service Learning Report	**Dr Fiona Bateman**	
FA515 Final Project	**Dr Fiona Bateman**	

TIMETABLE

MA in Public Advocacy and Activism
2024-25

Semester 1
8 September – 28 November

Monday	Tuesday	Wednesday	Thursday	Friday
	10-12 Practice and Theory of Advocacy & Activism FM6114 **B1, Huston** CORE **10 ECTS**		9.30-11.30 Popular Music and Activism MU651 **ONLINE** ELECTIVE **10 ECTS**	
4-6 Reporting Economics and Politics DJ6135 **AMB-G009** ELECTIVE **10 ECTS**	**2-4** Short Filmmaking for Advocacy & Activism FM6115 **B1, Huston** CORE **10 ECTS**		**1-3** Language, Gender and Power FR6101 **CA001** ELECTIVE **10 ECTS**	

NB: MU651 is delivered fully online and will run from the week of the 8th of September to include 7 sessions: 6 x 2 hours and 1 x 3 hours. The last class will be on 23rd October, with the final essay due on 31st October.

Semester 2
12 January – 2 April

Monday	Tuesday	Wednesday	Thursday	Friday
		10-1.30 Communications Media Marketing FM6114 **B1 Huston** CORE *not every week **12-2** Research Methods/Guests **Huston Main/Q2** *Not every week	**10-12** Film, Politics, and Colonialism FM6119 **B1, Huston** ELECTIVE **10 ECTS**	
			2-4 Media for Social Change EN6143 **Bubble** ELECTIVE **10 ECTS**	**12-2** Social and Political Context of Activism and Advocacy SP6122 **Main room, Huston** ELECTIVE **10 ECTS**

Version JULY 2024

Not on timetable:

- Placement (10 ECTS): ELECTIVE, semester 2 – no scheduled classes, but some advisory meetings.

- Dissertation (30 ECTS): CORE [Due August, date to be confirmed]

NB: Not all combinations of electives may be possible due to scheduling issues.

Full-time Students take all the modules over a single year. Part-time students take 30 ECTS of modules each year. Not all choices will be available in year 1 to part-time students.

Module Information

The full MA programme is 90 ECTS. (The Postgraduate Diploma is 60 ECTS). The dissertation is 30 ECTS. Core modules account for 30 ECTS. You need 30 ECTS in total from your elective modules – so you choose 3 electives from the 7 options. Part-time students take 30 ECTS of modules in the first year (two core and one elective).

Core Modules

- · Short Filmmaking for Advocates (10 ECTS) Semester 1
- · The Practice and Theory of Advocacy and Activism (10 ECTS) Semester 1
- · Communications Media and Marketing for Advocates (10 ECTS) Semester 2

Elective Modules (3 out of 7 to be selected):

- · Language, Gender and Power (10 ECTS) Semester 1
- · Reporting Economics and Politics (10 ECTS) Semester 1
- · Popular Music and Activism (10 ECTS) Semester 1
- · The Social and Political Context of Advocacy (10 ECTS) Semester 2
- · Film, Politics and Colonialism (10 ECTS) Semester 2
- · Media for Social Change (10 ECTS) Semester 2
- · Service Learning/Placement (10 ECTS) Semester 2

NB: The outlines provided below are for general guidance and some details may be changed, but all updated information regarding content, resources and venues will be available on Canvas.

FM6116 Communication, Media and Marketing

10 ECT | Semester 2

Wednesday 10-1.30 in Bubble 1 *Not every week

Lecturer: Orla Higgins

e: orla.higgins@universityofgalway.ie

MODULE INTRODUCTION

This module introduces you to the principles, concepts and practice of communications that are essential when working in the area of public advocacy & activism. The topics covered will assist you in effecting change on behalf of those for whom you are advocating, and the emphasis will be on the application of the theory to real life situations and campaigning.

LEARNING OUTCOMES

When you have successfully completed this module, you should be able to:

- Recognise the importance of effective communication in achieving advocacy and activism goals.
- Discuss the importance of integrated communications programmes and the strategic value they create for organisations.
- Identify sources of, and strategies to deal with, unconscious bias.
- Discuss the strategies involved in changing behaviour.
- Research, analyse, segment and target key audiences.
- Formulate messages that speak to those audiences in order to affect change.
- Develop an effective media strategy for advocacy campaigning.
- Monitor and evaluate a communications programme.
- Demonstrate the application of communications concepts through the various assignments.
- Effectively respond to a communications campaign brief.
- Design an effective and creative communications campaign to meet clearly identified objectives, reach key audiences, change behaviours and set an appropriate budget for its implementation.
- Deliver engaging and effective presentations.
- Develop confidence in your ability to make a difference.

ASSESSMENT

This module is 100% continuous assessment and is broken down as follows:

Detailed guidelines and submission deadlines will be provided on Canvas at the beginning of the semester.

PARTICIPATION

Each topic is based on workshop participation, online podcasts/video tutorials discussion and critical analysis of current campaigns. **Each student is required to have studied the assigned material in advance as advised and will be expected to take part in a weekly informed debate on the relevant topic(s). In a number of instances students will also be required to lead the topic discussion.** The purpose of this approach is to ensure a deeper understanding of the issues involved and allow students to apply them in a practical manner when working in the area of communications & campaigning. The module will also provide you with the opportunity to exchange ideas and experiences with your fellow students and develop creative ideas.

TEXTBOOK

The recommended text for the module is *Social Marketing: Changing Behaviors for Good*, 6e, (2020) by Nancy R. Lee & Philip Kotler, SAGE. The text is available to read online at the NUI Galway library and relevant readings from it will also be available on Blackboard. In addition, you will be provided with other relevant readings throughout the semester, also via Blackboard.

Short Filmmaking for Advocates FM6115

10 ECT | Semester 1

Tuesday 2-4, Bubble 1

Dr Fiona Bateman and Mr Matt Faughnan

With the growth of social media and digital platforms, short films have become an increasingly useful tool for those seeking to bring about change. This module addresses the role of short film in advocacy and activism, and includes both practical and theoretical elements including documentary style, film language, propaganda versus social marketing, digital storytelling, and making short films with advocacy themes.

Recommended Reading

Jens Elder, Britta Hartmann, and Chris Tedjasukmana, *Understanding Video Activism on Social Media* (2025) (available on Creative Commons)
Steve Stockman, *How to Shoot Video that Doesn't Suck* (2017) (available as an E-book from the Library).

Other reading materials and resources will be available on Canvas each week.

Topics and Activities will include:

- · Film and change – power of images, documentary
- · Film in campaigning.
- · How to read a film: film literacy
- · Viewing and discussion of advocacy films
- · Documentary film
- · Dóchas Code of Conduct on Images and Messages
- · How to write a briefing document
- · Ethics, fact-checking, and other important concerns
- · Digital storytelling
- · Basic camera skills
- · Basic audio skills
- · Introduction to editing

- · Short filmmaking project using mobile phones and free software

Learning Outcomes

- · An understanding of the role of film in campaigning and social change
- · An understanding of relevant terms, including propaganda, and different styles of documentary.
- · An understanding of how to write a briefing document and the function of these documents in the making of the films.
- · An ability to read and analyse films in terms of images and messages, particularly in relation to advocacy issues.
- · Basic filmmaking skills

Assessment

· Briefing document (2 pages) (20%)
· Short film (2 minutes max) (30%)
· Learning Journal (2500 words) (50%)

· Details of and deadlines for each assignment will be provided in a timely manner during the semester.

