



Irish American University

Catalogue

2011-2012

First edition, 1 September 2011

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Wilmington Renaissance Corporation
Wilmington, Delaware

ACCREDITATION AND AWARDS

Higher Education and Training Awards Council (HETAC)

The Higher Education and Training Awards Council is granted authority by the National Qualifications Authority of Ireland to accredit and award credentials from level six (Higher Certificate) to level ten (Doctorate) of the National Framework of Qualifications. HETAC was established on 11 June 2001, under the Qualifications (Education and Training) Act 1999. It is the successor to the National Council for Educational Awards (NCEA) and is the qualifications awarding body for third-level and training institutions outside the university sector. It exists to benefit learners and potential learners by:

- Setting standards, accrediting programmes and awarding qualifications at all levels of higher education and training;
- Providing assurance to the public that programmes of higher education and training are above an acceptable threshold level of quality and that objective quality assurance processes are in place to meet the expectations of Irish Society and the International Community;
- Delivering a quality improvement service to registered educational providers so as to contribute to raising standards to increasingly higher levels.

HETAC's principal quality assurance processes include registering providers of higher education and training, validating programmes, monitoring quality, reviewing institutions and conducting related system-level research.

In carrying out its functions HETAC ensures that providers establish procedures for the assessment of learners which are fair, consistent and fit-for-purpose and that they implement the National Framework of Qualifications and associated procedures.

HETAC is a full member of the European Association for Quality Assurance in Higher Education (ENQA), and is currently included on the European Quality Assurance Register (EQAR).

- ACD has two programmes placed at level-eight on the National Framework of Qualifications which are accredited by HETAC and for which graduating students receive HETAC awards:
 - BA (Hons) in International Business
 - BA (Hons) in Accounting and Finance
- ACD has one programme placed at level-nine on the National Framework of Qualifications which is accredited by HETAC and for which graduating students receive HETAC awards:
 - MBS in International Business.

HETAC accreditation and awards refer only to programmes provided by American College Dublin and are not connected programmatically or institutionally to or with Irish American University.

Higher Education and Training Awards Council
26-27 Denzille Lane
Dublin 2
Ireland
Telephone: 001-353-1-644-1500
Web: www.hetac.ie

Irish American University

American College Dublin and American College Delaware are constituent colleges of Irish American University. Irish American University is licensed by the Department of Education of the State of Delaware to award degrees at the undergraduate and master's level.

Irish American University is a Candidate for Accreditation by the Middle States Commission on Higher Education (MSCHE), effective June 2009. The official MSCHE description of candidacy status is as follows: Candidate for Accreditation is a status of affiliation with a regional accrediting commission which indicates that an institution has achieved recognition and is progressing toward, but is not assured of, accreditation. It has provided evidence of sound planning, seems to have the resources to implement the plans, and appears to have the potential for obtaining its goals within a reasonable time.

Middle States Commission on Higher Education
3624 Market Street
Philadelphia, PA 19104
United States of America

Telephone: 001-267-284-5000

Internet: www.msche.org

MISSION AND VISION

Mission

To offer the best of Irish and American higher education in an intimate environment underpinned by the holistic liberal arts model of learning, enabling students to realize their potential and participate successfully in the world.

Vision

American College Dublin will provide a high-quality undergraduate and postgraduate education: one that is rigorous, stimulating and valuable. The institution will emphasize the core values of academic excellence, innovation, ethical integrity and multiculturalism. The institutional ethos and programmes of study will inculcate and reflect the best of the Irish and American higher education traditions, engaging the student in an educational experience that is active, participative and challenging. American College Dublin will uphold the highest standards of ethical conduct in all its activities, including support for academic freedom, appropriate disclosure of information to the institution's stakeholders, equality of access and opportunity. The College will aim to instil a passion for education that advances the development of the individual's talents and a process of lifelong learning.

FACULTY

Stephen Chandler, Head of Department. Department of Business
BA (Maynooth), MA (University College Dublin)

Margaret Fitzsimons, Lecturer in Accounting and Finance
BComm (University College Dublin), MAcc (University College Dublin), ACA (Institute of Chartered Accountants), AITI (Institute of Taxation)

Yasmina Khadir-Poggi, Associate Lecturer in International Business
ESA (Sorbonne), MESA (Sorbonne)

Rory McEntegart, Academic Dean
BA (Auckland), MPhil (Trinity College Dublin), PhD (London School of Economics)

Piotr Sadowski, Head of Department. Department of Liberal Arts
MA (University of Warsaw), PhD (University of Warsaw)

Associate faculty

Stephen Barcroft, Associate Lecturer in Humanities
BA (Trinity College Dublin), HDipEd (Trinity College Dublin), MA (Trinity College Dublin), PhD (Trinity College Dublin)

Kate Browne, Associate Lecturer in Hospitality
BA (Dublin Institute of Technology), MSc (Dublin Institute of Technology)

Michael Doorley, Associate Lecturer in Humanities
BA (University College Dublin), MA (University of New Orleans), PhD (University of Illinois)

Desmond Gargan, Associate Lecturer in International Business
BBS (Dublin City University), MBA (Trinity College Dublin)

Adrian Hurley, Associate Lecturer in French
NDipBS (WIT), BA (WIT), MA (Dublin City University)

John McCoy, Associate Lecturer in Law
BCL (University College Dublin), BL (Queen's College Belfast), DipEL (University College Dublin)

Carlos Pinto, Associate Lecturer in Mathematics
BSc (University of Liverpool), MSc (University of London), PhD (Trinity College Dublin)

Kevin Redmond, Associate Lecturer in Hospitality
BA (Ulster University), MSc (Dublin Institute of Technology)

Padraig Regan, Associate Lecturer in International Business
BA (University College Dublin), MBA (University College Dublin), PhD (University College Dublin)

Peter Rooney, Lecturer in Liberal Arts
BA (Boston College), MA (Duquesne), PhD (University College Cork)

Academic calendar, 2011-2012

SEMESTER 1 (September – December 2011)

August 2010	13	Study abroad arrive
	14-15	Study abroad students' orientation
	16	Classes commence for study abroad
August	26	Registration for semester 1 MBS students
September	1 (Wednesday)	Semester 1 commences for returning students and MBS students
	10	Last day for drop/add for 2 nd , 3 rd and 4 th year students
	16	Registration for first year students
	20	Semester 1 commences for 1 st year students
	24	Last day for drop/add for 1 st year students
October	25 (Monday)	Bank holiday (College closed)
	27-31	Study week for business students except 1 st semester BA and HDB students
	28	HETAC / ACD / IAU degree conferring ceremony
November	26	Final day of classes
	29	Study day
	30	Study day
December	1	Final examinations commence (examinations run each day until 10 December, except for Sunday, 5 December)
	10	Final day of examinations
	17 (Friday)	Academic Office closes at 1.00 pm
	17 (Friday)	College closes at 3.00 pm

SEMESTER 2 (January – May 2012)

January 2011	4 (Tuesday)	College re-opens
	5-21	Registration for returning students
	20	Registration for 1 st year students
	21	Study abroad students arrive
	22-3	Study abroad students' orientation
	24 (Monday)	Semester 2 commences
	28	Last day for drop/add
March	14-18	Study week for business students
	17 (Thursday)	St Patrick's Day (College closed)
April	21 (Thursday)	Final day of classes
	22	Good Friday (College closed)
	25	Easter Monday (College closed)
	26-29	Study week
May	2 (Monday)	Bank holiday (College closed)
	3	Final examinations commence (examinations run each day until 13 May, except for Sunday, 8 May)
	13	Final day of examinations

SEMESTER 3 (May – August 2012)

May 2011	9 (Monday)	Summer classes commence
	23	Study abroad summer classes commence
June	6 (Monday)	Bank Holiday (College closed)
July	15	Final day of classes
	25	Final summer and repeats examinations commence
	30 (Saturday)	Final day of summer and repeat examinations
	30	Summer semester ends
August	1	Bank holiday (College closed)

Admissions

ADMISSIONS

Admissions Office

The Admissions Office provides guidance, counselling and support to students seeking third level education, and facilitates their registration onto their chosen programme. It welcomes enquiries or visits from students, parents, guidance counsellors or interested parties to the College. The Admissions Office is open from 8.30 am to 5.30 pm Monday to Friday.

Applications

All Irish and EU national students applying for degree programs must apply through the Central Applications Office (CAO), Tower House, Eglinton Street, Galway (www.cao.ie). Mature students, transfer students and non-EU nationals should complete an application form and supply the necessary documentation directly to the College. The College works closely with educational consultants throughout the world who meet and advise students regarding their educational needs. Where appropriate they may recommend American College Dublin.

Entry Requirements for Irish and EU students

Degree requirements

For Leaving Certificate students, the minimum Leaving Certificate entry requirements for degree programmes are two higher level C3's and four passes at either higher or ordinary level. Students must pass Mathematics and a language, (i.e. English, Irish or a European language). For EU students, secondary school results will be assessed for their equivalency to the Irish Leaving Certificate.

Diploma requirements

The entry requirements for the Diploma in Hospitality Management Programme are five passes at higher or ordinary level on the Leaving Certificate including Maths and English or another language. For EU students, secondary school results will be assessed equivalent to the Irish Leaving Certificate.

Master's requirements

An honours bachelor degree in a cognate discipline is required. If the applicant has an honours bachelor degree in a non-cognate discipline, it will be necessary for the applicant to complete such bridging modules as the Admissions Office deems necessary in order to achieve the prerequisite intended learning outcomes for participation in the programme. The length of this bridging programme depends on the amount of prerequisite learning outcomes achieved by the applicant, but normally will not exceed a duration of one year.

Entry Requirements for Non-EU students

American College Dublin welcomes students from around the world and attention is paid to their particular needs to help them to adapt to life in Ireland. An accommodation service is provided to facilitate students, and a full programme of social and cultural activities is also offered. Airport pick-up can be arranged.

All non-EU students are required to provide documentation of completion of secondary school. Results are assessed at an equivalent level to the minimum requirements for the Irish Leaving Certificate. Students should contact the College directly to ascertain specific entry requirements.

In addition to secondary school results, non-native English speaking students must fulfil minimum

English language requirements outlined below.

Language Requirements

In the case of all students applying to American College Dublin whose first language is not English, either through the CAO or directly to the College, evidence of English Language competency must be provided. Listed below are the minimum standards in English language that must be met. In certain situations, results in examinations other than those set out below may be accepted as proof of competence, but only if the results obtained in such other examinations indicate competency to one of the standards outlined below:

Students whose first language is not English must have:

- a TOEFL score of no less than 500 (paper based) or 173 (computer based) **OR**
- an IELTS score of 6.0, First Certificate of Cambridge English Examination **OR**
- Certificate and/or letter from accredited Irish English Language School with proof of Upper Intermediate, Advanced Level, or above **OR**
- verification that applicant completed his/her second or third level education through the medium of English **OR**
- admissions interview with ACD personnel on site and Oxford placement test administered **OR**
- admissions interview with ACD personnel and Oxford placement test administered at authorised agency sites **OR**
- for students from India or Pakistan, a score of 55% on the Grade 12 (Higher Secondary Certificate) English subject.

Non-Standard Applicants

Non-standard applicants fall into one of two categories: a). mature students or b). transfer students. Application procedures for these students are as follows:

a). Mature Students

Mature students are those who have reached the age of 23 by 1st January of the year of application. Mature students are also known as ability-to-benefit students. Mature students do not need to fulfil minimum academic requirements, but do need to provide a CV and referees and make an appointment to be interviewed by an admissions counsellor. Mature students should demonstrate through their work, academic experience, and / or personal ambition their suitability for their chosen programme. All mature students will need to complete an interview with an admissions staff member and satisfactorily complete the Wonderlic Basic Skills Test. Applications from mature students should be made directly to the College.

b). Transfer Students

Transfer students are those who come from an accredited third-level institution and seek exemptions for previously completed course work at that institution. Subject exemptions for transfer students are decided in consultation with the Director of Admissions and the Registrar. Students seeking exemptions for previously accredited third level study should send original copies of their examination transcripts and copies of their course descriptions to the College when making an application.

American College Dublin may grant exemptions from subjects completed at other third level institutions under the following conditions:

- Exemptions may be awarded only for those subjects in which a 'C' grade or higher was achieved.

- A minimum of 40 lecture hours completed is required per subject.
- The topics covered in the completed subject must be the same as the topics covered in the subject from which an exemption is sought.
- Pre-requisite subjects at lower levels on a chosen programme must be completed or exempted, before a higher-level exemption can be approved.
- Exemptions are awarded on a subject by subject basis, not on a year by year basis. For example, if the student is entitled to 10 subject exemptions, this may not necessarily mean that the student is exempt from a full academic year as the subjects may not all be first year subjects, but could include some second year subjects. Should this be the case, then the student would be required to complete the outstanding subjects in first year in order to progress fully to second year.

Exemptions from subjects taken at institutions not accredited by agencies recognized by ACD will be evaluated only after a student has submitted a catalogue and a course syllabus for each module to be evaluated. In certain cases, competency testing may be required.

Students should keep in mind that only subjects transfer, not grades. Grades of subjects taken elsewhere are not considered in determining the student's grade point average at American College Dublin.

Transfer students are required to submit the same documentation as a first time applicant: an application form, secondary school results and, where applicable, proof of English language competency. Transfer students are assessed in the same way as first-time applicants, but with consideration of their third-level academic progress.

Applicants with Disabilities/Special Requirements

Disabled students may apply through open competition with the CAO, without seeking special assistance. Disabled students are advised to apply directly through the College and must meet the minimum Leaving Certificate entry requirements, but are exempted from meeting point requirements. Documentation relating to the disability must accompany the application and the student will be requested to attend an interview to determine the level of assistance needed. Every effort will be made by the Admissions Office, Student Affairs, and the faculty to facilitate students' special requirements as recommended in medical reports.

Audit

A student who wishes to audit a class must receive permission from the Registrar and the lecturer of the subject. A student who officially audits a subject, although not permitted to take examinations, is expected to attend class regularly and to participate in a manner which is agreeable to the lecturer. An "AU" will be recorded on the permanent record of courses officially audited. An audit student cannot receive a grade for sitting this subject.

Academic programmes

HETAC AWARDS

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Telephone: 001-353-1-644-1500
Web: www.hetac.ie

UNDERGRADUATE PROGRAMMES

Bachelor of Arts (Hons) in Liberal Arts

Accreditation:	HETAC – level 8
Programme duration:	3 years
General education requirements:	20 modules
Total modules:	28 (each module is worth 6 HETAC credits, except the dissertation, which is worth 18 credits)
Total credits:	180 credits

Programme description

The term “liberal arts” refers to the study of human intellectual creativity and experience as reflected in the arts, works of fiction, philosophic texts, and historic documents. Studying liberal arts encourages inquiry into the human condition beyond the confines of a single discipline, helps develop a wide historical perspective on culture, and stimulates critical and informed thinking.

During the first two years of the BA degree in Liberal Arts students pursue a general education programme in the humanities, followed by one year of elected study in which students major either in Irish Studies, American Studies, History or English. In this way the study programme will broaden the students’ knowledge and advance their communication skills in a wide range of intellectual areas, and will provide them with an understanding of other cultures, their intrinsic values and historical experience. As far as it is possible the degree programme will aid students to make ethically and intellectually informed decisions which take account of the complexity and diversity of the world in which we live.

The BA (Hons) in Liberal Arts is designed to prepare students for a number of possible career opportunities: in business, civil service, social service, public relations, media, the arts, postgraduate studies, teaching and research. To be in a position to advance, they will be expected to develop intellectual, practical and transferable skills. Upon the completion of the course students will command a number of intellectual, practical and transferable skills, including the ability critically to analyse a variety of historical and literary texts, to appreciate visual evidence, and to engage in a constructive intellectual dialogue using such communication skills as essay and thesis writing, and oral presentation.

Year 1

- LIB200 Academic communication
- LIB201 War and peace in the modern world
- LIB202 Western arts
- LIB203 The digital revolution
- LIB204 Imagination and storytelling
- LIB205 Anglo-Irish writers
- LIB206 Cinema and society
- LIB207 Western religions
- LIB208 The Enlightenment
- LIB209 American culture abroad

Year 2

- LIB300 Shakespeare
- LIB301 Contemporary China
- LIB302 Irish migration
- LIB303 Romanticism
- LIB304 Representations of sexualities
- LIB305 Modern art
- LIB306 Scramble for Africa
- LIB307 Literary modernism
- LIB308 India
- LIB309 The Scientific Revolution

Year 3 (Award Stage – choose one of the following majors)**Major: Irish studies**

- LIB400 Irish nationalism
- LIB401 The Great Irish Famine
- LIB402 Oscar Wilde and his circle
- LIB403 James Joyce's *Ulysses*
- LIB404 Research methods
- LIB405 Irish cinema
- LIB406 Research seminar: Irish Studies
- LIB407 Dissertation: Irish Studies

Specialisation: American studies

- LIB408 American literature
- LIB409 Migrations to America
- LIB410 The American Civil War
- LIB411 Hollywood
- LIB404 Research methods
- LIB412 America after 9/11
- LIB413 Research seminar: American Studies
- LIB414 Dissertation: American Studies

Specialisation: English

- LIB402 Oscar Wilde and his circle
- LIB403 James Joyce's *Ulysses*
- LIB408 American literature
- LIB415 The rise of the novel
- LIB404 Research methods
- LIB416 Modern poetry
- LIB417 Research seminar: English
- LIB418 Dissertation: English

Specialisation: History

- LIB400 Irish nationalism
- LIB401 The Great Irish Famine
- LIB410 The American Civil War
- LIB419 The Spanish Civil War
- LIB404 Research methods
- LIB420 The Cold War
- LIB421 Research seminar: History
- LIB422 Dissertation: History

Graduation requirements

In order to graduate the student must complete all designated courses in the first two years followed by completion of either the Irish studies, American studies, history or English major. Each module counts as six credits with the dissertation counting as eighteen. The student must have a cumulative GPA no lower than 2.0. The award level of the degree is determined according to the grade point average (GPA), which is calculated by adding the grade point value (GPV) for each module under consideration and dividing that number by the number of module. The award level of the degree is calculated by adding the GPVs of all modules completed and dividing that total by the number of modules completed. The degree is classified according to the following award stage GPA bands:

3.25-4.00 GPA	=	First class honors
3.00-3.24 GPA	=	Second class honors, division one (2.1 honors)
2.50-2.99 GPA	=	Second class honors, division two (2.2 honors)
2.00-2.50 GPA	=	Pass
0.00-1.99 GPA	=	Ineligible for award

Certificate in International Business

Accreditation:	HETAC – level 6
Programme duration:	1 year
General education requirements:	1 module
Concentration requirements:	9 modules
Total modules:	10 (each module is worth 6 HETAC credits)
Total award credits:	60 HETAC credits

Programme description

This is a full-time, one-year programme. It is designed to introduce the student to business studies. It combines elements of management, finance, marketing, economics, information technology and quantitative techniques for business. The course provides a firm foundation for employment in the business sector and further business studies.

