IRISH HISTORY AND CULTURE – GAH 1374-001
T TH 12:30-2:20
K-102

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This is a W2 Writing Intensive Course
This is an H-subscript Course

REQUIRED BOOKS
The Course of Irish History, T. W. Moody & F. X. Martin.

Handouts

January


February


18-20. Great rebellion of 1641 against Puritan Parliament. Cromwell’s capture of Drogheda and Wexford. William of Orange (William III) and defeat of James II at Battle


\textbf{March}
4. Mid-term review
6. \textbf{Mid-term examination}.


18-20. Spring Break


\textbf{April}


by British government. Recent events and prospects for the future. \( \{ \textit{Course of Irish History} \textit{: "Ireland: 1966-82," "Ireland: 1982-94," "Ireland at the Turn of the Century"} \} \)

29. Review for final examination.

May
1. Beltain. \textbf{Final Examination}.

6. Last Class.

\begin{center}
\textbf{Evaluation}
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                 &                \\
Mid-term Examination & 35\% \\
Final Examination & 35\% \\
Research/Impact Essay & 20\% \\
Class Participation & 10\% \\
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\textbf{Examinations}. The examinations will test your comprehension of the first and second half of the course. They will include multiple choice, short answer, and essay questions.

\textbf{Research/Impact Essay}. You will be asked to choose an episode of Irish history to research and then to write an interpretive tale with explanation. The tale should be approximately six pages long; the explanation, which will discuss your research and the goals of your tale, should be at least 2 pages long.

\textbf{Expectations and some words of caution}

In order to complete this course with a good or excellent grade you will need to do the following:
\begin{itemize}
  \item attend class regularly
  \item take careful class notes
  \item read, take notes, and reread \textit{The Course of Irish History}
  \item thoroughly study class notes and reading notes for examinations
\end{itemize}

If you are not willing to devote significant time to your coursework or if you are not willing to make a serious effort, you will have difficulty meeting course expectations.

I intend to rigorously enforce the due dates in this syllabus. Plan accordingly.

I will not give incompletes at the end of the semester unless you have warned me well in advance and have appropriate reasons.
It is not my duty to make sure that you have completed and handed in all appropriate assignments; it is your duty.

I will be taking attendance. If you are absent an excessive number of classes your grade will suffer. (Remember, most professors and students consider three misses an acceptable number.)

**Academic Honesty**

As an academic institution of merit and integrity, Richard Stockton College affirms its commitment to the honesty and excellence of research and pedagogy conducted by members of the Stockton academic community. Academic dishonesty is considered a serious violation of Stockton’s Campus Conduct Code and is punishable by severe sanctions, such as suspension and expulsion, which are recorded on the offender’s permanent academic transcript. Such a penalty may be imposed for a first offense if deemed appropriate by the College. The College makes two primary demands of its students and staff: (1) that each individual exercise utmost care in planning and preparing the work presented for academic consideration, and (2) that members of the academic community conscientiously insure the validity and protect the integrity of academic work and grades received for such work. Plagiarism may be defined as the appropriation or imitation of the language, ideas, and thoughts of another person, and the representation of them as one’s original work. Any written material or oral presentation submitted to a member of the faculty by a student is understood to be the product of that student’s own special investigations and energies. All source materials must be properly acknowledged in the preparation of materials for the classroom, laboratory, library, and elsewhere. Because a student may be careless in, or ignorant of, correct procedures for the acknowledgment of sources, the instructor is often unable to distinguish a conscious attempt to plagiarize from a clumsily documented, but-well intended, paper. The College thus requires each student to understand the logic and mechanics of bibliographical methods and documentation. To assure such understanding, each student is responsible for having read and consulted appropriate guidelines for bibliographical methods. One such guideline is: the chapter on documentation (pp. 169-192) in Diane Hacker’s *A Writer’s Reference*, published by St. Martin’s Books — available in the College Bookstore and at the Writing Center, J105. It is the responsibility of each faculty member to define any additional procedures governing particular course assignments, such as “in-class,” “open book,” and “take home” examinations and laboratory experiments and reports. Whenever collaboration between two or more students is authorized, the results and presentation of the collaborative effort are necessarily understood to be
the achievement of each individual student.  (Undergraduate Bulletin 2002-04, 100-101)