Practice and Theory of Advocacy and Activism FM6114

10 ECT | Semester 1

10-12 Tuesday, Bubble 1

Ms Vicky Donnelly

MODULE Overview

This module introduces the basic elements of public interest and human rights advocacy and campaigning. Its chief focus will be on strategising for successful campaigning. It will support students to analyse and respond to the fast-changing environment in which much advocacy work now takes place. Students will be introduced to the core skills of strategising, lobbying, managing publicity and of negotiation, as well as consideration of the context in which each of our campaigns takes place.

The module aims to provide the student with an opportunity to extend, consolidate and apply learning from other modules, and from other students, and to practice her or his developing advocacy skills with the benefit of support and the safety of the classroom. Each session will include an introduction to a new aspect of advocacy and campaigning, and a practical assignment. This assignment will provide the students with an opportunity to apply the core concepts and skills from the previous session's input, and will form the basis for continuous assessment. A short learning journal will also be completed by students at the conclusion of each week.

LEARNING OUTCOMES

By the end of the course module students should:

· Understand the historic and current context and basic principles of public interest and human rights advocacy, and the role of advocates

· Understand the core elements of strategy, be able to apply a strategic approach, and to make fundamental strategic calculations related to advocacy in practice.

· Consider the importance, and potential tensions, of 'empowerment', and wider power dynamics, and how this applies to advocacy.

· Gain insights into the fundamentals of good lobbying and negotiation.

· Be able to critically engage with traditional and new media tools, for use in campaigning.

· Be able to produce campaign plan including contingencies.

· Gain some practical skills for working with media.

· Develop skills and confidence in distilling complex information and presenting to an audience.

Continuous Assessment

CORE TEXTS

· Alinsky, Saul (1989) *Rules for Radicals: A Pragmatic Primer for Realistic Radicals*. New York: Vintage

· Baker, J., Lynch, K., Cantillon, S., and Walsh, J. (2009) *Equality from Theory to Action*. London: Palgrave [Selected Chapters]

· Barndt, Deborah (1991) *Naming the Moment: Political Analysis for Action*. Toronto: Jesuit Centre for Social Faith and Justice [Chapter 3]

· Freire, Paulo (1996) *Pedagogy of the Oppressed*. London: Penguin

http://www.popednews.org/downloads/naming%20the%20moment%20.pdf

· Klein, Naomi (2017) *No Is Not Enough: Defeating the New Shock Politics*. London: Allen Lane

· McAlevey, Jane Frances, "No Shortcuts: The Case for Organizing" (2015). CUNY Academic Works. Available at https://academicworks.cuny.edu/gc_etds/1043 [Selected chapters: Introduction/ Chapters 2, 3 &7]

· Ricketts, Aidan (2012) *The Activists' Handbook: A Step-By-Step Guide To Participatory Democracy*. London: Zed Books

SP6122 Social and Political Context of Advocacy and Activism

10 ECT | Semester 2

Dr Su-Ming Khoo

12-2 Friday

Main Room, Huston School

Course Aims and Objectives

This course aims to provide an introduction to the **social and political context of international advocacy and activism**. It links the 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** sectors and charts the dynamic emergence of new social and political actors in local and transnational public advocacy.

The course draws on the theory and history of social movements, focusing on three areas of local and global activism – **human rights**, **environment** and **health**, as well as the cross-cutting issues of **gender** and **development**. The rise of new actors such as NGOs, transnational advocacy networks and think tanks is examined in relation to global institutions and events. Different aspects of the 'UN system' are examined in each case, highlighting the role of the specialised agencies and programmes, conferences and instruments and these are discussed in relation to specific events and emerging issues. These include the UDHR, the Declaration on the Right to Development, the Stockholm and Rio environmental conferences, and the Alma Ata health conference. These are complemented by an analysis of the role of civil society and NGO campaigns and frameworks from the earliest consumer boycotts of the late 18th / early 19th Century to the use of shadow reports and parallel conferences, and the use of networked campaigns and progressive media and communications and the World Social Forum.

The discussion of the different topics and campaigns gives rise to sociological, political and ethical questions about the role of activism and advocacy and its contribution to wider social, cultural and political change within the contexts of colonialism, decolonization and globalization. These questions are explored and discussed in the seminar format.

Suggested Learning Outcomes:

- An understanding of key international actors, events and structures driving contemporary processes of global public activism and advocacy, and how these involve the efforts of states, markets and civil society.
- An understanding of the historical background and the social, political and economic relevance of international public activism and advocacy
- A familiarity with the international rights, development and environmental frameworks for activism and advocacy, including specific knowledge of key international actors and structures.
- Development of research and writing skills and capacities to present a detailed piece of research and analysis on a historical or contemporary example of advocacy and activism
- Skills in communicating, collaborating, developing and presenting research with peers in a workshop setting
- Opportunities to debate the key issues and questions surrounding the economics, politics and ethics of public advocacy and activism

Taster Readings

1. Hochschild, A (2005) 'Introduction: Twelve men in a Printing Shop', in *Bury the Chains: The British Struggle to End Slavery* pp 1-8
2. Edwards, Michael (2014) 'Introduction – What's the Big Idea?' Introduction in *Civil Society* 3rd edition Cambridge: Polity Press

Film, Politics, and Colonialism FM6119

10 ECT | Semester 2

Dr Fiona Bateman

10-12 Thursday

Bubble 1, Huston School

Aims and objectives

Film-making is both big business and an element of cultural production. Films make representations which may be both entertaining and provocative; they may support or challenge the political status quo. Films about historical subjects may suggest a reading of history which is conventional, or may dispute the received or official version of events. Analysis of the context of production, the audiences who watch the film and the critical reception of any cinematic production can affect how we consider a film over time. In this module we will consider the significance of film as a mode of cultural production and the role of 'national' cinema. A wide variety of films (including some from Hollywood), which address subjects including colonial history, marginal groups, conflict, resistance, and postcolonial realities, will be viewed and aspects of those films including genre, theme, narrative structure, and the political and historical circumstances of their production will be discussed and analyzed. This course will introduce students to the following questions:

- What is the relationship between politics and film? Where does entertainment end and propaganda begin?
- What are the politics of representation?
- How does film intervene in the politics of perception and representation?
- How can postcolonial theory be useful in reading a film?
- Can film influence political change, and how?

Learning Outcomes

Students will have viewed at least 12 films in full, as well as having seen clips of a number of other relevant films. They will have developed a critical perspective on film, incorporating elements of film studies and film theory, and postcolonial theory.

Topics and films

Topics will include: Representations of history, race and colour; Hollywood: The Western and the Vietnam war movie genres; Third Cinema; Films from Australia, Palestine, and the African continent; the Northern Ireland 'Troubles'.

Films will include: *Birth of A Nation* (1915); *Do the Right Thing* (1989); *The Searchers* (1956); *Full Metal Jacket* (1987); *Battle of Algiers* (1965); *Ten Canoes* (2006); *La Haine* (1995); *Xala* (1974); *5 Broken Cameras* (2013); *Bloody Sunday* (2000); *Some Mother's Son* (1996).

Assessment

This module will be examined by essay (70%) which should be approximately 3,000 words long. Students should also keep a weekly film journal as a learning tool, which will comprise the continuous assessment element (30%). A list of essay titles will be distributed during the semester, and a due date will be set taking other essay deadlines into consideration.