Semester 1

IB200	Introduction to management*
IB201	Microeconomics*
IB202	Accounting 1
IB203	Principles of marketing*
IB204	Business computing*

Semester 2

IB205	Organizational behaviour
IB206	Macroeconomics*
IB207	Accounting 2
IB208	Business law
IB209	Probability and statistics*

*Denotes general education module

Graduation requirements

In order to graduate the student must pass all 10 modules in the certificate and have a cumulative GPA no lower than 2.0. The award level of the degree is determined according to the grade point average (GPA), which is calculated by adding the grade point value (GPV) for each module under consideration and dividing that number by the number of module. The award level of the degree is calculated by adding the GPVs of all modules completed and dividing that total by the number of modules completed. The certificate is classified according to the following award stage GPA bands:

3.25-4.00 GPA	=	Distinction
3.00-3.24 GPA	=	Pass with merit – grade 1
2.50-2.99 GPA	=	Pass with merit – grade 2
2.00-2.50 GPA	=	Pass
0.00-1.99 GPA	=	Ineligible for award

Bachelor of Arts (Hons) in International Business

Accreditation:	HETAC – level 8
Programme duration:	3 years
General education requirements:	1 module
Concentration requirements:	30 modules
Total modules:	31 (each module is worth 6 HETAC credits unless otherwise indicated)
Total award credits:	198 HETAC credits

Programme description

The BA (Hons) in International Business provides the graduate with a comprehensive understanding of the international business environment. This course focuses on the international aspects of management, finance, marketing, information technologies, law and economics. The course also examines the challenges of global integration and cross-cultural management; and the importance of an ethical dimension to business practice is emphasized. Students are taught skills in research methodologies, accountancy, finance and information technologies, and their appropriate applications in the global marketplace. The course also concentrates on developing the individual's critical thinking abilities, problem solving and communication skills using group and project work. The course offers an option of a study abroad opportunity in Lynn College, Florida, in the second year of the programme. The theoretical content of the programme is applied in an interactive work environment in the final stage of the programme. Students are required to spend an internship period aimed at broadening their work and study experience. Graduates of the programme will be able to recognize, evaluate and solve issues that they encounter in an international and global business context.

Year 1

IB200 Introduction to management*
IB201 Microeconomics*
IB202 Accounting 1
IB203 Principles of marketing*
IB204 Business computing*
IB205 Organisational behaviour
IB206 Macroeconomics*
IB207 Accounting 2
IB208 Business law
IB209 Probability and statistics*

Year 2

IB300 Managerial accounting
IB301 Corporate finance
IB302 Networks and databases
IB303 International marketing
IB304 International law
IB305 International economics
IB306 Quantitative business analysis
IB307 E-commerce and internet marketing
IB308 Sustainable business
IB309 Business research methods

Year 3

- IB400 Entrepreneurship
- IB401 International finance
- IB402 International HRM
- IB403 Operations management
- IB404 Research project
- IB405 International business ethics
- IB406 International investment strategies
- IB407 Strategic management information systems
- IB408 Contemporary global challenges
- IB409 International business: theory and policy
- IB410 Internship

*Denotes general education module

Graduation requirements

In order to graduate the student must pass all 31 modules in the degree and have a cumulative GPA no lower than 2.0. The award level of the degree is determined according to the grade point average (GPA), which is calculated by adding the grade point value (GPV) for each module under consideration and dividing that number by the number of module. The award level of the degree is calculated by adding the GPVs of all modules attempted during the award stage and dividing that total by the number of modules taken during the award stage. The award stage is comprised of the final eleven modules of the programme (normally taken in year three). The degree is classified according to the following award stage GPA bands:

3.25-4.00 GPA	=	First class honors
3.00-3.24 GPA	=	Second class honors, division one (2.1 honors)
2.50-2.99 GPA	=	Second class honors, division two (2.2 honors)
2.00-2.50 GPA	=	Pass
0.00-1.99 GPA	=	Ineligible for award

Bachelor of Arts (Hons) in Accounting and Finance

Accreditation:	HETAC – level 8
Programme duration:	3 years
General education requirements:	1 module
Concentration requirements:	29 modules
Total modules:	30 (each module is worth 6 HETAC credits unless otherwise indicated)
Total award credits:	180 HETAC credits

Programme description

In the course of the programme students are taken from elementary to advanced levels of accounting practices and techniques. Technical accounting skills are combined with critical soft skills training to ensure that graduates have the necessary knowledge and personal skills to succeed in the business environment. Closely linked to today's industry standards, the programme develops the analytical problem solving ability of the student and introduces the legislative responsibilities of a professional working in the accounting field. Before graduating, students must complete a 3 month internship programme. This module enables students to put into practice what they have studied in the classroom. Students have the option of completing this module in either an industry or practice-based environment.

Graduates of the programme will have the ability to enter a career in an accounting field.

Graduates may also consider continuing their studies into professional accountancy and availing of the exemptions offered by professional examination bodies to successful graduates of this programme.

Year 1

IB200 Introduction to management*
IB201 Microeconomics*
IB202 Accounting 1
IB203 Principles of marketing*
IB204 Business computing*
IB205 Organisational behaviour
IB206 Macroeconomics*
IB207 Accounting 2
IB208 Business law
IB209 Probability and statistics*

Year 2

AF300 Management accounting 1
AF301 Corporate finance 1
AF302 Human resource management
AF303 Accounting 3
AF304 Business law 2
AF305 Management accounting 2
AF306 Quantitative business analysis
AF307 Taxation 1
AF308 International business ethics
AF309 Corporate finance 2

Year 3

- AF400 Financial reporting
- AF401 Strategic management information systems
- AF402 Auditing
- AF403 Taxation 2
- AF404 International investments strategies
- AF405 International business: theory and policy
- AF406 International finance
- AF407 Entrepreneurship
- AF408 Advanced financial reporting
- AF409 Internship

*Denotes general education module

Graduation requirements

In order to graduate the student must pass all 30 modules in the degree and have a cumulative GPA no lower than 2.0. The award level of the degree is determined according to the grade point average (GPA), which is calculated by adding the grade point value (GPV) for each module under consideration and dividing that number by the number of module. The award level of the degree is calculated by adding the GPVs of all modules attempted during the award stage and dividing that total by the number of modules taken during the award stage. The award stage is comprised of the final ten modules of the programme (normally taken in year three). The degree is classified according to the following award stage GPA bands:

3.25-4.00 GPA	=	First class honors
3.00-3.24 GPA	=	Second class honors, division one (2.1 honors)
2.50-2.99 GPA	=	Second class honors, division two (2.2 honors)
2.00-2.50 GPA	=	Pass
0.00-1.99 GPA	=	Ineligible for award

GRADUATE PROGRAMMES

Master of Business in International Business

Accreditation:	HETAC – level 9
Programme duration:	1 year
Total modules:	7 modules (6 HETAC credits each) and a dissertation (18 HETAC credits)
Total credits:	60 HETAC credits

Programme description

International Business is the managing of resources and functions by firms across borders. It is a complex area of economic life demanding from its participants knowledge of both general business processes and the particular issues of conducting commercial transactions across national boundaries. The MBS in International Business programme equips the student with the necessary knowledge base, skills, competencies and strategic awareness to succeed in this international business environment. The programme focuses on three broad module strands, the International Environment, International Management and International Business Functions. The international environment is studied through the broad political economic background, the international regulatory framework and the issues of corporate governance and ethics at an international level. The impact of different cultures on management is a major factor in international business and this theme is studied in cross-cultural management. International entrepreneurship examines the issues of new business development in the international environment and corporate policy looks at the strategies of global firms. Business functions operate in a particular way when undertaken across national boundaries, and this programme focuses on the special issues of two of these, corporate finance and marketing in large multinational firms. While the research methodology module provides a foundation for the dissertation, the research theme runs through all modules. The dissertation forms a capstone in permitting the students to pull all the strands together in a major integrative research work.

MIB500 Cross-cultural management
MIB501 International regulatory environment
MIB502 The political economy
MIB503 International corporate finance
MIB504 Designing and conducting research
MIB508 Corporate policy
MIB509 Dissertation

And one module from the following:

MIB505 International entrepreneurship
MIB506 International business ethics and corporate governance
MIB507 International strategic marketing

Graduation requirements

In order to graduate the student must pass all 7 modules in the degree and have a cumulative GPA no lower than 2.0. The award level of the degree is determined according to the grade point average (GPA), which is calculated by adding the grade point value (GPV) for each module under consideration and dividing that number by the number of module. The award level of the degree is calculated by adding the GPVs of all modules attempted during the award stage and dividing that total by the number of modules taken during the award stage. The award stage is comprised of all modules attempted in the programme. The degree is classified according to the following award stage GPA bands:

3.25-4.00 GPA	=	First class honors
2.90-3.24 GPA	=	Second class honors
2.00-2.89 GPA	=	Pass
0.00-1.99 GPA	=	Ineligible for award

IRISH AMERICAN UNIVERSITY AWARDS

American College Dublin is a constituent college of Irish American University. Irish American University is licensed by the Department of Education of the State of Delaware to award degrees at the undergraduate and master's level.

Irish American University is a Candidate for Accreditation by the Middle States Commission on Higher Education (MSCHE), effective June 2009. The official MSCHE description of candidacy status is as follows: Candidate for Accreditation is a status of affiliation with a regional accrediting commission which indicates that an institution has achieved recognition and is progressing toward, but is not assured of, accreditation. It has provided evidence of sound planning, seems to have the resources to implement the plans, and appears to have the potential for obtaining its goals within a reasonable time.

Middle States Commission on Higher Education
3624 Market Street
Philadelphia, PA 19104
United States of America
Telephone: 001-267-284-5000
Web: www.msche.org

UNDERGRADUATE PROGRAMMES

Certificate in International Business

Accreditation:	MSCHE
Programme duration:	1 year
General education requirements:	1 module
Concentration requirements:	9 modules
Total modules:	10 (each module is worth 3 credits)
Total award credits:	30 credits

Programme description

This is a full-time, one-year programme. It is designed to introduce the student to business studies. It combines elements of management, finance, marketing, economics, information technology and quantitative techniques for business. The course provides a firm foundation for employment in the business sector and further business studies.

Semester 1

IB200	Introduction to management*
IB201	Microeconomics*
IB202	Accounting 1
IB203	Principles of marketing*
IB204	Business computing*

Semester 2

IB205	Organizational behaviour
IB206	Macroeconomics*
IB207	Accounting 2
IB208	Business law
IB209	Probability and statistics*

*Denotes general education module

Graduation requirements

In order to graduate the student must pass all 10 modules in the certificate and have a cumulative GPA no lower than 2.0. The award level of the degree is determined according to the grade point average (GPA), which is calculated by adding the grade point value (GPV) for each module under consideration and dividing that number by the number of module. The award level of the degree is calculated by adding the GPVs of all modules completed and dividing that total by the number of modules completed. The certificate is classified according to the following award stage GPA bands:

3.25-4.00 GPA	=	Distinction
3.00-3.24 GPA	=	Pass with merit – grade 1
2.50-2.99 GPA	=	Pass with merit – grade 2
2.00-2.50 GPA	=	Pass
0.00-1.99 GPA	=	Ineligible for award

Diploma in International Business

Accreditation:	MSCHE
Programme duration:	2 years
General education requirements:	1 module
Concentration requirements:	19 modules
Total modules:	20 (each module is worth 3 credits)
Total award credits:	60 credits

Programme description

This is a fulltime, two-year programme. It is designed to introduce the student to business studies. It combines elements of management, finance, marketing, economics, information technology, quantitative and research techniques for business. The course provides a firm foundation for employment in the business sector and further business studies.

Year one

IB200	Introduction to management*
IB201	Microeconomics*
IB202	Accounting 1
IB203	Principles of marketing*
IB204	Business computing*

Semester 2

IB205	Organizational behaviour
IB206	Macroeconomics*
IB207	Accounting 2
IB208	Business law
IB209	Probability and statistics*

Year two

Semester 3

IB300	Managerial accounting
IB301	Corporate finance
IB302	Networks and databases
IB303	International marketing
IB304	International law

Semester 4

IB305	International economics
IB306	Quantitative business analysis
IB307	E-commerce and internet marketing
IB308	Sustainable business
IB309	Business research methods

*Denotes general education module

Graduation requirements

In order to graduate the student must pass all 20 modules in the diploma and have a cumulative GPA no lower than 2.0. The award level of the degree is determined according to the grade point average (GPA), which is calculated by adding the grade point value (GPV) for each module under consideration and dividing that number by the number of module. The award level of the degree is calculated by adding the GPVs of all modules completed and dividing that total by the number of modules completed. The diploma is classified according to the following award stage GPA bands:

3.25-4.00 GPA	=	Distinction
3.00-3.24 GPA	=	Pass with merit – grade 1
2.50-2.99 GPA	=	Pass with merit – grade 2
2.00-2.50 GPA	=	Pass
0.00-1.99 GPA	=	Ineligible for award

Bachelor of Arts in International Business

Accreditation:	MSCHE
Programme duration:	4 years
General education requirements:	10 modules
Concentration requirements:	27 modules
Total modules:	37 (each module is worth 3 credits, unless otherwise noted)
Total award credits:	120 credits

Programme description

The BA in International Business provides the graduate with a comprehensive understanding of the international business environment. This course focuses on the international aspects of management, finance, marketing, information technologies, law and economics. The course also examines the challenges of global integration and cross-cultural management; and the importance of an ethical dimension to business practice is emphasized. Students are taught skills in research methodologies, accountancy, finance and information technologies, and their appropriate applications in the global marketplace. The course also concentrates on developing the individual's critical thinking abilities, problem solving and communication skills using group and project work. The course offers an option of a study abroad opportunity in Lynn College, Florida, in the second year of the programme. The theoretical content of the programme is applied in an interactive work environment in the final stage of the programme. Students are required to spend an internship period aimed at broadening their work and study experience. Graduates of the programme will be able to recognize, evaluate and solve issues that they encounter in an international and global business context.

The BA in International Business provides a highly effective basis for a career in business, both national and international. Employment opportunities for graduates in this area are extensive. Graduates may find employment in the areas of international management, international financial services, international trade, international marketing, accounting, strategic business planning, human resource management or, indeed, may choose to set up their own business. The degree also offers a proven platform for successful postgraduate business studies.

Year one

Semester 1

5 general education electives*

Semester 2

5 general education electives*

Year two

Semester 1

- IB200 Introduction to management*
- IB201 Microeconomics*
- IB202 Accounting 1
- IB203 Principles of marketing*
- IB204 Business computing*

Semester 2

- IB205 Organizational behaviour
- IB206 Macroeconomics*
- IB207 Accounting 2
- IB208 Business law
- IB209 Probability and statistics*

Year three**Semester 5**

- IB300 Managerial accounting
- IB301 Corporate finance
- IB302 Networks and databases
- IB303 International marketing
- IB304 International law

Semester 6

- IB305 International economics
- IB306 Quantitative business analysis
- IB307 E-commerce and internet marketing
- IB308 Sustainable business
- IB309 Business research methods

Year four**Semester 7**

- IB400 Entrepreneurship
- IB401 International finance
- IB402 International HRM
- IB403 Operations management
- IB404 Research project (6 credits)

Semester 8

- IB405 International business ethics
- IB406 International investment strategies
- IB407 Strategic management information systems
- IB408 International trade
- IB409 International business: theory and policy

Summer

- IB410 Internship (6 credits)

*Denotes general education module

Graduation requirements

In order to graduate the student must pass all 41 modules in the degree and have a cumulative GPA no lower than 2.0. The award level of the degree is determined according to the grade point average (GPA), which is calculated by adding the grade point value (GPV) for each module under consideration and dividing that number by the number of module. The award level of the degree is calculated by adding the GPVs of all modules completed and dividing that total by the number of modules completed. The degree is classified according to the following award stage GPA bands:

3.25-4.00 GPA	=	First class honors
3.00-3.24 GPA	=	Second class honors, division one (2.1 honors)
2.50-2.99 GPA	=	Second class honors, division two (2.2 honors)
2.00-2.50 GPA	=	Pass
0.00-1.99 GPA	=	Ineligible for award

Bachelor of Arts in Accounting and Finance

Accreditation:	MSCHE
Programme duration:	4 years
General education requirements:	10 modules
Concentration requirements:	27 modules
Total modules:	40 (each module is worth 3 credits)
Total award credits:	120 credits

Programme description

In the course of the programme students are taken from elementary to advanced levels of accounting practices and techniques. Technical accounting skills are combined with critical soft skills training to ensure that graduates have the necessary knowledge and personal skills to succeed in the business environment. Closely linked to today's industry standards, the programme develops the analytical problem solving ability of the student and introduces the legislative responsibilities of a professional working in the accounting field. Before graduating, students must complete a 3 month internship programme. This module enables students to put into practice what they have studied in the classroom. Students have the option of completing this module in either an industry or practice-based environment.

Graduates of the programme will have the ability to enter a career in an accounting field. Graduates may also consider continuing their studies into professional accountancy and availing of the exemptions offered by professional examination bodies to successful graduates of this programme.

Year one

Semester 1

5 general education electives*

Semester 2

5 general education electives*

Year two

Semester 1

IB200 Introduction to management*

IB201 Microeconomics*

IB202 Accounting 1

IB203 Principles of marketing*

IB204 Business computing*

Semester 2

IB205 Organizational behaviour

IB206 Macroeconomics*

IB207 Accounting 2

IB208 Business law

IB209 Probability and statistics*

Year three

Semester 5

AF300 Managerial accounting 1
AF301 Corporate finance 1
AF302 Human resources management
AF303 Accounting 3
AF304 Business law 2

Semester 6

AF305 Management accounting 2
AF306 Quantitative business analysis
AF307 Taxation 1
AF308 International business ethics
AF309 Corporate finance 2

Year four

Semester 7

AF400 Financial reporting
AF401 Strategic management information systems
AF402 Auditing
AF403 Taxation 2

Semester 8

AF404 International investment strategies
AF405 International business: theory and policy
AF406 International finance
AF407 Entrepreneurship
AF408 Advanced financial reporting

Summer

AF409 Internship

*Denotes general education module

Graduation requirements

In order to graduate the student must pass all 40 modules in the degree and have a cumulative GPA no lower than 2.0. The award level of the degree is determined according to the grade point average (GPA), which is calculated by adding the grade point value (GPV) for each module under consideration and dividing that number by the number of module. The award level of the degree is calculated by adding the GPVs of all modules completed and dividing that total by the number of modules completed. The degree is classified according to the following award stage GPA bands:

3.25-4.00 GPA	=	First class honors
3.00-3.24 GPA	=	Second class honors, division one (2.1 honors)
2.50-2.99 GPA	=	Second class honors, division two (2.2 honors)
2.00-2.50 GPA	=	Pass
0.00-1.99 GPA	=	Ineligible for award

Diploma in Hospitality Management

Awarding bodies:	American College Dublin
Accreditation:	MSCHE, AHL&A
Programme duration:	2 years (4 semesters)
General education requirements:	None
Concentration requirements:	14 modules
Total modules:	16 (each module is worth 3 credits)
Total credits:	48 credits

Programme description

The course is designed to prepare students for careers in hotel and hospitality management. By combining both academic and practical training, it presents a comprehensive preparation programme for students which allows them to enter the industry with confidence on course completion. The 16-module curriculum allows students to obtain upper-level hospitality management positions. Successful students will be awarded a Diploma in Hospitality Management from the Swiss-American Hospitality Institute. They will also be conferred with a Diploma in Hospitality Management from the American Hotel and Lodging Association (AH&LA).

Growth in the hotel and hospitality industry means that the student can avail of excellent training opportunities in Ireland. Students have a range of choices/specialisms open to them from management to customer services. There is an equal mix of theory and practice as students will participate in a work experience module. Students who successfully complete all diploma requirements will have the option to continue study on the College's hospitality management baccalaureate degree.

There is a demand for highly trained, quality staff in the hospitality industry. This demand is reflected worldwide. Graduates from the programme have a range of career opportunities, entering management positions in such areas as hotel administration, rooms division, hospitality housekeeping, food and beverage and human resources.

Year one

Semester 1

HDP100	Introduction to hospitality today
HDP110	Food and beverage management
HDP120	Managing hospitality human resources
HDP130	Supervision in the hospitality industry

Semester 2

HDP200	Managing front office operations
HDP210	International hotel management
HDP220	Managing housekeeping operations
HDP230	Quality sanitation management

Year two**Semester 3**

HDP300 Internship

Semester 4

HDP310 Hospitality facilities management
HDP320 Convention management and service
HDP330 Marketing in the hospitality industry
HDP340 Basic hotel and restaurant accounting
HDP350 Seminar: internship project

*Denotes general education module

Graduation requirements

In order to graduate the student must pass all 16 modules in the diploma and have a cumulative GPA no lower than 2.0. The award level of the degree is determined according to the grade point average (GPA), which is calculated by adding the grade point value (GPV) for each module under consideration and dividing that number by the number of module. The award level of the degree is calculated by adding the GPVs of all modules completed and dividing that total by the number of modules completed. The diploma is classified according to the following award stage GPA bands:

3.25-4.00 GPA	=	Distinction
3.00-3.24 GPA	=	Pass with merit – grade 1
2.50-2.99 GPA	=	Pass with merit – grade 2
2.00-2.50 GPA	=	Pass
0.00-1.99 GPA	=	Ineligible for award

Graduates from the Diploma in Hospitality Management programme are also entitled to the award of a Diploma in Hospitality Management from the Educational Institute of the American Hotel and Lodging Association (EI), providing they have achieved a minimum of 69% in all the EI final examinations and have not attempted the final examination for any module more than three times. EI's award levels are as follows:

90-100% average in all final examinations	=	Honors
69-89% average in all final examinations	=	Pass
0-68% average in all final examinations	=	Ineligible for award

Bachelor of Science in Hospitality Management

Accreditation:	MSCHE
Programme duration:	4 years
General education requirements:	10 modules
Concentration requirements:	28 modules
Total modules:	38 (each module is worth 3 credits)
Total credits:	120 credits

Programme description

This course is designed to produce graduates with all the necessary management, technological and operational skills for careers in hotel and hospitality management. The programme provides a challenging curriculum, which aims to develop a holistic approach to management while developing strong communication, interpersonal and leadership skills that have been identified by the hospitality industry as essential for career success. The four-year degree in hospitality management is focused on hotel and catering management elements but also offers enhanced career opportunities in the wider services sector.

There is a worldwide demand for highly trained and quality staff in the hospitality industry. Graduates of the BS in Hospitality Management programme can expect to have a range of career opportunities within the hospitality and the broader services sector. Career paths include management positions in transport, travel agencies, tourism providers and suppliers, self-employment, project management, financial institutions and bar, club, and conference management. In addition, there are opportunities for graduates in consultancy, research, and postgraduate education.

Year one

Semester 1

HDP100	Introduction to hospitality today
HDP110	Food and beverage management
HDP120	Managing hospitality human resources
HDP130	Supervision in the hospitality industry

Semester 2

HDP200	Managing front office operations
HDP210	International hotel management
HDP220	Managing housekeeping operations
HDP230	Quality sanitation management

Year two

Semester 3

HDP300	Internship
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Semester 4

HDP310	Hospitality facilities management
HDP320	Convention management and service
HDP330	Marketing in the hospitality industry
HDP340	Basic hotel and restaurant accounting
HDP350	Seminar: internship project

Year three

Semester 5

5 general education electives*

Semester 6

5 general education electives*

Year four

Semester 8

BUS305	Managerial accounting
BUS308	Strategic management information systems
HDG404	Food and beverage cost control
HDG405	Purchasing for hospitality operations
HDG455	Customer service / total quality management

Semester 9

BUS203	Business law
BUS302	Entrepreneurship
HDG465	Leadership and management in the hospitality industry
HDG475	World tourism attractions
HDG495	Special topics in hospitality

*Denotes general education module

Graduation requirements

In order to graduate the student must pass all 38 modules in the degree and have a cumulative GPA no lower than 2.0. The award level of the degree is determined according to the grade point average (GPA), which is calculated by adding the grade point value (GPV) for each module under consideration and dividing that number by the number of module. The award level of the degree is calculated by adding the GPVs of all modules completed and dividing that total by the number of modules completed. The degree is classified according to the following award stage GPA bands:

3.25-4.00 GPA	=	First class honors
3.00-3.24 GPA	=	Second class honors, division one (2.1 honors)
2.50-2.99 GPA	=	Second class honors, division two (2.2 honors)
2.00-2.50 GPA	=	Pass
0.00-1.99 GPA	=	Ineligible for award

Bachelor of Arts in Event Management

Accreditation:	MSCHE
Programme duration:	4 years (3 years on accelerated track)
General education requirements:	10 modules
Concentration requirements:	29 modules
Total modules:	39 (each module is worth 3 credits, unless otherwise stated)
Total credits:	120 credits

Programme description

The BA in Event Management is a four-year honours degree offered under ACD's grant of accreditation with the Middle States Commission on Higher Education. The degree can also be taken on an accelerated track, which allows the student to complete the programme in three years by taking the general education classes (normally taken in the second year) during two consecutive summer semesters. The degree provides a sound foundation year of business courses in the first year, offers a well-rounded selection of general education classes, and in the final two years delivers a range of courses focusing on the essential elements of event management and its related fields in the international business, hospitality management and tourism disciplines. In the course of the final year the student completes an event management project, which involves the preparation of an approved event or participation by way of internship in an event management company and the submission of a report analyzing the work undertaken and its outcomes.

Graduates of the BA in Event Management will be well prepared for employment in a variety of event management concerns. The programme also serves as an effective platform for successful participation in a variety of graduate business courses.

Year one

Semester 1

IB200 Introduction to management
IB201 Microeconomics
IB202 Accounting 1
IB203 Principles of marketing
CSC100 Introduction to computers

Semester 2

IB205 Organizational behaviour
IB206 Macroeconomics
IB207 Accounting 2
IB208 Business law
IB209 Probability and statistics*

Year two

Ten general education electives (students taking the accelerated track may take these over the course of two summer semesters)

Year three

Semester 5

- EM300 Introduction to hospitality
- EM301 Event studies
- EM302 Facilities management
- EM303 Operations management
- EM304 E-commerce and internet marketing

Semester 6

- EM305 Convention management
- EM306 Quality sanitation management
- EM307 Sustainable business
- EM308 Event design and experience
- EM309 Business research methods

Year four

Semester 8

- EM400 Event management project / internship (6 credits: completed in summer of final year)
- EM401 International law
- EM402 International business ethics
- EM405 Purchasing for hospitality operations
- EM455 Customer service / total quality management

Semester 9

- EM403 International business: theory and policy
- EM406 Entrepreneurship
- EM465 Leadership and management in the hospitality industry
- EM485 World tourism attractions
- EM495 Special topics in hospitality

*Denotes general education module

Graduation requirements

In order to graduate the student must pass all 40 modules in the degree and have a cumulative GPA no lower than 2.0. The award level of the degree is determined according to the grade point average (GPA), which is calculated by adding the grade point value (GPV) for each module under consideration and dividing that number by the number of module. The award level of the degree is calculated by adding the GPVs of all modules completed and dividing that total by the number of modules completed. The degree is classified according to the following award stage GPA bands:

3.25-4.00 GPA	=	First class honors
3.00-3.24 GPA	=	Second class honors, division one (2.1 honors)
2.50-2.99 GPA	=	Second class honors, division two (2.2 honors)
2.00-2.50 GPA	=	Pass
0.00-1.99 GPA	=	Ineligible for award

Bachelor of Arts in Liberal Arts

Accreditation:	MSCHE
Programme duration:	4 years
General education requirements:	20 modules
Concentration requirements:	18 modules
Total modules:	38 (each module is worth 3 credits, except the dissertation, which is worth 9 credits)
Total credits:	120 credits

Programme description

The term “liberal arts” refers to the study of human intellectual creativity and experience as reflected in the arts, works of fiction, philosophic texts, and historic documents. Studying liberal arts encourages inquiry into the human condition beyond the confines of a single discipline, helps develop a wide historical perspective on culture, and stimulates critical and informed thinking.

During the first three years of the BA degree in Liberal Arts students pursue a general education programme in the humanities, followed by one year of elected study in which students major either in Irish Studies, American Studies, History or English. In this way the study programme will broaden the students’ knowledge and advance their communication skills in a wide range of intellectual areas, and will provide them with an understanding of other cultures, their intrinsic values and historical experience. As far as it is possible the degree programme will aid students to make ethically and intellectually informed decisions which take account of the complexity and diversity of the world in which we live.

The BA in Liberal Arts is designed to prepare students for a number of possible career opportunities: in business, civil service, social service, public relations, media, the arts, postgraduate studies, teaching and research. To be in a position to advance, they will be expected to develop intellectual, practical and transferable skills. Upon the completion of the course students will command a number of intellectual, practical and transferable skills, including the ability critically to analyse a variety of historical and literary texts, to appreciate visual evidence, and to engage in a constructive intellectual dialogue using such communication skills as essay and thesis writing, and oral presentation.

Year 1

- LIB200 Academic communication
- LIB201 War and peace in the modern world
- LIB202 Western arts
- LIB203 The digital revolution
- LIB204 Imagination and storytelling
- LIB205 Anglo-Irish writers
- LIB206 Cinema and society
- LIB207 Western religions
- LIB208 The Enlightenment
- LIB209 American culture abroad

Year 2

- LIB300 Shakespeare
- LIB301 Contemporary China
- LIB302 Irish migration
- LIB303 Romanticism
- LIB304 Representations of sexualities
- LIB305 Modern art
- LIB306 Scramble for Africa
- LIB307 Literary modernism
- LIB308 India
- LIB309 The Scientific Revolution

Year 3 (Award Stage – choose one of the following majors)**Major: Irish studies**

- LIB400 Irish nationalism
- LIB401 The Great Irish Famine
- LIB402 Oscar Wilde and his circle
- LIB403 James Joyce's *Ulysses*
- LIB404 Research methods
- LIB405 Irish cinema
- LIB406 Research seminar: Irish Studies
- LIB407 Dissertation: Irish Studies

Specialisation: American studies

- LIB408 American literature
- LIB409 Migrations to America
- LIB410 The American Civil War
- LIB411 Hollywood
- LIB404 Research methods
- LIB412 America after 9/11
- LIB413 Research seminar: American Studies
- LIB414 Dissertation: American Studies

Specialisation: English

- LIB402 Oscar Wilde and his circle
- LIB403 James Joyce's *Ulysses*
- LIB408 American literature
- LIB415 The rise of the novel
- LIB404 Research methods
- LIB416 Modern poetry
- LIB417 Research seminar: English
- LIB418 Dissertation: English

Specialisation: History

- LIB400 Irish nationalism
- LIB401 The Great Irish Famine
- LIB410 The American Civil War
- LIB419 The Spanish Civil War
- LIB404 Research methods
- LIB420 The Cold War
- LIB421 Research seminar: History
- LIB422 Dissertation: History

Year 4

Ten electives (these may be taken in preceding semesters; students taking the accelerated track may take these over the course of two or three summer semesters)

Graduation requirements

In order to graduate the student must complete all designated courses in the first two years followed by completion of either the Irish studies, American studies, history or English major. Each module counts as three units with the Thesis counting as fifteen. The student must have a cumulative GPA no lower than 2.0. The award level of the degree is determined according to the grade point average (GPA), which is calculated by adding the grade point value (GPV) for each module under consideration and dividing that number by the number of module. The award level of the degree is calculated by adding the GPVs of all modules completed and dividing that total by the number of modules completed. The degree is classified according to the following award stage GPA bands:

3.25-4.00 GPA	=	First class honors
3.00-3.24 GPA	=	Second class honors, division one (2.1 honors)
2.50-2.99 GPA	=	Second class honors, division two (2.2 honors)
2.00-2.50 GPA	=	Pass
0.00-1.99 GPA	=	Ineligible for award

GRADUATE PROGRAMMES

Master of Business in International Business

Accreditation:	MSCHE
Programme duration:	1 year
Total modules:	7 modules (3 MSCHE credits each) and a dissertation (9 MSCHE credits)
Total credits:	30 MSCHE credits

Programme description

International Business is the managing of resources and functions by firms across borders. It is a complex area of economic life demanding from its participants knowledge of both general business processes and the particular issues of conducting commercial transactions across national boundaries. The MBS in International Business programme equips the student with the necessary knowledge base, skills, competencies and strategic awareness to succeed in this international business environment. The programme focuses on three broad module strands, the International Environment, International Management and International Business Functions. The international environment is studied through the broad political economic background, the international regulatory framework and the issues of corporate governance and ethics at an international level. The impact of different cultures on management is a major factor in international business and this theme is studied in cross-cultural management. International entrepreneurship examines the issues of new business development in the international environment and corporate policy looks at the strategies of global firms. Business functions operate in a particular way when undertaken across national boundaries, and this programme focuses on the special issues of two of these, corporate finance and marketing in large multinational firms. While the research methodology module provides a foundation for the dissertation, the research theme runs through all modules. The dissertation forms a capstone in permitting the students to pull all the strands together in a major integrative research work.

MIB500 Cross-cultural management
MIB501 International regulatory environment
MIB502 The political economy
MIB503 International corporate finance
MIB504 Designing and conducting research
MIB508 Corporate policy
MIB509 Dissertation

And one module from the following:

MIB505 International entrepreneurship
MIB506 International business ethics and corporate governance
MIB507 International strategic marketing

Graduation requirements

In order to graduate the student must pass all 7 modules in the degree and have a cumulative GPA no lower than 2.0. The award level of the degree is determined according to the grade point average (GPA), which is calculated by adding the grade point value (GPV) for each module under consideration and dividing that number by the number of module. The award level of the degree is calculated by adding the GPVs of all modules attempted during the award stage and dividing that total by the number of modules taken during the award stage. The award stage is comprised of all modules attempted in the programme. The degree is classified according to the following award stage GPA bands:

3.25-4.00 GPA	=	First class honors
2.90-3.24 GPA	=	Second class honors
2.00-2.89 GPA	=	Pass
0.00-1.99 GPA	=	Ineligible for award

Master of Business Administration

Accreditation:	MSCHE
Programme duration:	1 year
Total modules:	12 modules (3 credits each)
Total credits:	36 credits

Programme description

The modern business enterprise is in constant transformation as it responds to technological innovations linking local communities to the global marketplace. The MBA is an advanced degree designed to prepare and equip managers with the knowledge and competencies necessary to administer controllable forces within their organizations in order to adapt successfully to variables and changes in the uncontrollable environment. Practitioners develop skills for deciphering and forecasting external forces and in the process become effective leader-managers in the increasingly multicultural, multinational environment of the twenty-first century.

The MBA programme is designed to prepare qualified students for middle and upper-level management leadership responsibilities in business, not-for-profit and governmental organizations. Using a general management focus and strategic approach, students demonstrate: (1) broad and integrated knowledge of business functions; (2) knowledge of ethical and legal considerations and the social responsiveness to resolve corporate and public issues; (3) analytical, problem-solving and critical thinking skills and use of technology related to business decision-making; (4) communication and interpersonal skills to lead groups and business organizations; (5) foundations and tools to make and implement strategy; and (6) the depth and critical importance of the dynamic and global environment as they influence organizations, decisions and operations.

Common courses:

MBA500 Leadership and management of business organizations
MBA501 Managing for human resources
MBA502 Legal, ethical and social issues of business
MBA503 Marketing management in a global economy
MBA504 Managing technology for business transformation
MBA505 Managing for financial accountability
MBA506 Managing for financial performance
MBA507 Operations management
MBA508 Strategic management seminar

International Business specialization:

MBA510 International trade and investment

MBA511 International finance

MBA512 Special topics in international business

Graduation requirements

In order to graduate the student is required to complete all common courses (nine courses of three credits each, for a total of 27 credits); the student must also choose three courses from one of the available specializations (three courses of three credits each for a total of nine credits): the total credits required for programme completion are 36 credits. The cumulative GPA must be no lower than 2.0. The award level of the degree is determined according to the grade point average (GPA), which is calculated by adding the grade point value (GPV) for each module under consideration and dividing that number by the number of module. The award level of the degree is calculated by adding the GPVs of all modules attempted during the award stage and dividing that total by the number of modules taken during the award stage. The award stage is comprised of all modules attempted in the programme. The degree is classified according to the following award stage GPA bands:

3.25-4.00 GPA	=	First class honors
2.90-3.24 GPA	=	Second class honors
2.00-2.89 GPA	=	Pass
0.00-1.99 GPA	=	Ineligible for award

Higher Diploma in Business

Accreditation:	MSCHE
Programme duration:	1 year
Total modules:	10 modules (3 credits each)
Total credits:	30 credits

Programme description

The Higher Diploma in Business is for non-business graduates who wish to gain a comprehensive understanding of business. The programme is designed to provide students with skills and competencies in doing business across a wide range of disciplines. The Higher Diploma in Business will benefit graduates who have practical experience in the world of business and wish to improve their skills. It is also suitable for those from a non-business background who wish to retrain for a new career or who require a graduate-level bridging programme leading to master's business programmes.

Graduates with a GPA of higher than 2.50 in this programme are eligible for admission to ACD's MBS programme and MBA programme (please note that the MBA programme also has a work experience entry requirement).

Semester 1

HDB500	Business management
HDB501	Economics
HDB502	Financial accounting
HDB503	Marketing
HDB504	Business communications

Semester 2

HDB505	Economic policy
HDB506	Finance
HDB507	International law
HDB508	Business theory and policy
HDB509	Fundamentals of business research

Graduation requirements

In order to graduate the student must complete all courses with a cumulative GPA no lower than 2.0. The award level of the HDB is determined according to the grade point average (GPA), which is calculated by adding the grade point value (GPV) for the completed programme modules and dividing that number by the number of completed modules. The HDB is classified according to the following award stage GPA bands:

3.25-4.00 GPA	=	First class honors
3.00-3.24 GPA	=	Second class honors, division one (2.1 honors)
2.50-2.99 GPA	=	Second class honors, division two (2.2 honors)
2.00-2.50 GPA	=	Pass
0.00-1.99 GPA	=	Ineligible for award

Module

descriptions

Module descriptions

The modules currently offered by ACD are listed in alphabetical and then numerical order of course code. Modules that do not appear as requirements for the diploma and degree programmes are offered on an ad hoc basis for study abroad students and, in the case of general education modules, as general education electives.

Credit values

All modules in the Catalogue other than those with an “HDG” or “HDP” prefix are worth six credits under the HETAC credit-award system. This is derived from the European Union’s standard credit award system, the European Credit Transfer System (ECTS). HETAC’s definition of unit of credit is explained in its publication, ‘Accumulation of credits and certification of subjects’, page 12:

‘The ‘quantum’ of each subject is defined, as the amount of **total effort** a learner must devote to achieving the learning outcomes of that subject. This effort might include attendance at lectures, participating in tutorials, carrying out experiments/practicals/projects, studying at home, reading in the library, attending seminars, watching videos, listening to audio tapes etc. Depending on the subject, various combinations of these methods may be employed. To measure this quantum of successful learning, the Council has established a nominal unit of effort called the CREDIT which represents 20 hours of learner effort. A typical full-time programme extending over one academic year would consist of 60 credits.’

Thus, ACD expects that each 6-credit module based on lectures only will involve a total of 120 hours of ‘notional student workload’, or, to borrow another phrase used by HETAC, ‘total student participation’ (that is to say, 45 hours of lecture time and 75 hours of out-of-class work); the standard full-time student load of a five-module semester therefore requires a minimum of 600 hours of total student participation and a full academic year (two semesters) requires a minimum of 1200 hours of total student participation. In the cases of internship and thesis modules, the College extends these requirements: all thesis and internship modules require a minimum of 150 hours of total student participation.

The College also has candidate accreditation with the Middle States Commission on Higher Education (MSCHE). According to MSCHE criteria for semester credit hours, all of the College’s modules for which six HETAC credits are awarded are equivalent to three credits under the MSCHE credit-award system.

Module codes

The module codes are made up of three letters and three numbers. The numerical values are not strictly related to years at which the modules are attempted; in order to see the semester and year at which a module is taken, the student should refer to the programme outlines in the preceding section, Academic programmes. Lower-division modules are indicated by a 100 or 200 number; upper-division modules by a 300 or 400 number. Master's-level modules have a 500 number.