NB Reading will be available on Canvas

EN6143 Media for Social Change

10 ECT | Semester 2

Dr Andrew Ó Baoill

2-4 Thursday, Bubble 1

Module Overview

Through this module students will gain an understanding of the history, ethos, and operation of media for social change. Students will explore a range of forms, from social movement activism, to community media, to innovative online activity.

Learning Outcomes

On successful completion of this module the learner will be able to:

- Evaluate and critically discuss significant concepts and scholarly work related to media for social change.
- Apply scholarly work to practical case studies, both from the literature and personal research.
- Conduct original research, and prepare a scholarly paper based on that research.
- Reflect critically on the impact of pedagogy on the learning process.
- Work collaboratively with a team, using both in-person and remote/virtual modalities

Indicative Content

International collaboration: This module offers an innovative, international, and multi-institutional approach to content delivery. Student have the opportunity to learn from a group of international specialists, and to work collaboratively with students from other institutions.

Blended Learning: The module takes advantage of blended learning to allow students to learn from experts, collaborate with students elsewhere, and have the in-person support of their instructor and fellow students at NUIG.

Scholarly materials: Students will engage with a cross-section of scholarly concepts and analyses of this field. The module makes use of an OER textbook, revised in collaboration with students in the module.

Original Research: Students will be supported in conducting an original research project on some aspect of this area of study, which might include such approaches as archival work, field research, structural analysis, or content analysis.

MU651 Popular Music and Activism

10 ECT | Semester 1

Various including Dr Ann-Marie Hanlon

9.30-11.30 Thursday ONLINE

This module discusses and analyzes the relations between popular music and activism. Indicative content includes protest music, popular music and populism, music used by activist movements, music and social change, artists as activists in their music and life, activism aiming to change the music industry, and humor and satire as tools of activism in popular music.

Work from cultural theory, gender theory and popular music studies are drawn upon in the module. Theoretical and methodological perspectives from these three fields are explained. Further, within the module several strategies for social change are covered, and their application to popular music. The musical traditions and artists introduced in the course are from a variety of countries and popular music genres.

Learning outcomes

Upon completing the course, the student will be able to:

- compare and analyze political activism in popular music and popular music's role in political activism.
- explain and discuss central questions and problems from popular music studies related to politics and activism.
- develop strategies for social change in popular music and presents them during the course.
- evaluate and critically assess presented theory and methods in an essay.

Course structure

Teaching is on Thursdays **9.30-11.30 Irish time** (session 7 is longer [**9-12 Irish time**]) in the same zoom room. Will be created before September.

Start in the week of the 8th of September includes 7 sessions of 2 hours each. The final session is 3 hours.

In the sessions the first 45 min is a lecture. The rest is seminar discussion.

Assessment

Groupwork, presentations, and essay.

Deadline for essay is 31st October

Sample Readings

Green, Andrew & Street, John (2018). Music and Activism. From prefigurative to pragmatic politics. In: Meikle, Graham (ed.). *The Routledge companion to media and activism,* pp. 171-178. https://www.taylorfrancis.com/chapters/edit/10.4324/9781315475059-18/music-activism-andrew-green-john-street

Hess, Judith (2019). Singing our own song: Navigating identity politics through activism in music. *Research Studies in Music Education*, 41(1), 61-80. https://doi.org/10.1177/1321103X18773094

Hautea, Samantha, et al (2021). Showing They Care (Or Don't): Affective Publics and Ambivalent Climate Activism on TikTok. *Social Media & Society,* 7(2), https://doi.org/10.1177/20563051211012344. (available open access here)

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FR6101 Language, Gender and Power

10 ECT | Semester 1

Dr Ornaith Rodgers

1-3 Thursday, CA001

Over the last number of decades, there has been a strong interest in the relationship between language, gender and power both as an academic and a popular topic. This module provides students firstly with an understanding of how language as a social entity intersects with gender and sexuality, and subsequently how power can be disseminated through language. It addresses the use of language to categorise the gender/ sexuality world and to create and display gender/sexual identities. It includes discussions on the constructions and representations of femininity/masculinity, non-binary gender identities, sexual violence, sexual harassment and motherhood/ fatherhood in a range of discourse types. Students explore a selection of texts and examples from a variety of sources including print media, advertising, health promotion and internet media and are introduced to key theoretical frameworks for the analysis of language, gender and power including traditional sociolinguistic approaches, discourse analysis, critical discourse analysis and corpus linguistics.

Learning Outcomes
1. Think critically about the relationship between language, gender and sexuality

2. Reflect on how power relations can be disseminated through language

3. Apply the different theoretical and methodological frameworks used for the analysis of language, gender and power in a range of different contexts

4. Engage in the process of investigation of language, gender and power related issues through their own selection and analysis of texts

Assessments
- Department-based Assessment (100%)

Reading List

1. "Language and Gender" by Penelope Eckert,Sally McConnell-Ginet
    ISBN: 9781107029057.
    Publisher: Cambridge University Press

2. "Language, Society and Power" by Annabelle Mooney,Betsy Evans
    ISBN: 9780415786249.
    Publisher: Routledge

3. "Language and Gender" by Mary Talbot
    ISBN: 9781509530090.
    Publisher: Polity

4. "Researching Language, Gender and Sexuality" by Helen Sauntson
    ISBN: 9781138637368.
    Publisher: Routledge

DJ6135 Reporting Economics and Politics

10 ECT | Semester 1

TBC

4-6 Monday, AMB-G009

Details to follow, topics will include:

- What is politics? Systems of government and how they operate. Government and budgetary economics.
- National politics – Ireland
- Macroecnomics: Fiscal and Monetary Policy
- The Budget
- US Politics: How the American system of government is structured, separation of powers, partisanship
- Globalisation: from trade and finance to inequality and upheaval
- Power Centres beyond the West: BRICS
- European Institutions and Integration – How the EU operates and its impact on citizens
- Brexit and Brex-onomics – new political and economic landscapes and their impact on the UK and the EU
- Local Government: the personal is political

The Placement / Service Learning FM6113

Module Coordinator: Dr Fiona Bateman

There is no timetabled slot for this module. A seminar to provide information and answer questions for anyone registered for this module will be scheduled early in the first semester, on a date to be confirmed. Subsequent online meetings will be arranged to confirm details of individual placements.

What do we mean by 'service learning'?

"Service Learning is an academic strategy that seeks to engage students in activities that enhance academic learning, civic responsibility and the skills of citizenship, while also enhancing community capacity through service". (Furco and Holland, 2004)

Service Learning, also termed 'community based learning', is a relatively new pedagogical approach in Ireland. Essentially, it is experiential education with a civic underpinning within a community context. In practice, what this means is that students attain academic credit for the learning that derives from reflecting on an experience within community and society. Academic staff guide students through structured reflective activities and encourage the integration of theory with practice. The community experience is linked directly to the student's academic discipline and they work on needs or projects identified by the community. The aspiration is that not only does the student gain from a rich educational experience but also that they enhance the capacity of the group or community with whom they work. Through service learning students explore issues that are vital to society and community through a mix of methods that could include interviews, surveys and analysis, development of prototypes, active participation in the work of the group, readings, discussion and reflection. The ultimate goal is to imbue in students and graduates a sense of their role as agents of change and active citizens.
https://cki.nuigalway.ie/page/48/about/

What is a typical placement?