The three letter module code prefixes stand for the following:

AF	Accounting and finance module
BEH	Behavioural science module
CSC	Computer science module
ENG	English literature module
HDG	Hospitality management degree module
HDP	Hospitality management diploma module
HPS	History and political science module
HUM	Humanities module
IB	International business module
IRS	International relations module
MAT	Mathematics module
MIB	Master's international business module
SCI	General science module

For further information on grade and award levels, grade review, satisfactory academic progress, academic discipline, drop / add, deferral and withdrawal, general academic information, please refer to the section which follows the module descriptions, Academic policies and procedures.

AF300 Management accounting 1

An introduction to the role of the Management Accountant within the organisation. Cost terms and concepts are introduced, and we will also examine various cost accounting techniques that are available to the management accountant. Finally, we will examine the use of Information Technology as a tool to provide information for decision making.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: IB202, IB207
General education module: No

AF301 Corporate finance 1

An introduction to the functions of Corporate Finance, together with developing an understanding of the challenges and opportunities facing the financial manager. Topics include investment appraisal, working capital management, sources of finance and cost of capital.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: IB202, IB207
General education module: No

AF304 Accounting 3

Our primary focus will be on the reporting requirements of corporate bodies. The course will focus on the core financial statements, including cash flow statements, and will also introduce students to the notes that form part of such statements. Students will also acquire the ability to deal with accounting issues such as provisions, investment and taxation. Core accounting standards will be introduced, across a wide range of International Accounting Standards.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: IB202, IB207
General education module: No

AF305 Management accounting 2

Exploration of further concepts and practises pertaining to Management Accounting. The use of Budgets and Standard Costing is introduced, as well as techniques to aid decision making and performance measurement. We will also examine further cost and management accounting techniques, including Activity Based Costing and Target Costing.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: IB202, IB207, AF300
General education module: No

AF307 Taxation 1

An introduction to the practical workings of the taxation system. Students will develop knowledge and skills relating to the various taxes currently in operation. Topics dealt with will include Income Tax, Value Added Tax and Relevant Contracts Tax. We will also examine the obligations of tax payers and their agents.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: IB202, IB207
General education module: No

AF308 Auditing

An introduction to the process of carrying out the audit engagement. We will explore the Audit & Assurance Framework. Topics will also include the audit process, internal controls and internal audit. A

pivotal part of the audit process is the audit report, and we will be paying particular attention to this area. Throughout the course, reference will be made to the relevant auditing and accounting standards, as they apply.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: IB202, IB207
General education module: No

AF309 Corporate finance 2

Exploration of further concepts and practises pertaining to Financial Management. Topics include acquisitions and mergers and business reconstruction. The area of risk management is also one that we will consider, including hedging against foreign currency and interest rate risk. We also examine current developments in corporate finance.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: IB202, IB207, AF301
General education module: No

AF400 Management accounting 3

Exploration of further concepts and practises pertaining to Management Accounting. We examine the application of quantitative methods to Management Accounting. In particular, we will deal with cost estimation, quantitative models as well as the use of advanced decision making techniques. Topical issues in the area of Management Accounting are also dealt with, including strategic management accounting and benchmarking.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: IB202, IB207, AF300, AF305
General education module: No

AF401 Financial reporting

Knowledge of Financial Accounting will have been gained in year one and two. AF402 seeks to expand the knowledge and skills already acquired, by examining the conceptual and regulatory framework that underpins a company's financial statements. We will also further our studies regarding the preparation of financial statements for single- entities and groups. Throughout the course, reference will be made to the relevant accounting standards as they apply.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: IB202, IB207, AF304
General education module: No

AF403 Taxation 2

Exploration of further concepts and issues relating to the workings of the taxation system. Topics include Corporation Tax, Capital Gains Tax, Capital Acquisitions Tax and Stamp Duty. We will also consider proper procedures with regard to communication with external parties.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: AF302
General education module: No

AF406 Business Policy

Theory and practice of determining and implementing policies in Multinational corporations. Actual case studies of global business organizations, including the determination of top-level company policy in such functional areas as global marketing international finance, and production are studied.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: Capstone
General education module: No

AF408 **Advanced financial reporting**

This course takes the topics studied in AF401 (Financial Reporting) into greater depth. We will examine a number of tools available to evaluate and interpret financial statements. Topics will also include the ethical dimension of financial reporting, and accounting for specialised entities such as SME's and not-for-profit entities. We will also consider some of the ongoing and current developments in this field, with a special emphasis on the area of accountability. Further topics in the field of group financial statements will also be considered. Throughout the course, reference will be made to the relevant accounting standards as they apply.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: IB202, IB207, AF401
General education module: No

AF409 **Internship**

Credits: 12 HETAC credits / 6 MSCHE credits
Prerequisites: Capstone
General education module: Yes

This is a capstone module for the degree. Students will participate in a 320-hour Internship. Students will have the option of being placed in the accounts function of either a firm in industry, or an accountancy practise. Students will be expected to communicate with their Academic Supervisor frequently and produce a research paper at the end of the Internship.

BEH206 **Current perspectives in addictive behaviour**

The course provides a realistic exploration of the issues surrounding addictive behaviour in Irish society today. It will examine the key aspects of policy, social control, and therapy as they relate to a variety of addictions.

Credits: 3 MSCHE credits
Prerequisites: None
General education module: No

BEH215 **Sociology of emigration**

This course focuses upon emigration as a key social force, which has shaped the face of Irish society from the 19th century to the present. It explores the causes of emigration and its effects on the emigrant and examines the variety of factors which have been called upon to explain patterns of emigration in the Irish context. The course interrogates the sociological, economic, and cultural consequences of emigration for Irish society and seeks to place them in the context of wider theories of international population movement.

Credits: 3 MSCHE credits
Prerequisites: None
General education module: No

BEH319 **Cinema and society**

In this course students will investigate the relationship between popular film and its social and cultural context.

Credits: 3 MSCHE credits
Prerequisites: None
General education module: No

BEH415 **Internship (psychology)**

The student will be placed in a working environment and carry out the required activities.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: None

General education module: No

BUS203 Business law

An introduction to business law, with primary focus on contract, agency, negotiable instruments and sales.

Credits: 3 MSCHE credits

Prerequisites: None

General education module: No

BUS305 Managerial accounting

An initiation into effective managerial decision-making and financial planning, through accounting systems, performance evaluation, and control of operation, capital budgeting and management of assets.

Credits: 3 MSCHE credits

Prerequisites: None

General education module: No

BUS308 Strategic management information systems

An exploration of how information systems can help individuals, work groups and organisations to achieve greater productivity. An introduction to a structured approach to system development, acquisition, and maintenance within an established system life cycle.

Credits: 3 MSCHE credits

Prerequisites: None

General education module: No

ENG212 Anglo-Irish writers

A survey of prominent Anglo-Irish writers, including Shaw; Joyce; Wilde; Beckett; O'Casey; Swift and Synge. Students will become familiar with a representative sample of twentieth-century Irish literary works, including short story and drama. Literary criticism related to these works will also be covered.

Credits: 3 MSCHE credits

Prerequisites: None

General education module: No

ENG213 Modern novel

A study of significant American, Irish, British and continental novels, from the 18th century to the present. Authors studied may include Dostoevski, Crane, Hardy, Fitzgerald, Camus, Hesse, Beshevis, Singer and Kundera.

Credits: 3 MSCHE credits

Prerequisites: None

General education module: No

ENG311 Short story

A study of the form and mechanics of the short story and of selected reading by various authors.

Credits: 3 MSCHE credits

Prerequisites: None

General education module: No

ENG313 Modern drama

A study of plays by Ibsen, Chekhov, Shaw, Wilde, Brecht, O'Neill, Ionesco and Beckett. Other topics to be considered include the ideas of Realism, Expressionism and the worldview of modern theatre.

Credits: 3 MSCHE credits

Prerequisites: None

General education module: No

ENG401 Multicultural literature

Multicultural literature is a course in the understanding and celebration of diversity among the writings of various ethnic, political, socio-economic and gender groups comprising American history and culture. Students will employ critical thinking skills to examine and discuss the contributions of writers from the various subcultures and their relation to the dominant culture.

Credits: 3 MSCHE credits

Prerequisites: None

General education module: No

ENG402 World drama

An overview of drama from the Greeks to the present including such dramatists as Sophocles, Shakespeare, Moliere, Ibsen, Pirandello and Miller.

Credits: 3 MSCHE credits

Prerequisites: None

General education module: No

ENG404 Oscar Wilde

The course concentrates on close study of key works by Oscar Wilde selected from a variety of genres: prose fiction, drama, essays, poetry, interpreted against the background of Wilde's life and Victorian views on art, culture and society.

Credits: 3 MSCHE credits

Prerequisites: None

General education module: No

ENG405 Literature and gender

This course will examine selected literary works from different epochs and traditions in view of the underlying gender relations.

Credits: 3 MSCHE credits

Prerequisites: None

General education module: No

ENG410 James Joyce

The course will offer a close examination of the major works of the most famous Irish writer seen against the socio-cultural background of Ireland and Dublin at the turn of the century and of European modernist literature.

Credits: 3 MSCHE credits

Prerequisites: None

General education module: No

HGD101 Hospitality special topics

The hospitality field is constantly changing due to new technology and avenues for their expansion and management. The purpose of this course is to select special topics that are not covered in existing courses and expose the students to recent developments and future research in the hospitality industry.

Credits: 3 MSCHE credits

Prerequisites: None

General education module: No

HGD404 Food and beverage cost control

This course will include a thorough analysis of food, beverage and labour cost control techniques from a management perspective.

Credits: 3 MSCHE credits
Prerequisites: None
General education module: No

HDG405 Purchasing for hospitality operations

Describe and develop the implementations of an effective hospitality purchasing program, focusing on the role of the purchasing department and the buyer, generation of specifications, and the use of forms and control techniques.

Credits: 3 MSCHE credits
Prerequisites: None
General education module: No

HDG455 Customer service / total quality management

An emphasis on the development of policies and strategies pertaining to the execution of good customer service. It also provides the techniques and methods to train personnel in the implementation of standards relating to customer service. Evaluation methods focusing on consumers, their needs and the skills needed to anticipate these needs as well as developing solutions to customer problems and complaints.

Credits: 3 MSCHE credits
Prerequisites: None
General education module: No

HDG465 Leadership and management in the hospitality industry

This course is designed to acquaint students with leadership, management, and quality issues facing today's hospitality industry. There are chapters on the Malcolm Baldrige National Quality Award, continuous improvement, quality service, power and empowerment, communication skills, goal setting, high-performance teams, diversity, managing organizational change, and strategic career planning.

Credits: 3 MSCHE credits
Prerequisites: None
General education module: No

HDG475 Tourism special topics: world tourism attractions

A geographical, social, political and economic analysis of the major tourist areas (including Tourism attractions) in the world and investigation into historical foundations and developments that have contributed to, or have had impact upon, an area's offering to the tourist market and their reasons for choosing such destinations.

Credits: 3 MSCHE credits
Prerequisites: None
General education module: No

HDG485 Tourism planning and development

An understanding of tourism planning is central to the effective management and marketing of the industry. It is of particular significance to management in order to relate how tourism policy impacts on management decision making within tourism enterprises.

Credits: 3 MSCHE credits
Prerequisites: None
General education module: No

international arena. It gives students a solid foundation for understanding and managing cultural diversity in the workplace, and underscores the importance of protocol in international interactions.

Credits: 3 MSCHE credits
Prerequisites: None
General education module: No

HDP220 Managing housekeeping operations

This course presents a systematic approach to managing housekeeping operations in the hospitality industry. To include a study of housekeeping operations, including identification of the duties and responsibilities of the housekeeping manager, interdepartmental communications, and human resource skills for housekeeping, managing inventories, controlling expenses.

Credits: 3 MSCHE credits
Prerequisites: None
General education module: No

HDP230 Quality sanitation management

The course is designed to provide students with a basic understanding of quality sanitation management. Providing students with a systems approach to answering public health concerns, reducing risks, and ensuring satisfaction for guests, staff members, and owners.

Credits: 3 MSCHE credits
Prerequisites: None
General education module: No

HDP 300 Internship

Students will participate in an internship of a minimum of 960 and a maximum of 1200 hours in the hospitality industry. Students will summarise their internship by producing a project, giving a detailed product analysis on food and beverage, convention and accommodation department.

Credits: 18 MSCHE credits
Prerequisites: None
General education module: No

HDP310 Hospitality facilities management

This course is designed to provide students with a basic understanding of the hospitality facilities management. Students will be provided with the information they will need to know to manage the physical plant of a hotel or restaurant and work effectively with the engineering and maintenance department.

Credits: 3 MSCHE credits
Prerequisites: None
General education module: No

HDP320 Convention management and services

This course is designed to offer students a practical insight into Convention Management and Service, the various kinds of meetings and conventions, the types of organisations that stage such events, and the role played by hotels in servicing these market segments.

Credits: 3 MSCHE credits
Prerequisites: None
General education module: No

HDP330 Marketing in the hospitality industry

This course is designed to provide students with a basic understanding of marketing in the hospitality industry today

Credits: 3 MSCHE credits
Prerequisites: None
General education module: No

HDP340 Basic hotel and restaurant accounting

This course presents basic financial accounting concepts and explains how they apply to the hospitality industry.

Credits: 3 MSCHE credits
Prerequisites: None
General education module: No

HDP 350 Seminar: internship project

Seminars concentrate on specific areas, based on results of internship project assessment. Seminars include participant materials (handouts and workbook), visual aids, activities and case studies, certificates of completion and follow-up services.

Credits: 3 MSCHE credits
Prerequisites: None
General education module: No

HPS302 Modern British history

An examination of social political and institution history from 1903 to the present day.

Credits: 3 MSCHE credits
Prerequisites: None
General education module: No

HPS312 Early Irish nationalism

An analysis of selected texts associated with the early development of Irish Nationalist thoughts for James Molyneaux to Wolfe Tone. Emphasis is placed on the development of political thought rather than on political events.

Credits: 3 MSCHE credits
Prerequisites: None
General education module: No

HPS400 Modern Ireland 1912 – present

An analysis of aspects of the development of Ireland from the home rule crisis of 1912 to the present day, concentrating on political, cultural and social history in both the north and south.

Credits: 3 MSCHE credits
Prerequisites: None
General education module: No

HPS401 History of the Irish famine

A study of the impact of the great famine on society in Ireland, and examination of the causes of the famine, of British policy towards Ireland during this period, and of emigration, resulting from the famine.

Credits: 3 MSCHE credits
Prerequisites: None
General education module: No

HPS405 Vietnam war

A study of the events that led to U.S. involvement in the Vietnam conflict. An analysis of the war, the response of the citizens of the U.S. to the war and its results.

Credits: 3 MSCHE credits

Prerequisites: None
General education module: No

HPS407 European Union

An examination of the circumstances leading to the creation of the European Economic Community and its eventual metamorphosis into the European Union. A consideration of the outbreak and consequences of the Cold War, and the decision by the U.S. to promote European integration. An examination of Ireland's entry into the EEC in 1973 and of its role since then.

Credits: 3 MSCHE credits
Prerequisites: None
General education module: No

HPS482 Irish history seminar

This course examines the main movements in the history of Ireland. It proceeds in chronological order, surveying the main themes and developments from prehistoric times to the present. The objectives are to develop in the student an understanding of the course of Irish history and its place in the wider European historical experience. Class sessions will be conducted in a lecture and discussion format. Student participation is required in the form of full and punctual attendance, the taking of lecture notes, completion of required reading, involvement in class discussions, and the furnishing of assigned reports on various themes to the rest of the class. Field trips explore historically relevant aspects of Ireland's capital.

Credits: 3 MSCHE credits
Prerequisites: None
General education module: Yes

HUM495 International studies in art and humanities

Ten-day Art and Humanities lecture, with field trips to actual artistic and historical sites in Rome and Florence, Italy, with completion of the course in Dublin. The course explores Italian art, culture, and society from the earliest time to the present day. Themes considered include Roman civilisation, renaissance painting, sculpture and architecture. Sites visited include the Coliseum, the Forum, the Vatican (Saint Peter's Cathedral, Papal apartments, Sistine Chapel), Uffizi Gallery, Duomo and Brancacci Chapels.

Credits: 3 MSCHE credits
Prerequisites: None
General education module: Yes

IB200 Introduction to management

An introductory course that studies different styles of management used within international companies. References will be made to many of the forerunners of different management methods including Peter Drucker, Tom Peters, etc. There will be comparative studies of different styles of management in France, Germany, the US and Japan, etc.. Students will be encouraged to study one international company in detail and analyse the management style utilized in terms of barometers of success generally applied.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: None
General education module: Yes

IB201 Microeconomics

Introduces the student to the basic principles of microeconomics, which are concerned with the interrelationship of individual business firms, industries, consumers, workers and other factors of production that comprise a modern economy.

Credits: 6 HETAC credits / 3 MSCHE credits

Prerequisites: None
General education module: Yes

IB202 Accounting 1

An introduction to the functions of accounting along with the basic concept for the industry. Topics include recording transactions, preparing financial statements, fixed assets, inventory, and current liabilities.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: None
General education module: No

IB203 Principles of marketing

Introduces the student to the central concept applied in marketing and to the principal tools used by the professional marketer. Topics covered include product, price, place (i.e. distribution), promotion, consumer behaviour, market research. The focus will be on explaining the concepts and on learning how to apply them in the analysis and the solution of marketing problems.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: None
General education module: Yes

IB204 Introduction to computers

The student who satisfactorily completes this course will have the competence to use computers effectively and productively in the business context.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: None
General education module: Yes

IB205 Organisational behaviour

Analysis of organisational behaviour based upon theory and research in the behavioural sciences and applied to management of organisations. Concepts include human motivation, structural environment and social factors influencing behaviour, conflict, leadership style and factors involving the dynamics of organisations. As most concepts originated from the USA, students will be encouraged in a research project to apply these theories in a cross-cultural context in order to test their validity.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: IB200
General education module: No

IB206 Macroeconomics

An introductory course that studies the theory of macroeconomics from the determination of national income to monetary and fiscal policy in an open economy. The second half of the course will focus on the application of this theory. Areas of study will include unemployment, inflation and deflation, monetary and fiscal policy in the EU. The evolution of the Irish economy will also be discussed.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: None
General education module: Yes

IB207 Accounting 2

The application of fundamental principles of double entry accounting to specific and more advanced aspects of financial accounting. The main emphasis is on special accounting procedures and partnership, company and group accounts. The module assumes students have a reasonable knowledge of the principles of double entry accounting. The course gives students the opportunity to test their knowledge

through many practical examples. However, it is essential that students also do many more questions on each area of the syllabus.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: IB202
General education module: No

IB208 Business law

An introduction to business law, with primary focus on contract, agency, negotiable instruments and sales.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: None
General education module: No

IB209 Probability and statistics

A study of applying the concepts of probability theory to problems. Topics include data collection using different sampling designs, processing raw data, extracting relevant information from processed data, testing for the significance of this data, presenting statistical data in standard format and studying the basics of experimental design in business.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: None
General education module: Yes

IB300 Managerial accounting

Managerial accounting systems accumulate, classify, summarise and report information that will assist employees within an organisation in their decision making, planning, control and performance measurement activities.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: IB202, IB207
General education module: No

IB301 Corporate finance

The theories, practices, procedures and problems involved in modern corporate financial management. Financial analysis common to investment and business financial management decisions, with special attention to the analysis of corporate equity and debt securities.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: IB202, IB207
General education module: No

IB302 Networks and databases

On completion of this course the student will be familiar with the theory and structure of computer networks and the principles of data communication. Secondly, the course will cover the theory and structure of modern databases and the practical application in a real-world business situation. The course will also cover the theory and structure of modern databases comparing the traditional file-based approach to data management to the DBMS approach. Using Microsoft Access 2000 as an example of a Relational Database Management System (RDBMS) the practical application of database theory will be explored to develop real-world business solutions.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: None
General education module: No

IB303 International marketing

Examines and develops international marketing strategies for product and service firms seeking to operate beyond the boundaries of the domestic market.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: IB203
General education module: No

IB304 International law

Introduction to legal issues facing the international business. Examines the role of private international law, the law of the European law and public international law in international trade. Study of the terms of international trade agreements and international conventions on world trade.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: IB208
General education module: No

IB305 International economics

A study of the main components of International Economics, including exchange rates, balance of payments, the International Monetary System, and open economy macroeconomics. The economies of the European Union and aspects of the euro will be investigated. Emphasis will also be placed on the theories of economic development and the problems facing the developing countries.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: IB206
General education module: No

IB306 Quantitative business analysis

In this course we study the theory and application of quantitative procedures currently used in business analysis and decision taking. Topics include the mathematics of finance, forecasting, probability, network analysis, and Markov Chains. The emphasis is on skills acquisition application theory and problem solving.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: None
General education module: No

IB307 E-commerce and internet marketing

The e-business (e-commerce) section examines B2B, B2C, C2C, C2B aspects of online transactions and collaboration, together with an in-depth look at current internet models. The e-marketing section examines how the internet has impacted traditional marketing including conception, distribution, pricing and the promotion of ideas, products, and information, as well as marketing strategy.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: IB204
General education module: No

IB308 Sustainable business

This course will look how creative and sustainable business can tackle environmental and resource problems such as air pollution, climate change, ozone depletion, food supply problems, depleting stocks of fish, fossil fuels, and fresh water. We will review national and international government agencies initiatives such as eco-taxes, recycling policies, environmental taxation, regulations such as the Kyoto Protocol and eco-business opportunities. In this course we will study the main components of sustainable business practices includes sustainable economic theories, modern business practices, cost savings from recycling, reducing power consumption and reusing inputs.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: None

General education module: No

IB309 Business research methods

This course is designed to enable students to acquire the necessary knowledge and skills, to be able to successfully complete a significant research project in a business environment. Students will be introduced to the complexities and differences in research methods currently being utilised in business related research. Students will learn how to frame their research question, how to undertake the answering of that question, and how to present their work.

Credits: 6 HETAC credits / 3 MSCHE credits

Prerequisites: None

General education module: No

IB400 Entrepreneurship

A study of how small businesses and entrepreneurial ventures are started. The module concentrates on formulating a basic understanding of small businesses and new business ventures. Particular emphasis is given to recognising and evaluating new opportunities and how to begin gathering resources for those that prove viable.

Credits: 6 HETAC credits / 3 MSCHE credits

Prerequisites: IB200, IB202, IB203, IB207, IB300

General education module: No

IB401 International finance

Study of related aspects of the international monetary system, foreign exchange markets and international banking. Various financial operations of the multinational firm including sources of funds, foreign investment decisions and international transactions and taxation are included.

Credits: 6 HETAC credits / 3 MSCHE credits

Prerequisites: IB202, IB207, IB303

General education module: No

IB402 International human resource management

The course is designed to introduce the student to the study of the components of International Human Resource Management used by Multinational Corporations. Comparisons of philosophies in different leading countries including compensation, recruiting, training and development programmes, labour relations issues, performance appraisal, cross-cultural considerations, and Employee/Industrial relations issues will be examined.

Credits: 6 HETAC credits / 3 MSCHE credits

Prerequisites: IB200, IB205

General education module: No

IB403 Operations management

Examination of the managerial systems a firm uses to integrate geographically and sequentially its manpower, machines and materials in order to design, produce and distribute a product or a service. The course covers aspects of operations strategy, design, planning and control, and improvement.

Credits: 6 HETAC credits / 3 MSCHE credits

Prerequisites: IB200

General education module: No

IB404 Research project

The student will undertake an independent piece of empirical or theoretical international business research under the guidance of a faculty supervisor. Students are expected to carry out research using their knowledge of research methodology and practice acquired in pre-requisite modules.

Credits: 12 HETAC credits / 6 MSCHE credits
Prerequisites: IB209, IB309
General education module: No

IB405 International business ethics

Application of several ethical systems to contemporary issues of international business operating in different economic, political and cultural settings. Case studies include human rights and international marketing practices, etc.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: None
General education module: No

IB406 International investment strategies

Theories and practices used multinationally for investment purposes. Includes security analysis, portfolio management and analysis of the national economies and security markets.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: IB202, IB206, IB207, IB303, IB305, IB401
General education module: No

IB407 Strategic management information systems

Provides an opportunity for students to learn how information systems can help individuals, work groups and organizations to achieve greater productivity. The module will emphasise information as a real and valuable resource with definite costs and benefits through lectures, practicals and real-life case studies.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: None
General education module: No

IB408 International trade

A study that focuses on the issues of International Trade. The classical and modern aspects of trade theory will be examined, along with an analysis of their relevance to developing countries. Contemporary trade issues will be explored and a brief overview of the practicalities of International Trade will be undertaken.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: IB206, IB305
General education module: No

IB409 International business: theory and policy

Theory and practice of determining and implementing policy in multinational corporations. Actual case studies of global business organizations, including the determination of top-level company policy in such functional areas as global marketing, international finance, and production are studied.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: Capstone
General education module: No

IB410 Internship

This is a capstone module for the degree. Students will participate in a 320-hour Internship in a multinational corporation. Students will be expected to communicate with their Academic Supervisor frequently and produce a research paper at the end of the Internship.

Credits: 12 HETAC credits / 6 MSCHE credits
Prerequisites: Capstone
General education module: No

IRS306 Middle East

An analysis of the Middle East from the early 20th century to the present, with emphasis on Israeli-Arab relations, their importance in world politics and conflicts in their region.

Credits: 3 MSCHE credits

Prerequisites: None

General education module: No

IRS401 Human rights

Using the United Nations charter as a starting point, specific areas of the world will be examined to determine where the UN should take action. Salient points will include world resources, hunger, poverty and refugees, as well as cultural and ideological perspectives.

Credits: 3 MSCHE credits

Prerequisites: None

General education module: No

IRS402 International diplomacy

Research into individuals from various parts of the world currently active in international diplomacy. A discussion of styles and techniques, and of the positive and negative results of the diplomacy.

Credits: 3 MSCHE credits

Prerequisites: None

General education module: No

IRS405 The United Nations

A survey of the origins and evolution of the UN organisation. It will cover the circumstances of its founding and operation, the achievements of its Secretary Generals and its relationship with other international organisations.

Credits: 3 MSCHE credits

Prerequisites: None

General education module: No

LIB200 Academic communication

The aim of the module is to introduce learners to the practices and techniques of generating and exchanging information and knowledge in the academic environment. Learners will learn how to utilize material found in books, periodicals, and on the Internet; how to draft and revise reports and essays; how to prepare research papers; how to prepare and deliver oral presentations; and how to participate in public debates.

Credits: 6 HETAC credits / 3 MSCHE credits

Prerequisites: None

General education module: Yes

LIB201 War and peace in the modern world

Examines the historical pattern of military conflicts and their resolutions in recent history, from the American Civil War to the two world wars and the post-world war period. Emphasis is given to ethical, political, and social implications of international armed violence and attempts to seek peace.

Historiographical and media interpretations of international conflict and politics will also be considered.

The module is designed as an introduction to the study of history as an academic discipline.

Credits: 6 HETAC credits / 3 MSCHE credits

Prerequisites: None

General education module: Yes

LIB202**Western arts**

Conducts a historical and critical survey of Western visual culture in the social, economic, and political context, from Greek sculpture and architecture, through religious art of the medieval and Renaissance periods, to the emergence of secular and realistic art in the centuries following the Renaissance: from the Baroque, Neoclassical, Romantic periods up the French Impressionists of the late 1800s.

Credits: 6 HETAC credits / 3 MSCHE credits

Prerequisites: None

General education module: Yes

LIB203**The digital revolution**

Provides an overview of the current and emerging media technologies and their impact on the exchange of information in contemporary society. The current radical transformations in communications technologies will be discussed against the background of the history of mass media and telecommunications, with emphasis on the Internet as the most widespread and democratic communication technology to date.

Credits: 6 HETAC credits / 3 MSCHE credits

Prerequisites: None

General education module: Yes

LIB204**Imagination and storytelling**

Examines the human propensity to transform experience into imaginative constructs expressed in verbal narratives, oral and written. Storytelling is one of cultural universals, from tribal myths to the modern novel and TV sitcoms, and its main functions include imposing cognitive order onto lived experience and addressing the elusive questions of the purpose and meaning of life.

Credits: 6 HETAC credits / 3 MSCHE credits

Prerequisites: None

General education module: Yes

LIB205**Anglo-Irish writers**

Introduces students to modern Irish authors writing in English, including Oscar Wilde, William Butler Yeats, John Millington Synge, George Bernard Shaw, James Joyce, and Samuel Beckett. The critical study of the key texts of these authors will consider questions of national identity, the status of the English language in Ireland, artistic freedom, colonialism and emigration.

Credits: 6 HETAC credits / 3 MSCHE credits

Prerequisites: None

General education module: Yes

LIB206**Cinema and society**

Examines the process in which cinematic narratives, both fictional and documentary, reflect human interactions, conflict and cooperation in a social environment. The particular problems for analysis will include cinematic representations of family life, local community, work place, class tensions, multiculturalism, poverty and crime.

Credits: 6 HETAC credits / 3 MSCHE credits

Prerequisites: None

General education module: Yes

LIB207**Western religions**

Introduces students to the study of Judaism, Christianity and Islam—religions that historically have had the greatest impact on the shaping of Western civilization. Of particular interest will be the history of mutual coexistence of the three great Western religions, the reasons for periods of mutual intolerance, prejudice and conflict, as well as for periods of mutual tolerance and respect.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: None
General education module: Yes

LIB208 The Enlightenment

Examines some of the most important European thinkers of the late seventeenth and eighteenth centuries, a period of increasing literacy, growing industrialization, and revolutionary socio-political change in Western Europe and America. The purpose of the course is to acquaint learners with the historical origins of rational philosophy, scientific thinking, modern technology, self-determining individuality, tolerance, and social and material progress. Historical texts to be studied will include works by Hobbes, Diderot, Hume, Kant, Montesquieu, Rousseau, and Voltaire.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: None
General education module: Yes

LIB209 American culture abroad

Examines the continuing influence and popular appeal of American twentieth-century culture—music, cinema, fashion, television, sport and food—on European culture and values. Learners will study the historical origins of specifically American popular culture in the context of early American immigration and multiculturalism.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: None
General education module: Yes

LIB300 Shakespeare

Examines the reasons for the enduring international appeal of Shakespeare's classic plays. Compelling dramatic plots, dense poetic language, powerful characterisation, and insight into the human condition continue to inspire theatre and film directors, and to move and delight audiences around the world. During the course learners will study closely several of Shakespeare's plays and their criticism in the context of Elizabethan theatrical conventions and early modern English society.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: None
General education module: Yes

LIB301 Contemporary China

Considers several important problems facing contemporary China (from 1980s to the present). These problems can be seen as representative of China's social, economic, political and intellectual transformation from a Maoist-socialist state to a quasi-capitalist one-party state, transformations that have had far-reaching consequences for China and the world in the past three decades. These problems also can be seen as representative of global transformations as China firmly integrates itself into global capitalism and its attendant systems of knowledge production and social formations.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: None
General education module: Yes

LIB302 Irish migration

Examines the historical process of Irish migration since 1700, mainly to North America, Britain and Australia. This course considers different conceptions of migration: as voluntary movement, as exile or banishment, and as Diaspora. From a mainly transatlantic perspective the course examines the conditions in Ireland that led to mass migration in colonial, pre-famine, famine, and post-famine periods, along with

the principal themes in the history of the American Irish, including labour, race, gender, religion, politics, and nationalism.

Credits: 6 HETAC credits / 3 MSCHE credits

Prerequisites: None

General education module: Yes

LIB303 Romanticism

Considers the transformations in philosophy, art, literature and politics during in the turbulent period in Europe between the French Revolution of 1789 and the Communist Manifesto of 1848. The main focus will be on the literature of the Romantic period, its dominant genres, themes, and styles. The modern legacy of early nineteenth-century Romanticism will also be examined, including twentieth-century nationalism, democracy, as well as individualism, self-fulfilment, and the exalted place of art in society.

Credits: 6 HETAC credits / 3 MSCHE credits

Prerequisites: None

General education module: Yes

LIB304 Representations of sexualities

Examines representations of gender, sexuality and sexual behaviour in European literary fiction, drama, art and cinema. The discussion will focus on the changes in the psychological portrayals of men and women, on the role of gender in shaping individual and social identity, on gender relations, men's and women's respective social and political status, as well as on gender prejudice and stereotyping in European culture from antiquity to the present day.

Credits: 6 HETAC credits / 3 MSCHE credits

Prerequisites: None

General education module: Yes

LIB305 Modern art

Examines the radical departure of European arts in the late nineteenth century from the post-Renaissance convention of visual naturalism. Beginning with the French Impressionists of the 1870s, modern art moves away from realistic representations of the world towards subjectivism, experimentation, and non-figurative conceptualisation and abstraction. The artistic movements to be discussed include Surrealism, Cubism, Dadaism, Art Nouveau, Expressionism, Constructivism, and Pop Art.

Credits: 6 HETAC credits / 3 MSCHE credits

Prerequisites: None

General education module: Yes

LIB306 Scramble for Africa

Discusses the history of conflicting European claims to African territory during the New Imperialism period, from the 1880s to the start of World War I. Learners will study the colonisation and economic exploitation of Africa by such European powers as Great Britain, France, Belgium, Portugal, Germany, and Spain; the political disputes and conflicts in Europe resulting from colonial competition; and the long-term effect of European imperialism on African societies.

Credits: 6 HETAC credits / 3 MSCHE credits

Prerequisites: None

General education module: Yes

LIB307 Literary modernism

Seeks to develop in the student an understanding of early twentieth-century literary modernism in terms of formal and thematic experiments and innovations that challenged the narrative and stylistic conventions of nineteenth-century prose, now considered inadequate, to reflect the nature of human experience in the modern world. The new sense of break with literary, moral and philosophical

traditions will be examined in relation to the works of T. S. Eliot, Ezra Pound, Gertrude Stein, Virginia Wolf, James Joyce and Marcel Proust.

Credits: 6 HETAC credits / 3 MSCHE credits

Prerequisites: None

General education module: Yes

LIB308 India

Examines the history of modern South Asian from the beginnings of British influence, the attainment of independence by India in 1947, to the present emergence of India as a regional economic and political power, alongside Pakistan, Sri Lanka, and Bangladesh. Beginning with a brief introduction to ancient, medieval, and Mughal history, the course focuses on British rule in the subcontinent and the subsequent political emancipation of India in the post-war period. Themes to be discussed include relations between religious groups, the economic impact of British colonialism, political development, the role of indigenous nationalist movements, and the cultural diversity of the Indian subcontinent.

Credits: 6 HETAC credits / 3 MSCHE credits

Prerequisites: None

General education module: Yes

LIB309 The Scientific Revolution

Discusses the emergence of rational, empirical, and experimental ways of thinking in Europe between the seventeenth and early twentieth century. Learners will study the Scientific Revolution in the context of early modern intellectual history, philosophy, and socio-economic change. Major scientific discoveries and innovations will be considered, including the heliocentric astronomy of Copernicus and Galileo, Newtonian mechanics, the chemical experiments of the eighteenth century, Darwin's theory of evolution, and the rise of the Theory of Relativity and Quantum Mechanics in the early twentieth century. Learners will be guided to understand the development of modern practices of science, the changing nature of investigation and scientific methods, and the growing cultural importance of science.

Credits: 6 HETAC credits / 3 MSCHE credits

Prerequisites: None

General education module: Yes

LIB400 Irish nationalism

Examines the notion of Irish national identity in the context of Irish history, British colonialism, Irish insurgence and struggle for political independence as reflected in historical documents, literature, art, religious life and social experience. A historical introduction to the problem of Irish nationalism will include the search for cultural and linguistic identity of the Irish in their opposition to the Norman and English rule. The course will then focus on the subsequent struggles between Irish Home Rule and Unionism with England, on the Easter Rising of 1916 and the civil war, the Partition, to conclude with the Good Friday Agreement of 1998 and the apparently successful alignment of Ireland with the European Union.

Credits: 6 HETAC credits / 3 MSCHE credits

Prerequisites: LIB302

General education module: No

LIB401 The Great Irish Famine

Discusses the failures of potato crops in Ireland between 1845 and 1850, with the subsequent widespread famine that profoundly reshaped Ireland's demography, society, and mentality. Learners will study the causes of the Famine and its consequences for communities and individuals who succumbed to it or survived. The Famine experience will be considered in the context of British colonial politics in Ireland, Irish economy and social structure.

Credits: 6 HETAC credits / 3 MSCHE credits

Prerequisites: LIB302
General education module: No

LIB402 Oscar Wilde and his circle

Studies the social circle and literary works of Oscar Wilde, the most influential Anglo-Irish writer of the late Victorian era. A bohemian, wit, and conversationalist, Wilde inspired a culturally vibrant social environment in Dublin, London, and Paris, whose legacy has lasted until the present day. Wilde's artistic achievements in the realm of poetry, fiction, drama, the art of conversation, and literary criticism will be considered in the context of late nineteenth-century aesthetic movement, Irish nationalism, Anglo-Irish colonial relations, the emerging celebrity culture, early Modernism, and Victorian attitudes towards homosexuality.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: LIB205
General education module: No

LIB403 James Joyce's *Ulysses*

Offers a close reading of James Joyce's modernist masterpiece *Ulysses* (1922). Learners will study *Ulysses* as part of the author's artistic development, against the background of the Modernist reaction to traditional narrative conventions and techniques, and in the context of Irish nationalism and colonial experience. Further topics for study will include Joyce's indebtedness to the Homeric epic and Shakespeare's *Hamlet*, the experiments in literary form and representation, and critical approaches to *Ulysses*.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: LIB205
General education module: No

LIB404 Research methods

Develops and perfects the learner's skills and techniques of generating and exchanging information and knowledge in an academic environment. Learners will choose topics for their final dissertation, and will conduct preliminary bibliographic research, planning and drafting parts of their dissertations. Learners will present results of their research in classroom and will take part in debates about their own and other learners' research projects.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: LIB200
General education module: No

LIB405 Irish cinema

Provides learners with a historical, critical, and theoretical understanding of Irish national cinema examined in a wider cultural and social context. Learners will study the relations between Ireland's twentieth-century political history and the film industry, between film and other mass media, and between Irish film and other national cinemas. Close viewing and critical analyses of selected Irish films by directors such as Jim Sheridan, Neil Jordan, John Boorman and others will enable learners to test their historical and theoretical knowledge of Irish cinema.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: LIB206
General education module: No

LIB406 Research seminar: Irish studies

This module helps students to prepare and present parts of their final dissertations before an Irish Studies Research Seminar. Learners will develop topics for their final dissertation, and will continue conducting their research, including planning and drafting parts of their dissertations. Learners will present results

of their research in classroom and will take part in debates about their own and other learners' final dissertations.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: LIB200
Corequisites: LIB404
General education module: No

LIB407 Dissertation: Irish studies

The aim of the module is to allow learners from the Irish Studies Major to complete their BA degree in Liberal Arts with a scholarly dissertation, no less than 13,000 words long, on a topic relating to their specialization. The topic will be chosen after a consultation with the academic supervisor, and will reflect the learner's scholarly interests, aspirations, and abilities. Learners will meet their supervisor every week to report the progress of their dissertation.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: None
Corequisites: LIB400, LIB401, LIB402, LIB403, LIB404, LIB405
General education module: No

LIB408 American literature

Offers a survey of American literature from the colonial period to the present day. The purpose of the course is to interpret literary texts as evidence of the richness and diversity of American culture, including Native American tradition, the early Puritan culture. Learners will become familiar with the major literary figures, movements, and texts reflecting American historical experience and cultural, the African-American and the Latin American experience, as well as the subsequent cultural contributions from European and Asian immigrants.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: LIB209
General education module: No

LIB409 Migrations to America

Investigates historical migrations to America, their causes: economic, political, religious, and the similarities and differences among the experiences of different immigrant groups in the United States. Learners will also study the problems of assimilation of immigrant groups to American life, their contribution to American society, and their effect on the economic, cultural and political life of America over time.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: None
General education module: No

LIB410 The American Civil War

Examines the causes, character, and consequences of the greatest crisis in American history: the Civil War (1854-1865). Learners will consider the failure of the antebellum political mechanisms, the growth of sectionalism, the justifications for and against secession, the methods and implications of war, the efforts to eradicate Southern separatism, and the lingering historical problems and conflicts as a consequence of America's fratricidal dispute.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: None
General education module: No

LIB411 Hollywood

Examines the rise and development of Hollywood as the centre of the American film industry. Learners will study a representative chronological selection of feature films reflecting American culture and social challenges and transformations from the end of the nineteenth century to the present day. Particular problems relating to the history of American cinema will include film techniques, cinematic genres, methods of film production and distribution, the star system, social reception of cinema, and the influence of cinema and mass media on American values and lifestyles.