There is no one typical experience; placements take many different forms. Those intending to do a placement should start thinking about the form and timing of the

placement as soon as possible. Placements are arranged by the students themselves with help and support from the course director.

How long should the placement be?

It should be equivalent to about 4 weeks full-time work, but may take place over a longer time period, and arrangements can be flexible depending on the individual student's situation and the needs of the organisation. They are often scheduled for April/May when teaching is over, but may take place over a longer period of time on a part-time basis.

What kind of work should it involve?

The kind of work involved varies – it might be research, writing a report, developing campaigns, fundraising, creating resources, administrative support, or involvement in policy design. It depends on the student's skills and interests, and the needs of the particular organization. The priority is to learn from the experience while benefiting the organization.

Where do I begin?

Students who are considering taking this option should think about the type of placement they would be interested in doing, and start researching what organisations might be appropriate locations for their placement.

Other points to note

- The placement does not have to be based in Galway.
- At the beginning of the first semester, there is usually a Volunteering Fair on campus, and this is a good opportunity to meet with representatives of local organisations.
- If ALIVE, the student volunteering office at NUI Galway, makes any opportunities known to us, information will be provided via Canvas.
- **Garda Vetting** will be required if the placement involves contact with vulnerable persons (children, persons with disabilities, the elderly), and this process should be initiated as soon as the requirement is identified. It can be arranged through the university.

Assessment

The Service Learning Report is in the form of a reflective learning journal, which should be 2,500 to 3,000 words long, and is due to be submitted by mid-June (date tbc). The detail of what it should include and how it should be structured is provided in the Learning Materials folder on Blackboard.

The Dissertation FA515

Overview

The minor **dissertation** or **thesis** (both words are used interchangeably) is a major component of the MA, and is worth 30 of the 90 ECTS.

The project may take different forms:
- A traditional research thesis
- A portfolio of three pieces of work
- An extended Service Learning Report/Case Study

The dissertation is a 15,000 word, independent, focused piece of work on a question of the student's choosing relevant to the content of the MA programme.
The research question addressed may be historical, policy-oriented or concerned with a particular set of themes or individuals, past or present; or it may focus on theoretical debates, ideas and concepts.
Students are encouraged to consider topics during the first semester, and a draft proposal (your ideas) should be submitted on Canvas towards the end of the second semester (date to be confirmed). Guidelines regarding how the proposal should be structured and the elements it should contain are available in a document on Canvas, but there will also be some research methods sessions and preparatory workshops, beginning in the first semester, and during the second semester we will have occasional research seminars to discuss your research topics, guide you to appropriate resources, consider approaches to your research, and monitor your progress!
When proposals have been submitted, feedback will be provided and topics will subsequently be further refined and re-considered. Advisers will be allocated and students should attempt to begin some work on the dissertations during the second semester (though the bulk of the work will take place after the end of the second semester). Completed theses are due to be submitted in August.

A list of theses completed in previous years is available on Blackboard, and most of these can be borrowed/accessed in the Library. In recent years digital copies have been collected and may be consulted online, and hard copies of others from earlier years may be requested from the library collections. The range of subject matter, the methodologies used, and the disciplinary slant of the various dissertations means that there are different approaches to format and presentation, and these are all details to be considered when choosing your research topic.

Links and resources to research skills and advice are available in this module's Resources folder on Blackboard. The Library is a good source of materials, and learning about the resources the [Library](#) offers and how to use them is a good start. The Academic Writing Centre, based in the Library, provides a range of [supports](#) and advice too.

All dissertations are graded by two readers, and then the external examiner will approve the final grade.

Schedule

- Research skills workshops throughout the year
- Draft proposal due March

- Completed dissertation due mid-August (tbc)

- Occasional seminars throughout the academic year to discuss research methods, brainstorm topics, and provide guidance re proposals (dates tbc)

How to Study in University

As postgraduate students you are expected to be capable of self-directed study, that is, you should be able to find sources, follow up ideas, and identify useful material using your own initiative. While you will be provided with a lot of guidance and advice regarding reading and materials by your lecturers, don't limit yourselves to the minimum required. Be open to opportunities and ideas that will enhance your studies.

There are various titles with advice about 'how to study' available from the Library. These may be particularly useful for any students returning to academia after a break.

For example:

The Study Skills Handbook by Stella Cottrell (London: Macmillan Education Ltd), 2019.
Essential Study Skills, by Tom Burns (London: Sage), 2016.
How to Study in College, by Walter Pauk et al (Boston: Wadsworth, Cengage Learning), 2014.

Collaboration is important. Share any useful additional resources you find with other students, and make use of Discussion Boards on Canvas, if you find them helpful.

Assessment

Each module coordinator/lecturer will explain the assessment process and the particular assignments for their own module.

There are no formal exams associated with the MAPAA modules; assessment methods may include essays, reports, presentations (of various kinds), short films, reflective journals, blogs, podcasts, critical reviews, campaigns, and other formats.

Most modules include some element of continuous assessment, as well as one larger piece of work.

Do pay attention to the specific guidelines and instructions for each assignment as format, length, presentation, and style will vary depending on the nature of the project. (Ask your lecturer if you are unclear about what is required.)

You will be advised of the deadline for each piece of work when the assignment is set.

Grade bands and Descriptors

Grade Bands

70+ A First Class Honours
60-69 B+ Second Class Honours (Grade 1) (2.1)
50-59 B- Second Class Honours (Grade 2) (2.2)
40-49 D Pass
0-39 Fail

Grade Descriptors for essays

A First Class assignment exhibits all of these strengths:

· Is memorable for its outstanding originality, creativity, or insight.
· Is elegantly written, free of typos and spelling/grammar/formatting errors.
· Uses stylistically sophisticated language that is precise and engaging, with notable sense of voice, an awareness of audience, and varied sentence structure.
· Has a controlling sense of purpose, a clearly identifiable line of argument, and consistent clarity of exposition.
· Synthesises information, draws inferences, and/or makes analogies that demonstrate a superior understanding of the material.
· Consistently supports points with specific details and convincing, well-chosen examples, as appropriate.
· Is impeccably organised with graceful internal transitions, where relevant.
· Indicates thorough engagement with texts and concepts.
· Shows evidence of thoughtful engagement with appropriate secondary sources (academic or non-academic), if and where appropriate.
· Has accurately cited all primary and secondary sources in MLA format (or another accepted format like MHRA or Chicago).

A High Second Class (2.1) assignment exhibits most or all of these strengths:

· Is generally well-written, free of significant typos and spelling/grammar errors.
· Uses language that is fluent and original, with an awareness of voice and audience and variance in sentence structure.
· Has a controlling sense of purpose, a clearly identifiable line of argument, and consistent clarity of exposition.
· Synthesises information, draws inferences, and/or makes analogies that demonstrate a good understanding of the material.
· Consistently supports points with specific details and convincing, well-chosen examples, as appropriate.

· Is generally well-organised with logical and graceful internal transitions, where relevant.
· Indicates thorough engagement with texts and concepts.
· Shows evidence of engagement with appropriate secondary sources (academic or non-academic), if and where appropriate.
· Has accurately cited all primary and secondary sources in MLA format (or another accepted format like MHRA or Chicago).

A Lower Second Class assignment (2.2) often exhibits some or many of these characteristics:
· Has occasional problems with accuracy, reasoning, focus, or relevance.
· Contains some typos and spelling/grammar/formatting errors.
· Uses basic but appropriate language.
· Has a rhetorically ineffective introduction or conclusion.
· Has a central argument, but often loses sight of it.
· Substitutes repetition or excessive plot summary in place of development or detailed analysis.
· Generally supports points with details and relevant examples.
· Indicates familiarity with texts and concepts.
· Shows evidence of thoughtful engagement with appropriate secondary sources (academic or non-academic), if and where appropriate.
· Has made an attempt to cite all primary and secondary sources in MLA format (or another accepted format like MHRA or Chicago)

A Passing assignment often exhibits some or many of the following weaknesses:
· Has problems with accuracy, reasoning, maintaining sustained argumentative focus, or relevance.
· Has numerous typos and spelling/grammar/formatting errors.
· Contains poor transitions within the body of the text.
· Uses language that is vague or imprecise, with little sense of voice or audience and limited variance in sentence structure.
· Has a rhetorically ineffective introduction or conclusion.
· Displays a general sense of purpose, but does not consistently meet all assignment specifications.
· Substitutes repetition or excessive plot summary in place of development or detailed analysis.
· Does not meet word count requirements.

· Has some lapses in clarity, argumentative logic, or organisation that impede upon readability.

· Sometimes supports points with details and examples.

· Substitutes repetition or excessive plot summary in place of development or detailed analysis.

· Indicates limited familiarity with or inaccurate understanding of texts and concepts.

· Does not attempt to engage with secondary sources (academic or non-academic) in instances where this would have been appropriate.

· Has made an attempt to cite all primary and secondary sources in MLA format (or another accepted format like MHRA or Chicago).

A Failing assignment usually exhibits many of the following weaknesses:

· Has consistent problems with accuracy, reasoning, focus, or relevance.

· Has numerous typos and spelling/grammar/formatting errors.

· Uses language that is vague or imprecise, with little sense of voice or audience and limited variance in sentence structure.

· Substitutes repetition or excessive plot summary in place of development or detailed analysis.

· Does not meet word count requirements.

· Lacks substantive content.

· Has significant lapses in clarity or organisation that impede significantly upon readability.

Writing Support

[NUI Galway's Academic Writing Centre](#)

 The Academic Writing Centre, based in the Hardiman Library, provides virtual one-on-one tutorials and email consultations on essay writing. These are free and available to everyone, regardless of level of experience or grade average.
They also support student writing through workshops, modules, and competitions. They provide virtual one-on-one tutorials and email consultations on essay writing.

Help is available in the following areas:

· Brainstorming your essay topic and outline
· Structuring an argument
· Developing your thesis statement
· Improving sentence structure and punctuation
· Avoiding plagiarism
· Using secondary sources
· Editing and proofreading techniques

What they don't do:
· They do not do the work for you, but support you in becoming a better writer.
· They do not work as proofreaders, but can teach you to proofread your work.
· They do not assess essays or comment on the grades they received.
· They do not judge anyone for any writing issues.

[Other online resources and tutorials](#) available on the AWC site may be helpful.

Referencing / MLA Style

STYLE SHEET – USE OF MLA STYLE

Before submitting any work your writing must adhere to particular presentation guidelines. Please read this section carefully.

Why do I have to present my work in this way?
All scholarly and published work is presented in a particular format. This format presents information in a precise and professional fashion. Preparing your work in a specific format also gives you practice in following highly detailed instructions, something that most jobs demand.

Which format does the Department use?
We use the MLA style guide. You should therefore study that Style Guide and adopt its conventions. Other styles (e.g. Harvard) may also be acceptable.
Rather than provide numerous examples here, I will refer you the Academic Writing Centre, which provides extensive information on referencing.

Always attach a cover sheet with the details of the assignment, your name and ID number.

The following are some of the most important rules of presentation from the MLA, but are not the full guidelines:

Margins: You should leave a left-hand margin of at least 1.5 inches for comments, plus right-hand, top and bottom margins of at least 1 inch.
Line Spacing and font size: Use double line spacing, and choose 12 point for your font size. Footnotes/endnotes may be in 10 point.
Type face: use a single form of font for the essay. Use black throughout. Use Italics very sparingly for emphasis and it is best to avoid the use of exclamation marks in academic writing.
Numbering of Pages: Pages should be numbered
Title: Make sure you include the essay title (!)

References & Documentation

For example: In MLA style, you acknowledge your sources by including parenthetical citations within your text. These refer the reader to an alphabetical list of works cited, or bibliography, that appears at the end of the document. For example: The close of

the millennium was marked by a deep suspicion of the natural world and an increasing reliance "upon the pronouncements of soothsayers and 64 visionaries, who caused hysteria with their doom-laden forecasts of the end of humanity" (Mulligan 234).

The citation "(Mulligan 234)" informs the reader that the quotation originates on page 234 of a document by an author named Mulligan. Consulting the bibliography, the reader would find the following information under the name Mulligan: Mulligan, Grant V. The Religions of Medieval Europe: Fear and the Masses. London: Secker, 1977. Print.

Academic Integrity / Plagiarism

All work submitted by students for assessment, for publication or for (public) presentation, is accepted on the understanding that it is their own work and contains their own original contribution, except where explicitly referenced using the accepted norms and formats of the appropriate academic discipline.

Plagiarism is the act of copying, including or directly quoting from the work of another without adequate acknowledgement, in order to obtain benefit, credit or gain. Plagiarism can apply to many materials, such as words, ideas, images, information, data, approaches or methods. Sources of plagiarism can include books, journals, reports, websites, essay mills, another student, or another person. Self-plagiarism, or auto-plagiarism, is where a student re-uses work previously submitted to another course within the University or in another Institution. Plagiarism can arise through poor academic practice or ignorance of accepted norms of the academic discipline. Schools should ensure that resources and education around good academic practice is available to students at all levels.

Let us suppose, for example, that we're doing a paper for Music Appreciation on the child prodigy years of the composer and pianist Franz Liszt and that we've read about the development of the young artist in several sources. In Alan Walker's book Franz Liszt: The Virtuoso Years (Ithaca: 1983), we read that Liszt's father encouraged him, at age six, to play the piano from memory, to sight-read music and, above all, to improvise. We can report in our paper (and in our own words) that Liszt was probably the most gifted of the child prodigies making their mark in Europe in the mid-nineteenth century — because that is the kind of information we could have gotten from a number of sources; it has become what we call common knowledge. However, if we report on the boy's father's role in the prodigy's development, we should give proper credit to Alan Walker. We could write, for instance, the following: Franz Liszt's father encouraged him, as early as age six, to practice skills which later served him as an internationally recognized prodigy (Walker 59). Or, we could write something like this: Alan Walker notes that, under the tutelage of his father, Franz Liszt began work in earnest on his piano playing at the age of six (59). Not to give Walker credit for this important information is plagiarism.

NUI GALWAY'S CODE OF PRACTICE FOR DEALING WITH PLAGIARISM

Generative Artificial Intelligence (GenAI)

In general, the use of GenAI is prohibited in the various modules. You should assume that the use of generative artificial intelligence (GenAI) tools (e.g. ChatGPT, Copilot, DALL-E, etc.) is **not permitted** for assignments, unless advised otherwise. If you use GenAI tools for assignments, you may be considered to be in breach of the University of Galway [Academic Integrity Policy](#) because you are presenting work as your own that has been created, in whole or in part, by GenAI. Outcomes for inappropriate use of GenAI can range from a reduction in marks for the assignment to zero marks for the module.