Credits: 6 HETAC credits / 3 MSCHE credits
 Prerequisites: LIB206
 General education module: No

LIB412 America after 9/11

Examines the effects of the terrorist attacks in the US on 11 September 2001 on American society and domestic and foreign policy of the American governments. The course will examine the representation of the 9/11 events in American media and popular culture, especially cinema. Learners will study the implications of the 9/11 attacks on American collective identity and attitudes towards the Muslims at home and abroad. The legacy of the Bush administration will also be considered, including the American military involvements in Iraq and Afghanistan, the American response to international terrorism, and the globalization of politics and trade.

Credits: 6 HETAC credits / 3 MSCHE credits
 Prerequisites: LIB201
 General education module: No#

LIB413 Research seminar: American Studies

Stage				Award			
Semester				Semester 2			
Module title							
Module number/reference							
Module status (mandatory/elective)				Mandatory			
Module ECTS credit				6			
Module NFQ level				8			
Pre-requisite module titles				Academic communication, Research methods			
Co-requisite module titles				Dissertation			
Is this a capstone module?				No			
List of module teaching personnel				Dr. Peter Rooney			
Contact hours per week				Non-contact hours per week			Total effort
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independ-ent work	
3				5			8
Allocation of marks							
	Continuous assessment	Project	Practical	Final examination	Total (100%)		
Percentage contribution	100				100%		

Intended module learning outcomes

At the end of this module learners should be able to:

1. develop and perfect the skills and techniques of clear and persuasive academic writing on topics relating to American Studies;
2. conduct academic research on a selected topic in a professional manner;
3. utilise scholarly resources, both printed and online, in a selective and efficient manner as part of the final dissertation;
4. plan, draft, and revise the chapters of the final dissertation according to accepted academic standards;
5. prepare and deliver well-structured oral presentations of research results before the American Studies Seminar, and participate in a seminar debate on topics relating to their own and other learners' research projects;
6. observe academic ethic and professionalism by avoiding plagiarism and acknowledging sources in a prescribed referencing style.

Learning outcomes 1, 3, 6 will be assessed by a research paper, and 2, 4, 5 by an oral presentation.

Module objectives

The course allows learners to prepare and present parts of their final dissertations before an American Studies Research Seminar. Learners will develop topics for their final dissertation, and will continue conducting their research, including planning and drafting parts of their dissertations. Learners will presents results of their research in classroom and will take part in debates about their own and other learners' final dissertations.

Module Curriculum

Learners will realise the module objectives by completing a number of curriculum tasks and activities. These are planned to include the following topics:

- **planning and structuring the final dissertation on a topic within American Studies;**
- **selecting and utilising scholarly sources, both primary and secondary, in different kinds of media;**
- **perfecting techniques for referencing and annotating the dissertation according to the prescribed style sheet (MLA);**
- **fine-tuning, planning, drafting, revising, editing, and proofreading chapters of the final dissertation;**
- **drafting, rehearsing, and timing oral presentations on parts of the final dissertation;**
- **perfecting verbal strategies and techniques of public debates;**
- **deploying a variety of audio-visual aids and media for written and oral presentations.**

Reading lists and other learning materials

Required reading

Iлона Leki, *Academic Writing: Exploring Processes and Strategies*, Cambridge: Cambridge University Press, 1998;

E. Kane, M. O'Reilly-de Brun, *Doing Your Own Research*, Second Edition, Marion: 2001;

P. McNeill, S. Chapman, *Research Methods*, London: Routledge, 2005;

Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, University of Chicago Press 1996.

Supplementary reading

J. Corbin, and A. Strauss, *Basics of Qualitative Research*, London: Sage, 2008;
U. Flick, *An Introduction to Qualitative Research*, London: Sage, 2002;
V. Jupp, *The Sage Dictionary of Social Research Methods*, London: Sage, 2006;
Boyers, London.
S. Laws, C. Harper, R. Marcus, *Research for Development: A Practical Guide*, London: Sage, 2003;
T. May, *Social Research: Issues, Methods and Process*, Buckingham: Open University Press, 2001;
B. Mikkelsen, *Methods for Development Work and Research: A New Guide for Practitioners*, 2nd Edition, London: Sage, 2005;
Antony Jay, Ross Jay, *Effective Presentations*, London: Prentice Hall, 2000;
Li-Lee Tunceren, Sharon Cavusguil, *College Writing 4*, Houghton Mifflin Company, 2006;
Steve Jones, *College Oral Communication*, Houghton Mifflin Company, 2006.
Carolyn G. Madden, Theresa N. Rohlck, *Discussion and Interaction in the Academic Community*, Ann Arbor, MI: University of Michigan Press, 1997;
Patrick Sebranek, Dave Kemper, Verne Meyer, *Write Source 2000: A Guide to Writing, Thinking and Learning*, Great Source Education Group, 1999;
Harold Gelfand, *Mastering APA Style: Student's Workbook and Training Guide*, American Psychological Association, 2001.

Websites

<http://www.socialresearchmethods.net/>
<http://gsociology.icaap.org/methods/>
<http://www.pineforge.com/isw4/weblinks.htm>
<http://www.topsite.com/best/research%20methods>
http://portal-live.solent.ac.uk/library/subject_guides/general_and_reference/research_methods.aspx
<http://www.restore.ac.uk/orm/site/sitemap.htm>
<http://vsac.cele.nottingham.ac.uk/writing/>
<http://www.elanguages.ac.uk/eaptoolkit/index.html>
<http://www.ala.org/ala/mgrps/divs/acrl/issues/scholcomm/scholarlycommunication.cfm>
<http://www.ucl.ac.uk/calt/acp/stu.htm>
<http://skillsforlearning.leedsmet.ac.uk/>
<http://www.library.yorku.ca/ccm/rg/academic-writing-guide>

Module learning environment

The physical structures of the module learning environment include lecturing classrooms supplied with integrated chairs and desks and a whiteboard, a Powerpoint system, overhead projector, television and DVD/video player. The learners also have access to an up-to-date computer laboratory (all computers are connected to the College's network; they are equipped

with the Microsoft XP Office suite of software, Microsoft Frontpage and are networked for printing and internet access).

The module learning environment also includes the College's library (the Rooney Library). In co-operation with the teaching staff and in association with Lynn University, Boca Raton, Florida, the Library is able to supply reading and research materials on all aspects of the proposed Liberal Arts degree (as well as a range of materials on history, sociology, literature, languages, art, international relations and environmental studies). There are networked computers (five) and printers, with Internet access and power points for portable computers. The library management system, Voyager, provides an online catalogue. Learners are able to search the catalogue, extend their loans, and place holds on titles from home. An inter-library loan service is available for staff and learners.

Module teaching and learning strategy

The module intended learning outcomes are achieved through a range of teaching and learning strategies. These include three hours per week of class time which combines elements of a seminar and tutorial. Learners are expected to take detailed notes in class and to do practical exercises and other classroom activities prescribed by the lecturer. Learners are also expected to dedicate at least two hours per week to self-directed study which includes reading, elementary research, home assignments, group assignment preparation, individual projects, and revision of material for tests and final examinations. Self-study can be conducted in the College Library or at home. Learners can also contact their lecturer during office hours for further academic support. All these types of teaching provide a versatile opportunity to support and develop learner engagement with the programme.

Module assessment strategy

The extent to which learners have achieved the module intended learning outcomes is established by different kinds of assessment strategies. The forms of assessment used in the module, together with their weighting, include the following:

- drafts of chapters from the final dissertation presented in a prescribed scholarly format (60%);
- class presentation (20%);
- class participation, including a defence of one's own and discussions on other learners' class presentations (20%).

As class attendance is necessary for the achievement of intended learning outcomes, only learners who have attended at least 75% of the classes can sit the final examination.

The grading scale used by the American College Dublin is the following: A (80-100%), B+ (70-79%), B (60-69%), B- (55-59%), C+ (50-54%), C (40-49%), D (35-39%), F (below 35%).

Learners will be instructed in academic techniques of source referencing to avoid plagiarism, that is, unacknowledged appropriation of someone else's ideas, words, and research results. Plagiarism is regarded by the College as a serious offence punishable by downgrading, failure in

the course work, and possible dismissal from the College. The College's detailed Plagiarism Statement is included in the Quality Assurance Manual, sections 3.8.1-3.

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2 Merrion Square, Dublin 2, Ireland
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BA (Honours) in Liberal Arts

Module information

Stage				Award			
Semester				Semester 2			
Module title				Dissertation: American Studies			
Module number/reference				LIB414			
Module status (mandatory/elective)				Mandatory			
Module ECTS credit				18			
Module NFQ level				8			
Pre-requisite module titles				American literature, Migrations to America, The American Civil War, Hollywood, America after 9/11			
Co-requisite module titles				Research seminar: American Studies			
Is this a capstone module?				Yes			
List of module teaching personnel				Appointed supervisor			
Contact hours per week				Non-contact hours per week			Total effort
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independ-ent work	
			3	5			8
Allocation of marks							
	Continuous assessment	Project	Practical	Final examination	Total (100%)		
Percentage contribution	100				100%		

Intended module learning outcomes

At the end of this module learners should be able to:

1. master the mechanics of research work and professional presentation of research results in written form according to stipulated editorial specifications;
2. conduct research by using printed and online bibliographies and scholarly search engines;
3. plan a dissertation by anticipating its structure, division into chapters and sections;
4. draft a dissertation using the material from the notes and incorporating the sources references in the process;
5. revise the draft of the dissertation by fine-tuning its overall structure, logical progression and coherence, as well as the clarity of the presented arguments on the level of paragraphs and sentences;
6. prepare a list of references used in the dissertation following a stipulated professional style sheet.

Module objectives

The aim of the module is to allow learners from the American Studies Major to complete their BA degree in Liberal Arts with a scholarly dissertation, no less than 13,000 words long, on a topic relating to their specialization. The topic will be chosen after a consultation with the academic supervisor, and will reflect the learner's scholarly interests, aspirations, and abilities. Learners will meet their supervisor every week to report the progress of their dissertation.

Module Curriculum

Learners will realise the module objectives by completing a number of curriculum tasks and activities relating to the final dissertation. The dissertation should be presented in the following format:

Format of the dissertation

The dissertation should be no less than 13,000 words in length, including the main body of the work, the cover page, contents page, acknowledgements, abstract, tables, figures, references, and appendices.

The dissertation must be typed on A4 sheets, using only one side of the paper. The main body of the text should be double-spaced (1.5 line spacing in Word), whereas footnote text and the text of indented quotations should be single-spaced. The type should be black Times Roman size 12 normal text, with the exception of footnote text, which should be size 10. Italics should only be used for book titles and occasional emphasis, while bold type should only be used for chapter headings and section titles.

Structure of the dissertation

Cover page; Contents page(s); Acknowledgements; List of figures; Abstract; Chapter 1 (Introduction); Chapters 2, 3, 4 etc.; Chapter X (Conclusions); References; Appendix/Appendices (if any). Each chapter should begin on a separate page, all chapter headings should be in bold font, aligned at the left margin and capitalized.

The **cover page** should contain the following information in the following order:

Educational institution; learner's name and number; dissertation title; the statement: "Dissertation submitted in partial fulfilment of the requirements of the Bachelor of Arts in Liberal Arts majoring in American Studies"; supervisor's title and name; date. This information should be presented in the same font type and size as the rest of the dissertation, capitalized and in bold. No page number should appear on the cover page. The cover page can be followed by an dedication or the epigraph page.

The **contents page** should list all parts of the dissertation except the front matter, in the following style:

CONTENTS

CHAPTER 1	9
CHAPTER 2	25
Section	27
CHAPTER 3	42
REFERENCES	53

The **acknowledgements page** can be used to recognize support the author may have received from individuals, groups or institutions.

The **abstract** should be a comprehensive summary (up to 300 words) of the contents of the dissertation. It should allow readers to survey the contents of the dissertation quickly. The abstract should contain one paragraph and should state the objectives, the design, and the scope of the research; the methods, procedures, theories, and types of sources used; and the conclusions to be drawn. The abstract must not include information that is not presented in the main body of the dissertation.

The **pages** of the dissertation should be numbered in the top right-hand corner of every page (except the cover page) using Arabic numerals (1, 2, 3 etc.).

Quotations should always be accurate and fully referenced. Short direct quotes should be incorporated into the text and enclosed in double quotation marks (not italicized). Quotes of two or more sentences must be separated from the text by one space downwards, indented away from the left margin, single spaced and without any quotation marks.

References should follow the MLA Style (<http://www.mla.org/>), both for parenthetical citations within the text of the dissertation, and for the References section at the end. All sources used in the dissertation must be acknowledge in the References to avoid **plagiarism**, that is, attempting to pass off somebody else’s work as one’s own. Examples include copying work from another learner, copying from a textbook without citing references, cutting and pasting from an Internet source. Plagiarism is a serious offence which involves disciplinary action and penalty.

The final dissertation should be submitted in three soft-bound copies with a transparent sheet cover.

Reading lists and other learning materials

Required reading

Bryan Greetham, How to Write Your Undergraduate Dissertation, London: Palgrave Macmillan, 2009;

Derek Swetnam, Writing Your Dissertation: The Bestselling Guide to Planning, Preparing and Presenting First-Class Work, Oxford: How to Books Ltd., 2004;

Carrie Winstanley, Writing a Dissertation For Dummies, Chichester, John Wiley and Sons, 2009;

Ilona Leki, Academic Writing: Exploring Processes and Strategies, Cambridge University Press, 1998;

Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, University of Chicago Press 1996.

Websites

<http://www.cs.purdue.edu/homes/dec/essay.dissertation.html>
<http://www.howtowriteadissertation.co.uk/>
www.studyskills.soton.ac.uk/.../Writing%20Your%20Dissertation.doc
<http://www.academicdissertationadvice.co.uk/>
<http://www.writingpedia.com/landing/uk-lp6.asp?source=AdwordsUK&kw=Writing%20dissertation>
<http://www.compapp.dcu.ie/~bstone/Writing/index.htm>
<http://www.dissertation-advice.co.uk/>
<http://www.dissertation-help.co.uk/>
<http://www.mla.org/style>
<http://www.mla.org/>

Module learning environment

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Module teaching and learning strategy

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support. All these types of teaching provide a versatile opportunity to support and develop learner engagement with the programme.

Module assessment strategy

The capstone module is assessed by the final dissertation (100%).

The grading scale used by the American College Dublin is the following: A (80-100%), B+ (70-79%), B (60-69%), B- (55-59%), C+ (50-54%), C (40-49%), D (35-39%), F (below 35%).

Learners will be instructed in academic techniques of source referencing to avoid plagiarism, that is, unacknowledged appropriation of someone else's ideas, words, and research results. Plagiarism is regarded by the College as a serious offence punishable by downgrading, failure in the course work, and possible dismissal from the College. The College's detailed Plagiarism Statement is included in the Quality Assurance Manual, sections 3.8.1-3.

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BA (Honours) in Liberal Arts

Module information

Stage				Award			
Semester				Semester 1			
Module title				The rise of the novel			
Module number/reference				LIB415			
Module status (mandatory/elective)				Mandatory			
Module ECTS credit				6			
Module NFQ level				7			
Pre-requisite module titles				Imagination and storytelling, Shakespeare, Romanticism, Literary modernism			
Co-requisite module titles				None			
Is this a capstone module?				No			
List of module teaching personnel				Dr. Peter Rooney			
Contact hours per week				Non-contact hours per week			Total effort
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independ-ent work	
3				5			8
Allocation of marks							
	Continuous assessment	Project	Practical	Final examination	Total (100%)		
Percentage contribution	40			60	100%		

Intended module learning outcomes

At the end of this module learners should be able to:

1. understand the emergence of the novelist format in literature in the context of socio-cultural transformations in early-modern Europe;
2. discuss the conventions of realism in the representation of social realities in the early novel;
3. analyse novels in respect of their narrative structure, descriptive conventions and techniques, character exposition, tone, style and point of view (objective or subjective);
4. explain the emergence of the modernist novel as a reaction to the nineteenth-century conventions of literary realism and objectivity;
5. become familiar with a selected sample of early modern and modernist novels;
6. respond to the discussed novels in classroom debates and written assignments, using both primary and secondary sources.

Learning outcomes 5-6 will be assessed by a research paper, and 1-4 by the final examination.

Module objectives

The aim of the module is to examine the emergence of the novelistic genre as the most popular and influential literary form of the eighteenth and nineteenth centuries. Learners will study the socio-cultural processes in early modern Europe that gave rise to the cultural aspirations of the middle class as reflected in the novel. A selected sample of the European novels will be analysed in terms of narrative conventions, plot structure, descriptive techniques, characterisation, authorial tone and point of view.

Module Curriculum

Learners will realise the module objectives by completing a number of curriculum tasks and activities. These are planned to include the following topics:

- **the rise of the early modern novel: Daniel Defoe;**
- **Henry Fielding's *Tom Jones*;**
- **Jane Austen's *Northanger Abbey*;**
- **Fiodor Dostoyevski's *Crime and Punishment*;**
- **Emil Zola's *Germinal*;**
- **Gustav Flaubert's *Madame Bovary*;**
- **Thomas Hardy's *Far from the Madding Crowd*;**
- **The rise of the modernist novel: Joseph Conrad's *Heart of Darkness*;**
- **Virginia Woolf's *To the Lighthouse*;**
- **James Joyce's *Portrait of the Artist as a Young Man*.**

Reading lists and other learning materials

Required reading

Stephen Regan (ed), *The Nineteenth-century Novel: A Critical Reader*, London: Routledge, 2004 (2001);
G. S. Frazer, *The Modern Writer and His World*, London: Pelican, 1964;
Ian Watt, *The Rise of the Novel*, London: Penguin, 1963.

Supplementary reading

David Trotter, "The Modernist Novel," *The Cambridge Companion to Modernism*, ed. Michael Levenson, Cambridge 1999;
Walter Allen, *The English Novel*, Harmondsworth: Penguin, 1954;
Nancy Armstrong, *Desire and Domestic Fiction: A Political History of the British Novel*, New York-Oxford: Oxford UP, 1987;
Georg Lukacs, *The Historical Novel*, Lincoln-London: University of Nebraska Press, 1983 (1962);
Jerome de Groot, *The Historical Novel*, London-New York: Routledge, 2010;
Fredric Jameson, *The Political Unconscious: Narrative as a Socially Symbolic Act*, London: Methuen & Co., 1981;

Franco Moretti, *The Way of the World: The Bildungsroman in European Culture*, London: Verso, 2000;
Garrett Stewart, *Dear Reader: The Conscripted Audience in Nineteenth Century British Fiction*, Baltimore-London: The Johns Hopkins University Press, 1996;
Katie Trumpener, *Bardic Nationalism: the Romantic Novel and the British Empire*, Princeton University Press, 1998;
Raymond Williams, *The Country and the City; Culture and Society, 1780-1950*, New York: Columbia University Press, 1983 (1958).