Other links for support with academic skills

Presentation Skills

Advice on how to prepare and give oral presentations:

Presentation Skills | Skills You Need

Surveys

Good practice in formulating and conducting surveys as part of a research project.

Good practice in the conduct and reporting of survey research

OUP Academic

IT and Digital Skills

IT and Digital Skills - NUI Galway

Huston School
RULES FOR BORROWING EQUIPMENT

DURING TEACHING TERM:

- All pick-ups and drop offs are to be made in person to the equipment room in the Huston building
- Pick up and return times will be specified at the start of each semester
- To borrow equipment, students must email Matthew Faughnan, Senior Technical Officer, Matthew.Faughnan@universityofgalway.ie, at least 24hrs in advance. Please include the following information:

  - A full **list of required equipment** [including tripods etc.]
  - Proposed dates / time for borrowing equipment
  - Completed **risk assessment form** - found here
  - Completed **Location Agreement** form – found here
  - Completed **Location Agreement** form if planning to film in or around the Huston Film School - found here

- The student who SIGNS OUT the equipment is responsible for its safekeeping and return.
- Signing out equipment: You will need to bring your student card and provide: Name; Student Number; Student Email
- Lost or damaged equipment must be paid for by the student who has signed out equipment.
- Students are responsible for supplying their own consumables such as **batteries** and **SD cards and** are responsible for removing them before return.
- Equipment must be returned in full, this includes associated bags, cases, batteries, chargers etc.
- Equipment will be subject to a check by a member of staff before return is signed off.
- If a student notices any damage or system faults with any of the equipment they have rented or in the studio itself, they must email Matthew Faughnan on Matthew.Faughnan@universityofgalway.ie immediately with a brief description of what has happened.
- All Equipment is to remain in the Republic of Ireland while on loan with no exceptions

OUTSIDE Semester
*If Students wish to rent equipment outside of the standard teaching semester, they should email Matthew Faughnan to organise a suitable collection time.

Communication

Your Responsibilities

The University of Galway's systems are organised in such a way that we can only contact you using your university email account. You must check your email regularly: at least twice weekly during term and frequently during the summer months.

Email Etiquette

Email is a formal written document, and forms part of your formal record at university, so it is advisable to treat it formally. Normally students will address the lecturer formally (e.g. "Dear Dr X") and will also include details of their name, class and student number. Do take time to use proper grammar and spelling, and avoid informalities such as text-speak ("b4" instead of "before") or casual forms of address ("hey" instead of "Dear X") so as to ensure that you are properly understood. Please note that some phrases may be read out of context and it can be difficult to grasp tone in email, so please take care to be respectful when writing and responding to emails.

Email Response Times

As academic staff receive a high volume of email, you should normally expect a response to your email **within three working days.** The working week is Monday-Friday, excluding bank holidays. You should not expect responses to emails that are sent during weekends, during public holidays or outside ordinary working hours (9-5.30, Mon-Fri) until a later working day. If possible, please refrain from sending emails outside of working hours or schedule an email to be sent during working hours.

Social Media

University staff are generally advised against "friending" students on closed networks such as Facebook. Students should therefore not take offence if a friend request to a staff member is ignored or rejected, and likewise should not feel under any obligation to accept friend requests from staff or teachers.
You are encouraged to create a class student-only group for using social media networks and other communication tools, such as Whatsapp, to keep in touch outside of class time.

Email outside of the teaching year

Unlike primary and secondary school teachers, academics do not take holidays for the entire summer period but instead will take two or three weeks' leave during the summer holidays. Otherwise they are on duty and are required to make themselves available for student contact from April through to August.

However, during the summer months, we also engage in research or related activities such as attending conferences. This means that we are often away from Galway for long periods; we can also be out of email contact for protracted periods. So while you are welcome to contact staff during this period, you should be prepared for a longer than usual response time.

Class Conduct

The university is not just a preparation for professional life; it is itself a professional environment. The following conventions thus must be observed in all classes, by both staff and students:

The Basics

- Students and staff are obliged to attend all classes, on time and for their entirety
- Students and staff are obliged to arrive at class with material prepared in advance
- Students are obliged to participate fully in all class activities as set by the teacher
- Classes start on the hour and finish ten to the hour (e.g. start at 14.00, finish at 14.50). Two hour classes will generally include a break about halfway through the two hour session.

Please note that:

- Students and teachers are expected to be present at least two or three minutes before the hour, so that classes can begin punctually.
- Students and teachers should leave the class as quickly as possible when the class ends, so that the next group can have access to the room.
- Please note that scheduled modules and events have priority of classroom use. Students who are not part of a module or scheduled event are asked to respect lecturers if asked to leave the room.

General Conduct in Class

The following conventions exist for the sake of all students and staff.

- Mobile phones must be switched off during classes. Students must not take calls, send text messages, browse the internet, participate in social media, or otherwise make use of their mobile devices.
- Laptops and tablets may be used for note-taking or for in-class research but students should not engage in activities that would distract them or a fellow student (social media, browsing the internet, etc.)
- Class participation does not just involve expressing ideas, but it also involves listening to others. Please be respectful of your fellow students by ensuring that you are not dominating discussions at the expense of others, going off on irrelevant tangents, or otherwise behaving inappropriately.

- Debate is a normal and indeed important element of university life. You should respect the right of people to hold opinions that are different from your own, even about matters that you feel passionately about. You should also expect occasionally to encounter views and opinions that you find challenging, upsetting, offensive, confusing or contentious, and it is important in any democratic and open society that there is space for the expression of views that you do not agree with. We should strive always to respect the individual, regardless of their views.
- It is unacceptable for students or staff to express either in class or in written documentation any disparaging remarks about individuals or peoples based on their gender identification, their age, their religious convictions, their race, their ethnicity, membership of the travelling community, nationality, sexuality, political convictions, or any other personal characteristics. This does not preclude criticism of institutions, movements or nations, but the requirement is the protection of the dignity of the individual, in keeping with the NUI Galway student and staff codes of conduct.
- Students should not under any circumstances attend classes under the influence of drugs or alcohol.
- Please bring all rubbish away with you from classes (water bottles, coffee cups, waste paper, etc.).
- Please return all classes to the state you found them in when the class is over.
- You must only smoke in designated areas in the campus.

Attendance, Punctuality, and Sick Leave

Regular and punctual attendance is essential not just to the development of the student but also of the group. For that reason we place strong emphasis on the need for all students to attend all classes and engage in all learning activities.

Every lecturer will complete a record of attendance for each class.

If students miss a class due to illness, they must inform the course lecturer in advance by email, and should bring a medical certificate to the next class. This will be kept on file.

Students who miss in-class assessments (e.g. group presentations or critiques) due to illness may, **upon presentation of a certificate,** be given permission to defer that portion of their assessment until the end of the semester. Students who miss in-class assessments (e.g. group presentations or critiques) **without a medical certificate**

will automatically lose the marks for that assessment, and may not make alternative arrangements.

Students who persistently miss class without a reasonable excuse (certified illness, bereavement) will be obliged to meet with the Programme Director. A referral to the university's disciplinary committee can be expected.

Lateness to class is unacceptable under any circumstances. Repeat offenders will be subject to disciplinary action, including the application of a penalty to their final marks.