Websites

<http://www.modernlibrary.com/top-100/100-best-novels/>
<http://ebookbrowse.com/t/the-modern-novel>
<http://www.vanderbilt.edu/ans/english/clayton/231bib.htm>
<http://dc-mrg.english.ucsb.edu/WarnerTeach/RiseNovels/>
<http://www.lang.nagoya-u.ac.jp/~matsuoka/EngLit.html>
http://academic.brooklyn.cuny.edu/english/melani/novel_19c/
<http://www.literature-study-online.com/resources/>
<http://www.historicalnovels.info/Eighteenth-Century.html>

Module learning environment

The physical structures of the module learning environment include lecturing classrooms supplied with integrated chairs and desks and a whiteboard, a Powerpoint system, overhead projector, television and DVD/video player. The learners also have access to an up-to-date computer laboratory (all computers are connected to the College's network; they are equipped with the Microsoft XP Office suite of software, Microsoft Frontpage and are networked for printing and internet access).

The module learning environment also includes the College's library (the Rooney Library). In co-operation with the teaching staff and in association with Lynn University, Boca Raton, Florida, the Library is able to supply reading and research materials on all aspects of the proposed Liberal Arts degree (as well as a range of materials on history, sociology, literature, languages, art, international relations and environmental studies). There are networked computers (five) and printers, with Internet access and power points for portable computers. The library management system, Voyager, provides an online catalogue. Learners are able to search the catalogue, extend their loans, and place holds on titles from home. An inter-library loan service is available for staff and learners.

Module teaching and learning strategy

The module intended learning outcomes are achieved through a range of teaching and learning strategies. These include three hours per week of class time which combines elements of a seminar and tutorial. Learners are expected to take detailed notes in class and to do practical exercises and other classroom activities prescribed by the lecturer. Learners are also expected to dedicate at least two hours per week to self-directed study which includes reading, elementary research, home assignments, group assignment preparation, individual projects, and revision of

material for tests and final examinations. Self-study can be conducted in the College Library or at home. Learners can also contact their lecturer during office hours for further academic support. All these types of teaching provide a versatile opportunity to support and develop learner engagement with the programme.

Module assessment strategy

The extent to which learners have achieved the module intended learning outcomes is established by different kinds of assessment strategies. These include various forms of continuous assessment and the final exam. The forms of assessment used in the module, together with their weighting, include the following:

- research paper (c.3000 words), in which learners will present results of their original research on a selected topic relating to the history of the novel (40%);
- final examination (60%).

As class attendance is necessary for the achievement of intended learning outcomes, only learners who have attended at least 75% of the classes can sit the final examination.

The grading scale used by the American College Dublin is the following: A (80-100%), B+ (70-79%), B (60-69%), B- (55-59%), C+ (50-54%), C (40-49%), D (35-39%), F (below 35%).

Learners will be instructed in academic techniques of source referencing to avoid plagiarism, that is, unacknowledged appropriation of someone else's ideas, words, and research results. Plagiarism is regarded by the College as a serious offence punishable by downgrading, failure in the course work, and possible dismissal from the College. The College's detailed Plagiarism Statement is included in the Quality Assurance Manual, sections 3.8.1-3.

Sample examination questions

Answer any three questions. You have two hours at your disposal, so budget your time well. Cross out any rough work before handing up the paper. Write legibly; the examiner can only mark what he or she can read.

1. Explain the socio-cultural origin and the limitations of the realistic convention in European literature in the early modern period.
2. Discuss the representation of gender relations in a selected nineteenth-century novel.
3. Analyse the technique of an objective versus subjective point of view in the narrative structure of selected nineteenth-century novels.
4. Using specific literary examples explain the radicalism of the modernist novelists towards the narrative conventions of the nineteenth-century novel.
5. What in your view is the possible future of the traditional novel in the post-modern multi-media global society?

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BA (Honours) in Liberal Arts

Module information

Stage				Award			
Semester				Semester 2			
Module title				Modern poetry			
Module number/reference				LIB416			
Module status (mandatory/elective)				Mandatory			
Module ECTS credit				6			
Module NFQ level				7			
Pre-requisite module titles				Imagination and storytelling, Shakespeare, Romanticism, Literary modernism			
Co-requisite module titles				None			
Is this a capstone module?				No			
List of module teaching personnel				Dr. Piotr Sadowski			
Contact hours per week				Non-contact hours per week			Total effort
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent work	
3				5			8
Allocation of marks							
	Continuous assessment	Project	Practical	Final examination	Total (100%)		
Percentage contribution	40			60	100%		

Intended module learning outcomes

At the end of this module learners should be able to:

1. understand the nature of the radical departure of early twentieth-century poetry from the discourse and metrical conventions of Victorian poetry;
2. discuss the concept of cultural modernism in relation to poetry;
3. become familiar with a representative selection of twentieth-century English and American poets, their lives and work;
4. acquire critical skills in technical analysis of modern poems in view of their technique, style, diction, themes and imagery;
5. appreciate the poets' personal background and life experience as a factor in interpreting their work;
6. discuss selected modern poems in classroom debates and written critical assignments.

Learning outcomes 5-6 will be assessed by a research paper, and 1-4 by the final examination.

Module objectives

The aim of the module is to examine a body of twentieth-century poetry, its characteristic techniques, themes, and major practitioners. Learners will study the work of W. B. Yeats, T. S. Eliot, Ezra Pound, Wallace Stevens, W. H. Auden, the War Poets, David Frost, Dylan Thomas, Seamus Heaney and others. Diverse methods of literary criticism will be employed, including New Criticism, historical and biographical approaches, and gender criticism.

Module Curriculum

Learners will realise the module objectives by completing a number of curriculum tasks and activities. These are planned to include the following topics:

- **early twentieth-century literary modernism and the departure from metrical poetry and traditional poetic discourse;**
- **the nature of technical and thematic innovation in modernist poetry;**
- **the challenge of modernity: W. B. Yeats and T. S. Eliot;**
- **modern poetry and city life;**
- **poetry in the trenches: the poets of World War I;**
- **poetic responses to the tragedy of World War II;**
- **poets and relationships: Sylvia Plath and Ted Hughes;**
- **identity and locality: Seamus Heaney;**
- **poetry and music.**

Reading lists and other learning materials

Required reading

Jahan Ramazani, Richard Ellmann, and Robert O'Clair, eds., *The Norton Anthology of Modern and Contemporary Poetry. Vol. 1, Modern Poetry*, New York: W. W. Norton & Company, 2003; Paul Keegan, ed., *The Penguin Book of English Verse*, London: Penguin, 2005.

Supplementary reading

James Fenton, *An Introduction to English Poetry*, London: Penguin, 2003;
Ruth Padel, *52 Ways of Looking at a Poem*, New York: Vintage Books, 1998;
Jeffrey Wainwright, *Poetry-The Basics*, London-New York: Routledge, 2004;
D. Attridge, *Poetic Rhythm: An Introduction*, Cambridge University Press, 1995;
Eavan Boland, *Object Lessons: The Life of the Woman and the Poet in Our Time*, New York: Norton, 1995;
Terry Eagleton, *How to Read a Poem*, Oxford: Blackwell Publishing, 2007;
T. Furniss, M. Bath, eds., *Reading Poetry: An Introduction*, Edinburgh: Pearson Education, 2007;
P. Fussell, *Poetic Metre and Poetic Form*, McGraw-Hill, 1965;
C. O. Hartman, *Free Verse: An Essay on Prosody*, Northwestern University Press, 1996;
W. N. Herbert, M. Hollis, eds., *Strong Words, Modern Poets on Poetry*, Tarsset: Bloodaxe, 2000;
J. Hollander, *Rhyme's Reason: A Guide to English Verse*, Yale Nota Bene Book: 2001;
X. J. Kennedy, D. Gioa, *An Introduction to Poetry*, Longman 2002;

K. Koch, *Making Your Own Days: The Pleasures of Reading and Writing Poetry*, New York: Touchstone, 1998;
Richard J. Finneran, ed., *The Collected Poems of W. B. Yeats*, New York: Macmillan Publishing Company, 1983;
Ezra Pound, *Selected Poems*, New York: A New Directions Paperbook, 1957;
Elizabeth Bishop, *The Complete Poems, 1927-1979*, New York: Farrar, Straus, Giroux, 1983;
Marianne Moore, *Complete Poems*, New York: Macmillan Publishing Co., Penguin Books, 1982;
Wallace Stevens, *The Collected Poems of Wallace Stevens*, New York: Vintage Books, 1982;

Websites

<http://www.edforall.net/index.php/humanities/literature/3157-modern-poetry>
<http://www.jamesfenton.com/books/englishpoetry.html>
<http://www.english.illinois.edu/MAPS/>
<http://www.english.illinois.edu/Maps/poets.htm>
<http://www.modernpoetry.org.uk/blinks.html>
<http://www.modernpoetry.org.uk/>
<http://lib.english.cam.ac.uk/booklets/modern&contemporarypoetry.pdf>
<http://epc.buffalo.edu/connects/poetrywebs.html>
<http://www.loc.gov/rr/program/bib/poetrycrit/web.html>

Module learning environment

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Module teaching and learning strategy

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Module assessment strategy

The extent to which learners have achieved the module intended learning outcomes is established by different kinds of assessment strategies. These include various forms of continuous assessment and the final exam. The forms of assessment used in the module, together with their weighting, include the following:

- research paper (c.3000 words), in which learners will present results of their original research on a selected topic relating to modern poetry (40%);
- final examination (60%).

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Sample examination questions

Answer any three questions. You have two hours at your disposal, so budget your time well. Cross out any rough work before handing up the paper. Write legibly; the examiner can only mark what he or she can read.

1. How do you understand Ezra Pound's view that poets should "compose in the sequence of the musical phrase, not in the sequence of the metronome"?
2. Analyse closely a chosen poem that seems to you to reflect the following statement by T. S. Eliot: "One of the ways by which contemporary verse has tried to escape the rhetorical, the abstract, the moralising, to recover (for its own purpose) the accents of direct speech, is to concentrate its attention on trivial or accidental or commonplace objects."
3. Explore the work of a single modern poet and explain what seems to you to be most valuable, distinctive, and challenging in their writing.

4. Consider the relation between poetry and a sense of place in the work of selected modern poets.
5. Is there such a thing as a distinct female voice in modern poetry? Discuss using examples of women poets.

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BA (Honours) in Liberal Arts

Module information

Stage				Award			
Semester				Semester 2			
Module title				Research seminar: English			
Module number/reference				LIB417			
Module status (mandatory/elective)				Mandatory			
Module ECTS credit				6			
Module NFQ level				8			
Pre-requisite module titles				Academic communication, Research methods			
Co-requisite module titles				Dissertation			
Is this a capstone module?				No			
List of module teaching personnel				Dr. Piotr Sadowski			
Contact hours per week				Non-contact hours per week			Total effort
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independ-ent work	
3				5			8
Allocation of marks							
	Continuous assessment	Project	Practical	Final examination	Total (100%)		
Percentage contribution	100				100%		

Intended module learning outcomes

At the end of this module learners should be able to:

1. develop and perfect the skills and techniques of clear and persuasive academic writing on topics relating to English Studies;
2. conduct academic research on a selected topic in a professional manner;
3. utilise scholarly resources, both printed and online, in a selective and efficient manner as part of the final dissertation;
4. plan, draft, and revise the chapters of the final dissertation according to accepted academic standards;
5. prepare and deliver well-structured oral presentations of research results before the English Studies Seminar, and participate in a seminar debate on topics relating to their own and other learners' research projects;
6. observe academic ethic and professionalism by avoiding plagiarism and acknowledging sources in a prescribed referencing style.

Learning outcomes 1, 3, 6 will be assessed by a research paper, and 2, 4, 5 by an oral presentation.

Module objectives

The course allows learners to prepare and present parts of their final dissertations before an English Studies Research Seminar. Learners will develop topics for their final dissertation, and will continue conducting their research, including planning and drafting parts of their dissertations. Learners will present results of their research in classroom and will take part in debates about their own and other learners' final dissertations.

Module Curriculum

Learners will realise the module objectives by completing a number of curriculum tasks and activities. These are planned to include the following topics:

- **planning and structuring the final dissertation on a topic within English Studies;**
- **selecting and utilising scholarly sources, both primary and secondary, in different kinds of media;**
- **perfecting techniques for referencing and annotating the dissertation according to the prescribed style sheet (MLA);**
- **fine-tuning, planning, drafting, revising, editing, and proofreading chapters of the final dissertation;**
- **drafting, rehearsing, and timing oral presentations on parts of the final dissertation;**
- **perfecting verbal strategies and techniques of public debates;**
- **deploying a variety of audio-visual aids and media for written and oral presentations.**

Reading lists and other learning materials

Required reading

Iiona Leki, *Academic Writing: Exploring Processes and Strategies*, Cambridge: Cambridge University Press, 1998;

E. Kane, M. O'Reilly-de Brun, *Doing Your Own Research*, Second Edition, Marion: 2001;

P. McNeill, S. Chapman, *Research Methods*, London: Routledge, 2005;

Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, University of Chicago Press 1996.

Supplementary reading

J. Corbin, and A. Strauss, *Basics of Qualitative Research*, London: Sage, 2008;

U. Flick, *An Introduction to Qualitative Research*, London: Sage, 2002;

V. Jupp, *The Sage Dictionary of Social Research Methods*, London: Sage, 2006;

Boyers, London.

S. Laws, C. Harper, R. Marcus, *Research for Development: A Practical Guide*, London: Sage, 2003;

T. May, *Social Research: Issues, Methods and Process*, Buckingham: Open University Press, 2001;

B. Mikkelsen, *Methods for Development Work and Research: A New Guide for Practitioners*, 2nd Edition, London: Sage, 2005;

Antony Jay, Ross Jay, *Effective Presentations*, London: Prentice Hall, 2000;
Li-Lee Tunceren, Sharon Cavusguil, *College Writing 4*, Houghton Mifflin Company, 2006;
Steve Jones, *College Oral Communication*, Houghton Mifflin Company, 2006.
Carolyn G. Madden, Theresa N. Rohlck, *Discussion and Interaction in the Academic Community*, Ann Arbor, MI: University of Michigan Press, 1997;
Patrick Sebranek, Dave Kemper, Verne Meyer, *Write Source 2000: A Guide to Writing, Thinking and Learning*, Great Source Education Group, 1999;
Harold Gelfand, *Mastering APA Style: Student's Workbook and Training Guide*, American Psychological Association, 2001.

Websites

<http://www.socialresearchmethods.net/>
<http://gsociology.icaap.org/methods/>
<http://www.pineforge.com/isw4/weblinks.htm>
<http://www.topsite.com/best/research%20methods>
http://portal-live.solent.ac.uk/library/subject_guides/general_and_reference/research_methods.aspx
<http://www.restore.ac.uk/orm/site/sitemap.htm>
<http://vsac.cele.nottingham.ac.uk/writing/>
<http://www.elanguages.ac.uk/eaptoolkit/index.html>
<http://www.ala.org/ala/mgrps/divs/acrl/issues/scholcomm/scholarlycommunication.cfm>
<http://www.ucl.ac.uk/calt/acp/stu.htm>
<http://skillsforlearning.leedsmet.ac.uk/>
<http://www.library.yorku.ca/ccm/rg/academic-writing-guide>

Module learning environment

The physical structures of the module learning environment include lecturing classrooms supplied with integrated chairs and desks and a whiteboard, a Powerpoint system, overhead projector, television and DVD/video player. The learners also have access to an up-to-date computer laboratory (all computers are connected to the College's network; they are equipped with the Microsoft XP Office suite of software, Microsoft Frontpage and are networked for printing and internet access).

The module learning environment also includes the College's library (the Rooney Library). In co-operation with the teaching staff and in association with Lynn University, Boca Raton, Florida, the Library is able to supply reading and research materials on all aspects of the proposed Liberal Arts degree (as well as a range of materials on history, sociology, literature, languages, art, international relations and environmental studies). There are networked computers (five) and printers, with Internet access and power points for portable computers. The library management system, Voyager, provides an online catalogue. Learners are able to search the catalogue, extend their loans, and place holds on titles from home. An inter-library loan service is available for staff and learners.

Module teaching and learning strategy

The module intended learning outcomes are achieved through a range of teaching and learning strategies. These include three hours per week of class time which combines elements of a seminar and tutorial. Learners are expected to take detailed notes in class and to do practical exercises and other classroom activities prescribed by the lecturer. Learners are also expected to dedicate at least two hours per week to self-directed study which includes reading, elementary research, home assignments, group assignment preparation, individual projects, and revision of material for tests and final examinations. Self-study can be conducted in the College Library or at home. Learners can also contact their lecturer during office hours for further academic support. All these types of teaching provide a versatile opportunity to support and develop learner engagement with the programme.

Module assessment strategy

The extent to which learners have achieved the module intended learning outcomes is established by different kinds of assessment strategies. The forms of assessment used in the module, together with their weighting, include the following:

- drafts of chapters from the final dissertation presented in a prescribed scholarly format (60%);
- class presentation (20%);
- class participation, including a defence of one's own and discussions on other learners' class presentations (20%).

As class attendance is necessary for the achievement of intended learning outcomes, only learners who have attended at least 75% of the classes can sit the final examination.

The grading scale used by the American College Dublin is the following: A (80-100%), B+ (70-79%), B (60-69%), B- (55-59%), C+ (50-54%), C (40-49%), D (35-39%), F (below 35%).

Learners will be instructed in academic techniques of source referencing to avoid plagiarism, that is, unacknowledged appropriation of someone else's ideas, words, and research results. Plagiarism is regarded by the College as a serious offence punishable by downgrading, failure in the course work, and possible dismissal from the College. The College's detailed Plagiarism Statement is included in the Quality Assurance Manual, sections 3.8.1-3.

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BA (Honours) in Liberal Arts

Module information

Stage				Award			
Semester				Semester 2			
Module title				Dissertation: English			
Module number/reference				LIB418			
Module status (mandatory/elective)				Mandatory			
Module ECTS credit				18			
Module NFQ level				8			
Pre-requisite module titles				Oscar Wilde and his circle, James Joyce's <i>Ulysses</i> , Irish cinema, American literature, Hollywood, Research methods			
Co-requisite module titles				Research seminar: English			
Is this a capstone module?				Yes			
List of module teaching personnel				Appointed supervisor			
Contact hours per week				Non-contact hours per week			Total effort
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independ-ent work	
			3	5			8
Allocation of marks							
	Continuous assessment	Project	Practical	Final examination	Total (100%)		
Percentage contribution	100				100%		

Intended module learning outcomes

At the end of this module learners should be able to:

1. master the mechanics of research work and professional presentation of research results in written form according to stipulated editorial specifications;
2. conduct research by using printed and online bibliographies and scholarly search engines;
3. plan a dissertation by anticipating its structure, division into chapters and sections;
4. draft a dissertation using the material from the notes and incorporating the sources references in the process;
5. revise the draft of the dissertation by fine-tuning its overall structure, logical progression and coherence, as well as the clarity of the presented arguments on the level of paragraphs and sentences;
6. prepare a list of references used in the dissertation following a stipulated professional style sheet.

Module objectives

The aim of the module is to allow learners from the English Major to complete their BA degree in Liberal Arts with a scholarly dissertation, no less than 13,000 words long, on a topic relating to their specialization. The topic will be chosen after a consultation with the academic supervisor, and will reflect the learner's scholarly interests, aspirations, and abilities. Learners will meet their supervisor every week to report the progress of their dissertation.