The presentation of a medical certificate does not automatically entitle a student to miss a class or hand in work late.

Student Services

Disability Support Services

The University of Galway positively values the participation of students who have a disability, illness or specific learning difficulty and promotes a university experience of the highest quality for all students.
The Disability Support Service promotes inclusive practices throughout the campus community and we are committed to the provision of an equitable learning environment that will enable all students to become independent learners and highly skilled graduates.
Our office at: Room 216, Áras Uí Chathail is open: Monday to Friday, 09:30am - 12:30pm and 02:30pm - 4:00pm.
Information at https://www.universityofgalway.ie/disability/

Student Counselling Service
https://www.universityofgalway.ie/counsellors/

We are a team of qualified and experienced counsellors, psychologists and psychotherapists. The service operates within the Code of Ethics and Practice agreed by the Irish Association of University and College Counsellors.
Counselling is available to all full and part-time students, undergraduate and post graduate of NUI, Galway. Each year, between 800 and 900 students have contact with the service. These include students who have come from school to college, mature students, international students and students with disabilities.
Location: 5 Distillery Road. When coming into college from Newcastle Road (Distillery Road entrance is just beside AIB bank), we are on the right hand side in a two storey house.

Direct Tel: 091 492484 Ext: 2484
E-mail: counselling@universityofgalway.ie

Other Links
Student Health Unit
Chaplaincy
Student Registry Helpdesk

Student Feedback

We value students' opinions and consider it essential to the smooth running of the department that we are aware of any concerns or questions that students might have. We commit to listening carefully to student feedback, to reacting to it where necessary, and/or to explaining to students the reasons for any decisions. Sometimes it is not possible to respond in ways that students might wish. For example, we are constrained by such factors as timetables, resources, availability of staff and spaces – as is true for all subjects in all universities. Delivery methods of module content is under the discretion of the module lecturer and reviewed by the Programme Director. Students are asked to respect the rationale of delivery, which is designed and developed for the particular content of a module. It is also often the case that students will not fully understand the reasons for needing to study a particular topic until they have actually done so – and for that reason, staff will sometimes determine that a student suggestion ***should not*** be acted upon.

Raising Concerns

If a student wishes to raise a concern about a module, they are encouraged to raise issues with their lecturers in the first instance, in a spirit of open and mutually respectful discussion. If their concern pertains to the programme as a whole, they may approach the Programme Director.

If approaching the lecturer did not resolve your issues, the issue may be escalated by approaching the class representatives.

If further escalation is deemed appropriate, the Programme Director may be approached.

If the issue is not yet resolved, the Programme Director will escalate by contacting the Head of Discipline, and if necessary Head of School.

The class reps* can approach the Programme Director and/or the Head of Discipline for issues that concern the class as a whole. You can also approach Programme Director and/or the Head of Discipline, though **it is best to do so only after you have discussed your concerns with the lecturers directly.**

*A class rep or reps should be appointed by the class group early in the first semester. The rep(s) will represent the cohort, acting on behalf of the class in coordination with the Programme Director and if necessary, Head of Discipline and Head of School, in regards to issues that **impact the cohort as a whole.** The Students' Union is responsible for coordinating the election of student representatives.

Class Feedback Forms

All students should complete class feedback forms at least once during the semester. Feedback forms are completed anonymously. They are reviewed by Lecturers, the Programme Director, and the Head of Discipline. They are also kept on file and may be consulted by the Head of School. Students are encouraged to be open in their responses, while also noting the need to be respectful and constructive in their presentation of any criticisms.

Policy on Extensions, Repeats and Deferrals

NB This is School policy but there may be some differences in how it is applied in postgraduate courses compared to undergraduate courses.

You should only seek to submit work late in the event of serious extenuating circumstances which is defined by [university policy](#) as "serious unavoidable, unpredictable and exceptional circumstances outside the control of the student, which may negatively impact the student's performance in assessment."

A full list of what DOES and DOES not count as extenuating circumstances is available [here.](#)

If you have met the grounds for extenuating circumstances, you will seek either:

1. **An extension:** This is when the College of Arts Office and/or Head of Year/Programme allows you to submit work late without penalty following a process of application with documentation (I.e. medical or other certificates).
2. **A deferral:** This is when you get College of Arts Office permission to submit outstanding work following the end of a module without penalty in the autumn exam period.
3. **A repeat:** This is when you fail a module and have to complete a repeat assignment or exam in the autumn exam period which constitutes 100% of your total assessment. This involves payment of fees for each module you repeat.

Extensions

Individual module convenors/lecturers cannot give extensions under any circumstances.

For an extension of seven days or less, you must contact your Head of Year/Programme and your individual module convenor/lecturer directly together. The Head of Year/Programme makes the determination whether or not you meet the Extenuating Circumstances policy based on the documentation you provide as outlined [in that policy.](#)

You should include with this letter your copies of either a medical certificate or a letter from a student counsellor, or other relevant documentation.

If you don't have an explanation for your lateness, we will just apply the penalty automatically.

Valid reasons for lateness include illness or bereavement. Avoidable problems such as malfunctioning computers, car trouble, books being unavailable at short notice, poor time management including participation in extracurricular or professional creative industries activities including festivals, film shoots, etc. are not valid reasons for lateness.

If you need to seek an extension of more than seven days, you will need to notify your Head of Year/Programme and individual module convenor/lecturer and then fill out and submit this form to the College of Arts Office.

Students who are ill or in distress can be assured that their work will be accepted late, provided that they provide appropriate documentation to the College Office and/or Head of Year/Programme.

Students should NOT seek extensions in advance but instead endeavour to submit their assignment on time regardless of circumstances. You will then follow the steps below if you miss the submission deadline.

If you fail a module

If you fail a module, you have an opportunity to repeat it. Students must pay a repeat examination fee to the university in such cases for each module they are repeating.

Repeat assignments are posted following the release of second semester marks to Canvas and are equivalent to the total workload of the module you are repeating. They are due in early-mid August (see calendar above).

Your transcript will state that you failed the module. Repeat marks are capped at 40% for most years. This in turn may cause a delay payment of your SUSI grant.

If you choose not to repeat your module, you must either leave the university or repeat the year. If you repeat the year, you need only repeat those modules that you failed (e.g. if you pass four modules in second year but fail two, and choose to repeat the year, you would only need to repeat the two modules that you failed).

You can review FAQs regarding university policy on repeats including accessing fee information here: https://www.universityofgalway.ie/exams/timetable-advice/examinations_faqs/repeats_faq/

If you need to defer an assessment

Deferral means postponing a university examination or assessments from the end of the semester to the summer period. This will usually be granted in cases of serious illness, bereavement of an immediate family member or other extremely serious circumstances as vetted by the College Office. Decisions about deferral can only be made by the College of Arts office. Applications can again be made through the Extenuating Circumstances application form for the College of Arts.

You can review FAQs on deferrals here: https://www.universityofgalway.ie/exams/timetable-advice/deferrals/

Penalties for Late Work

Late work that does not meet the grounds for the above or is simply late **will be penalised at two points per day including weekends and bank holidays.**

Late work penalties can still apply even if you are granted an extension if your documentation does not cover an additional period of lateness. For example, if you provide a cert saying that you were sick for two days, then you can hand in your work two days' late without penalty. But if your cert says you were sick for two days and you hand in a week late, you will lose marks for five days.

Summary notes on extensions, deferrals, repeats and penalties for late work

- Late work is penalised at two points per day including weekends and bank holidays.
- Short-term extensions (of seven days or less) can be sent to the Head of Year/Programme with supporting documentation and CANNOT be given by individual module convenors/lecturers .
- Extensions on work of MORE than seven day must be granted through the College of Arts Office and CANNOT be given by individual module convenors/lecturers OR the programme directors.
- Work that is any more than two weeks' late (14 days) cannot be accepted even if students have medical certificates etc. without a deferral from College Office. Students whose work has not been submitted by this time will automatically be listed as having failed or must seek permission from the College Office to defer the assessment.
- If you provide a cert saying that you were sick for two days, then you can hand in your work two days' late without penalty. But if your cert says you were sick for two days and you hand in a week late, you will lose marks.
- We ask students to make every effort to submit work on time. Late essays lead to administrative difficulties and may delay the processing of your results.

Review again the full university policy on extenuating circumstances here.

You can access the College of Arts Form for submission of extenuating circumstances forms for 1) extensions of more than seven days or 2) deferrals of a module here.

Safety Essentials for Students

Safety is Everyone's Responsibility

University of Galway wishes to ensure that your time as a student in Galway is a safe and healthy one. This document summarises essential information which all students are required to know and observe (see University Safety Statement for more details). Additional safety information for students is available in University laboratory manuals, fieldwork guides, etc. Those taking part in recreational activities must also comply with the relevant safety
policies and procedures.

Students are obliged not to "intentionally, recklessly or without reasonable cause interfere with or misuse" anything provided for health and safety purposes, e.g. fire extinguishers, first aid kits etc.

Safety, Health & Welfare at Work Act 2005.
All students must also comply with the University Code of Conduct.
Available from the Admissions Office ext. 3444

FIRST AID

Occupational First Aiders: Trained occupational first aiders and first aid equipment are located throughout University buildings. A list of first aiders for each University School/College/Discipline is included in the local Safety Statement and should be displayed on all safety notice boards. These personnel should be contacted in the event of an injury or other first aid situation.
First Aid Equipment: First aid equipment is provided throughout the campus, in central areas including main offices. First aid equipment is for emergency medical use, and damaging or interfering with it is legally prohibited.

HEALTH UNIT (Ext. 2604/direct line 492604)

The Student Services Health Unit is based in Áras na Mac Léinn (First Floor). It caters for both the general and emergency medical care of students.

SMOKING

For health and fire safety reasons, smoking is **prohibited** in **all** parts of NUI Galway buildings. This is legally required under the **Public Health (Tobacco) Acts 2002-2004.**

Whether you study or work in a classroom, laboratory, office or workshop, it is important that you are aware of the hazards and safety arrangements for your working environment.
Find out about these arrangements now!

Below are some of the Emergency Phone Numbers you may need over the year. Cut out and keep for use if/when an emergency arises:
Security (emergency) 493333*
Student Health Unit 492604*
Hospital 524222
Samaritans 561222
Student Counselling 492484*
Health & Safety Office 492678*

* If using an internal University phone line remove 49 prefix.

ACCIDENTS/INCIDENTS

In the event of any accident/injury, report it to the person in charge of the class or to another staff
member. In the event of a fire, medical or other emergency, **alert University Security ext. 3333** or
if urgent contact the local emergency services, (i.e.fire brigade, hospital, police) using the 999/112 system. As soon as possible after the event, all accidents and dangerous occurrences must be reported on the official form to the **University's Safety Office** for legal/preventive purposes **(ext. 2678).**

FIRE SAFETY

In the event of a fire
1. Raise the alarm by operating the nearest fire alarm call point.
2. Call the Fire Brigade using the **999/112** emergency telephone system. (On internal University phones dial **9** first to get an outside line).
3. Extinguish the fire **if** possible using the equipment provided.
4. **Do not** take risks.

In the event of a fire alarm sounding
The **continuous ringing** of the fire alarm indicates a fire emergency in the **area you are in** - proceed as follows:
1. Evacuate the building by the nearest exit route and proceed to the fire assembly point.

2. Close all doors after you.

3. **Do not** use lifts.

4. **Do not** re-enter the building.

The **intermittent ringing** of the Fire Alarm indicates a fire emergency in an **adjacent area** - proceed as follows:

1. Investigate the source of the alarm.

2. **Do not** take risks.

3. **Do not** use lifts.

4. Prepare to evacuate the building.

Check local fire notices for information.

Take some time to familiarise yourself with the locations of:

- o the exit route(s)
- o the fire alarm call point(s)
- o the nearest 999/112 phone(s)
- o the nearest fire equipment
- o the fire assembly point(s)

FOR ALL OF THE UNIVERSITY AREAS YOU WORK/STUDY IN

You never know when you may need them.

GENERAL CODES FOR SAFETY

Any potential hazards(s) within University Buildings/Grounds must be immediately reported to the University Staff member in charge or the Safety Office.

• **Access and Escape:** Corridors and stairways provide safe circulation and emergency escape routes. They must be kept clear of obstruction at all times. Do not block corridors or stairways. Bicycles, etc., causing an obstruction may be removed by Security Staff.

• **Cycling:** Many student accidents are associated with cycling.

Ensure:-

- o your bicycle is well lit, front and rear;
- o you cycle in compliance with road markings;
- o your cycling is not a danger to pedestrians;
- o you wear a cycling helmet, bright clothing and hi-vis jacket/belt.
- o

• **Fire Drills and Doors**: Fire drills and other trial evacuations are undertaken to familiarise all personnel with emergency procedures. You are **legally obliged** to participate in these drills, and should respond quickly and safely, in line with University fire safety procedures. Smoke or fire doors must not be wedged open or

obstructed in any way. All doors must be unlocked or easily opened e.g. panic bolts, when a room/building is occupied.

• **Handling and Lifting**: Many injuries are caused by incorrect handling techniques or attempting to handle loads which are too heavy for the capacity of the person involved. Make sure you know the correct way to lift, and if the load is too heavy **Get Help.**

• **Late Working and General Safety**: Never work late in the University alone, especially where equipment or operations may be hazardous. In all cases, students must get prior-approval from the Head of School/College/Discipline, at a minimum work in pairs (buddy system) and be familiar with fire and other relevant out-of-hours emergency procedures. Always take personal security precautions. **NUI Galway is a Campus Watch University**

• **Personal Protective Equipment**: Where the hazards of any procedure/operation undertaken by students require personal protective equipment or clothing, it must be used correctly, in line with University guidelines e.g. eye-protection must be worn when chemical or machine hazards to the eye(s) exist. Damaged or defective equipment must be reported/replaced by the person responsible for its provision. Also clothing/ accessories, which are likely to be a hazard, must not be worn in University.

• **Computer Work:** If you work regularly on a computer or similar equipment, use these basic precautions to minimise discomfort:-
   o take regular breaks/changes in activity;
   o adopt a good posture and adjust the chair if possible to support your back;
   o if possible arrange the equipment to avoid awkward positions e.g. the screen should be slightly below eye-level to minimise neck/shoulder discomfort and be free from glare.

The contents of this Handbook are for information purposes only and should not be regarded as the basis of a contract between a student and the university.

Updates and further detail we will available during the year. (If you notice any obvious errors or contradictions in the handbook, please let me know).

END

Fiona