Module Curriculum

Learners will realise the module objectives by completing a number of curriculum tasks and activities relating to the final dissertation. The dissertation should be presented in the following format:

Format of the dissertation

The dissertation should be no less than 13,000 words in length, including the main body of the work, the cover page, contents page, acknowledgements, abstract, tables, figures, references, and appendices.

The dissertation must be typed on A4 sheets, using only one side of the paper. The main body of the text should be double-spaced (1.5 line spacing in Word), whereas footnote text and the text of indented quotations should be single-spaced. The type should be black Times Roman size 12 normal text, with the exception of footnote text, which should be size 10. Italics should only be used for book titles and occasional emphasis, while bold type should only be used for chapter headings and section titles.

Structure of the dissertation

Cover page; Contents page(s); Acknowledgements; List of figures; Abstract; Chapter 1 (Introduction); Chapters 2, 3, 4 etc.; Chapter X (Conclusions); References; Appendix/Appendices (if any). Each chapter should begin on a separate page, all chapter headings should be in bold font, aligned at the left margin and capitalized.

The **cover page** should contain the following information in the following order:

Educational institution; learner's name and number; dissertation title; the statement: "Dissertation submitted in partial fulfilment of the requirements of the Bachelor of Arts in Liberal Arts majoring in English"; supervisor's title and name; date. This information should be presented in the same font type and size as the rest of the dissertation, capitalized and in bold. No page number should appear on the cover page. The cover page can be followed by an dedication or the epigraph page.

The **contents page** should list all parts of the dissertation except the front matter, in the following style:

CONTENTS

CHAPTER 1	9
CHAPTER 2	25
Section	27
CHAPTER 3	42
REFERENCES	53

The **acknowledgements page** can be used to recognize support the author may have received from individuals, groups or institutions.

The **abstract** should be a comprehensive summary (up to 300 words) of the contents of the dissertation. It should allow readers to survey the contents of the dissertation quickly. The abstract should contain one paragraph and should state the objectives, the design, and the scope of the research; the methods, procedures, theories, and types of sources used; and the conclusions to be drawn. The abstract must not include information that is not presented in the main body of the dissertation.

The **pages** of the dissertation should be numbered in the top right-hand corner of every page (except the cover page) using Arabic numerals (1, 2, 3 etc.).

Quotations should always be accurate and fully referenced. Short direct quotes should be incorporated into the text and enclosed in double quotation marks (not italicized). Quotes of two or more sentences must be separated from the text by one space downwards, indented away from the left margin, single spaced and without any quotation marks.

References should follow the MLA Style (<http://www.mla.org/>), both for parenthetical citations within the text of the dissertation, and for the References section at the end. All sources used in the dissertation must be acknowledge in the References to avoid **plagiarism**, that is, attempting to pass off somebody else’s work as one’s own. Examples include copying work from another learner, copying from a textbook without citing references, cutting and pasting from an Internet source. Plagiarism is a serious offence which involves disciplinary action and penalty.

The final dissertation should be submitted in three soft-bound copies with a transparent sheet cover.

Reading lists and other learning materials

Required reading

Bryan Greetham, How to Write Your Undergraduate Dissertation, London: Palgrave Macmillan, 2009;

Derek Swetnam, Writing Your Dissertation: The Bestselling Guide to Planning, Preparing and Presenting First-Class Work, Oxford: How to Books Ltd., 2004;

Carrie Winstanley, Writing a Dissertation For Dummies, Chichester, John Wiley and Sons, 2009;

Ilona Leki, Academic Writing: Exploring Processes and Strategies, Cambridge University Press, 1998;

Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, University of Chicago Press 1996.

Websites

<http://www.cs.purdue.edu/homes/dec/essay.dissertation.html>
<http://www.howtowriteadissertation.co.uk/>
www.studyskills.soton.ac.uk/.../Writing%20Your%20Dissertation.doc
<http://www.academicdissertationadvice.co.uk/>
<http://www.writingpedia.com/landing/uk-lp6.asp?source=AdwordsUK&kw=Writing%20dissertation>
<http://www.compapp.dcu.ie/~bstone/Writing/index.htm>
<http://www.dissertation-advice.co.uk/>
<http://www.dissertation-help.co.uk/>
<http://www.mla.org/style>
<http://www.mla.org/>

Module learning environment

The physical structures of the module learning environment include lecturing classrooms supplied with integrated chairs and desks and a whiteboard, a Powerpoint system, overhead projector, television and DVD/video player. The learners also have access to an up-to-date computer laboratory (all computers are connected to the College's network; they are equipped with the Microsoft XP Office suite of software, Microsoft Frontpage and are networked for printing and internet access).

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Module teaching and learning strategy

The module intended learning outcomes are achieved through a range of teaching and learning strategies. These include three hours per week of class time which combines elements of a seminar and tutorial. Learners are expected to take detailed notes in class and to do practical exercises and other classroom activities prescribed by the lecturer. Learners are also expected to dedicate at least two hours per week to self-directed study which includes reading, elementary research, home assignments, group assignment preparation, individual projects, and revision of material for tests and final examinations. Self-study can be conducted in the College Library or at home. Learners can also contact their lecturer during office hours for further academic

support. All these types of teaching provide a versatile opportunity to support and develop learner engagement with the programme.

Module assessment strategy

The capstone module is assessed by the final dissertation (100%).

The grading scale used by the American College Dublin is the following: A (80-100%), B+ (70-79%), B (60-69%), B- (55-59%), C+ (50-54%), C (40-49%), D (35-39%), F (below 35%).

Learners will be instructed in academic techniques of source referencing to avoid plagiarism, that is, unacknowledged appropriation of someone else's ideas, words, and research results. Plagiarism is regarded by the College as a serious offence punishable by downgrading, failure in the course work, and possible dismissal from the College. The College's detailed Plagiarism Statement is included in the Quality Assurance Manual, sections 3.8.1-3.

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BA (Honours) in Liberal Arts

Module information

Stage				Award			
Semester				Semester 1			
Module title				The Spanish Civil War			
Module number/reference				LIB419			
Module status (mandatory/elective)				Mandatory			
Module ECTS credit				6			
Module NFQ level				8			
Pre-requisite module titles				War and peace in the modern world, The American Civil War			
Co-requisite module titles				None			
Is this a capstone module?				No			
List of module teaching personnel				Dr. Rory McEntegart			
Contact hours per week				Non-contact hours per week			Total effort
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independ-ent work	
3				5			8
Allocation of marks							
	Continuous assessment	Project	Practical	Final examination	Total (100%)		
Percentage contribution	40			60	100%		

Intended module learning outcomes

At the end of this module learners should be able to:

1. discuss the causes of the Spanish Civil War both in the context of contemporary European ideological battle between Fascism and Communism, and against the domestic background of the conflict between the monarchy and Republicanism;
2. analyse the course and major battles of the Civil War;
3. appreciate the enduring consequences and implications of the Civil War for the Spain of today;
4. comment on the international responses to the internal conflict in Spain and their effect on the outcome of this conflict;
5. discuss both the factual course of the Spanish Civil War and its historical interpretations in classroom debates and written assignments.

Learning outcomes 3, 5 will be assessed by a research paper, and 1-2, 4 by the final examination.

Module objectives

The aim of the module is to investigate the domestic political and military conflict in Spain between Nationalists and Republicans between the years 1936 and 1939, known as the Spanish Civil War. Learners will study the causes of the Civil War, both in the context of the social and economic conflicts afflicting Spain in the period of the Second Republic (1931-1936) and against the background of the European ideological battle between Fascism and Communism.

Module Curriculum

Learners will realise the module objectives by completing a number of curriculum tasks and activities. These are planned to include the following topics:

- **the Spanish Second Republic (1931-1936);**
- **Fascism and Communism: the clash of European ideologies in the 1930s;**
- **the Nationalist and Republican propaganda during the Civil War;**
- **the German involvement in the Spanish Civil War;**
- **the key characters of the Civil War;**
- **the role of the Catholic Church in Spain during the Civil War;**
- **why did General Franco win the Civil War?;**
- **the death of General Franco in 1974 and the Spanish opening to Europe;**
- **the Spanish Civil War in European and American literature and film;**
- **the consequences of the Civil War for the Spain of today.**

Reading lists and other learning materials

Required reading

Francisco J. Romero Salvado, The Spanish Civil War: Origins, Course and Outcomes, New York: Palgrave Macmillan, 2005;

Anthony Beevor, *The Spanish Civil War*, New York: Peter Bedrick Books, 1982;

Antony Beevor, *The Battle for Spain*, London: Weidenfeld & Nicolson, 2006;

George Esenwein, Adrian Shubert, London and New York: Longman, 1995.

Supplementary reading

A. K. Starinov, *Behind Fascist Lines: A Firsthand Account of Guerrilla Warfare During the Spanish Revolution*, Ballantine Books, 2001;

Felipe Ribeiro de Meneses, *Franco and the Spanish Civil War*, New York: Routledge, 2001;

Pierre Broué, Emile Témime, *The Revolution and the Civil War in Spain*, Cambridge, MA: The MIT Press, 1970;

Andy Durga, *The Spanish Civil War*, New York: Palgrave Macmillan, 2007;

Ronald Fraser, *Blood of Spain*, London: Pimlico, 1994;

Hugh Thomas, *The Spanish Civil War*, London: Penguin, 2004;

Noel Valis, ed., *Teaching Representations of the Spanish Civil War*, New York: MLA, 2007;

George Esenwein, Adrian Shubert, *Spain at War: The Spanish Civil War in Context, 1931-1939*, London-New York: Longman, 1995;

Gabriel Jackson, *A Concise History of the Spanish Civil War*, New York: John Day and Co., 1974;
Charles J. Esdaile, *Spain in the Liberal Age: from Constitution to Civil War, 1808-1939*, Oxford: Blackwell Publishers, 2000;
Adrian Shubert, *A Social History of Modern Spain*, London: Routledge, 2010 (1990);
G. Tortella, *The Development of Modern Spain: an Economic History of the Nineteenth and Twentieth Centuries*, Cambridge, MA: Harvard University Press, 2000;
Frances Lannon, *Persecution, Privilege and Prophecy, the Catholic Church in Spain, 1875-1975*, Oxford University Press, 1987;
Stanley G. Payne, *Politics and the Military in Modern Spain*, Stanford University Press, 2009 (1967);
Paul Preston, *The Politics of Revenge: Fascism and the Military in Twentieth Century Spain*, London: Routledge, 1990.

Websites

http://www.centennialofflight.gov/essay/Air_Power/Spansh_CW/AP18
<http://www.history.acusd.edu/gen/WW2Timeline/Prelude07>
<http://www.dtic.mil/cgi-bin/GetTRDoc?Location=U2&doc=GetTRDoc.pdf&AD=ADA441543>
http://www.activehistory.co.uk/Miscellaneous/menus/IB/Spanish_Civil_War/index.htm
<http://www.inmsol.es/spanish-courses-spain/spanish-civil-war.html>
<http://www.spartacus.schoolnet.co.uk/Spanish-Civil-War.htm>
<http://www.whatnextjournal.co.uk/Pages/latest/Civilwar.html>

Module learning environment

The physical structures of the module learning environment include lecturing classrooms supplied with integrated chairs and desks and a whiteboard, a Powerpoint system, overhead projector, television and DVD/video player. The learners also have access to an up-to-date computer laboratory (all computers are connected to the College's network; they are equipped with the Microsoft XP Office suite of software, Microsoft Frontpage and are networked for printing and internet access).

The module learning environment also includes the College's library (the Rooney Library). In co-operation with the teaching staff and in association with Lynn University, Boca Raton, Florida, the Library is able to supply reading and research materials on all aspects of the proposed Liberal Arts degree (as well as a range of materials on history, sociology, literature, languages, art, international relations and environmental studies). There are networked computers (five) and printers, with Internet access and power points for portable computers. The library management system, Voyager, provides an online catalogue. Learners are able to search the catalogue, extend their loans, and place holds on titles from home. An inter-library loan service is available for staff and learners.

Module teaching and learning strategy

The module intended learning outcomes are achieved through a range of teaching and learning strategies. These include three hours per week of class time which combines elements of a

seminar and tutorial. Learners are expected to take detailed notes in class and to do practical exercises and other classroom activities prescribed by the lecturer. Learners are also expected to dedicate at least two hours per week to self-directed study which includes reading, elementary research, home assignments, group assignment preparation, individual projects, and revision of material for tests and final examinations. Self-study can be conducted in the College Library or at home. Learners can also contact their lecturer during office hours for further academic support. All these types of teaching provide a versatile opportunity to support and develop learner engagement with the programme.

Module assessment strategy

The extent to which learners have achieved the module intended learning outcomes is established by different kinds of assessment strategies. These include various forms of continuous assessment and the final exam. The forms of assessment used in the module, together with their weighting, include the following:

- research paper (c. 3000 words), in which learners will present results of their original research on a selected topic relating to the Spanish Civil War (40%);
- final examination (60%).

As class attendance is necessary for the achievement of intended learning outcomes, only learners who have attended at least 75% of the classes can sit the final examination.

The grading scale used by the American College Dublin is the following: A (80-100%), B+ (70-79%), B (60-69%), B- (55-59%), C+ (50-54%), C (40-49%), D (35-39%), F (below 35%).

Learners will be instructed in academic techniques of source referencing to avoid plagiarism, that is, unacknowledged appropriation of someone else's ideas, words, and research results. Plagiarism is regarded by the College as a serious offence punishable by downgrading, failure in the course work, and possible dismissal from the College. The College's detailed Plagiarism Statement is included in the Quality Assurance Manual, sections 3.8.1-3.

Sample examination questions

Answer three questions. You have two hours at your disposal, so budget your time well. Cross out any rough work before handing up the paper. Write legibly; the examiner can only mark what he or she can read.

1. Discuss the socio-economic background of the growing opposition to the monarchy and the rise of republicanism in Spain in the early 1930s.
2. Comment on the attitudes of the Catholic Church to Spanish Republicanism before the outbreak of the Civil War.

3. Comment on the response to the Spanish Civil War from foreign writers and artists. Which side in the conflict did they usually take and why?
4. Discuss the nature of the international response to the Spanish Civil War and its impact on the War's course and outcome.
5. Analyse the consequences of the Nationalist victory in the Civil War for the Spanish society and Spain's place in twentieth-century Europe.

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BA (Honours) in Liberal Arts

Module information

Stage				Award			
Semester				Semester 2			
Module title				The Cold War			
Module number/reference				LIB420			
Module status (mandatory/elective)				Mandatory			
Module ECTS credit				6			
Module NFQ level				7			
Pre-requisite module titles				War and peace in the modern world, The American Civil War, The Spanish Civil War			
Co-requisite module titles				Research seminar: History			
Is this a capstone module?				No			
List of module teaching personnel				Dr. Stephen Barcroft			
Contact hours per week				Non-contact hours per week			Total effort
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independ-ent work	
3				5			8
Allocation of marks							
	Continuous assessment	Project	Practical	Final examination	Total (100%)		
Percentage contribution	40			60	100%		

Intended module learning outcomes

At the end of this module learners should be able to

1. identify the main causes of the Cold War in the aftermath of World War II;
2. discuss the history of Soviet-American relations during the Cold War;
3. comment on the nature of the ideological and cultural rivalry between the capitalist and communist countries;
4. provide an account of the political tensions and armed conflicts during the Cold War;
5. discuss the implications of the end of the Cold War for East European nations;
6. analyse the Cold War experience in works of fiction and films.

Learning outcomes 1-2, 5-6 will be assessed by a research paper, and 1, 3-4 by the final examination.

Module objectives

The aim of the module is to examine the origins and consequences of the Cold War, 1945-1991, the period of the global political and military stalemate between the United States and the Soviet Union. Learners will study the political circumstances following World War II, the division of the world into spheres of political influence, the arms race, the threat of nuclear weapons, and the ideological rivalry between capitalist and communist countries. The reasons for the relatively peaceful end of the Cold War will also be discussed.

Module Curriculum

Learners will realise the module objectives by completing a number of curriculum tasks and activities. These are planned to include the following:

- **the 1945 conferences in Yalta and Potsdam and the political division of Europe;**
- **the Truman Doctrine and the Marshall Plan;**
- **the Iron Curtain divides Europe;**
- **the Korean War;**
- **the role of nuclear weapons in the escalation of tension between the West and the Communist Block;**
- **the United Nations, NATO, common security, and globalization;**
- **from the Berlin Airlift to the building of the Wall;**
- **The Cuban Missile Crisis of 1962;**
- **Nikita Krushchev and the post-Stalinist ‘thaw’;**
- **resistance to Communism: Hungary (1956), Czechoslovakia (1968), Poland (1980);**
- **the rise and fall of Détente;**
- **Gorbachov and Glasnost;**
- **1989: the fall of the Berlin Wall and the ‘wind of change’.**

Reading lists and other learning materials

Required reading

John Lewis Gaddis, *The Cold War: A New History*, New York, 2005;

Jussi M. Hanhimäki, Odd Arne Westad, eds., *The Cold War: A History in Documents and Eyewitness Accounts*, Oxford University Press, 2003;

Joseph Held, ed., *The Columbia History of Eastern Europe in the Twentieth Century*, Columbia University Press, 1996.

Supplementary reading

Vladislav Zubok, *A Failed Empire: the Soviet Union in the Cold War from Stalin to Gorbachev*, The University of North Carolina Press, 2007;

Aleksandr Fursenko, Timothy Naftali, *One Hell of a Gamble: Khrushchev, Castro, and Kennedy, 1958-1964*, New York-London: W. W. Norton, 1997;

Robin Okey, *Eastern Europe 1740–1985: Feudalism to Communism*, University of Minnesota Press, 1986;

Gale Stokes, ed., *From Stalinism to Pluralism: A Documentary History of Eastern Europe Since 1945*, New York, 1991;

Joseph Rothschild, *Return to Diversity: A Political History of East Central Europe Since World War II*, Oxford University Press, 1989;
Bennet Kovrig, *Of Walls and Bridges: The United States and Eastern Europe*, New York, 1991;
Melvyn P. Leffler, *The Specter of Communism: The United States and the Origins of the Cold War, 1917-1953*, New York, 1994;
Tony Judt, *Postwar: A History of Europe since 1945*, New York, 2005;
Richard Vinen, *A History in Fragments: Europe in the Twentieth Century*, Cambridge, Mass., 2000;
Michael Walzer, *Just and Unjust Wars: A Moral Argument with Historical Illustrations*, New York: Basic Books, 2000;
Joseph Nye, *Understanding International Conflicts: An Introduction to Theory and History*, New York: Longman Classics in Political Science, 2003;
Kenneth M. Jensen, ed., *Origins of the Cold War: The Novikov, Kennan, and Roberts 'Long Telegrams' of 1946*, Washington, D. C., 1991.

Websites

<http://www.britannica.com/EBchecked/topic/125110/Cold-War>
<http://www.historyguide.org/europe/lecture14.html>
<http://www.time.com/time/magazine/article/0,9171,810787,00.html>
<http://www.gwu.edu/nsarchiv/coldwar/documents/episode-1/kennan.htm>
http://www.wilsoncenter.org/index.cfm?fuseaction=topics.home&topic_id=1409
<http://gpweb.us/VLColdWarIndex.htm>
<http://www.nationalarchives.gov.uk/education/coldwar/default.htm>
<http://www.fas.harvard.edu/~hpcws/links.htm>
<http://www.spartacus.schoolnet.co.uk/REVhistoryCOLD3.htm>
<http://spylopedia.tripod.com/ind-coldwar.htm>
<http://www.library.yale.edu/rsc/history/ColdWar/web.html>

Module learning environment

The physical structures of the module learning environment include lecturing classrooms supplied with integrated chairs and desks and a whiteboard, a Powerpoint system, overhead projector, television and DVD/video player. The learners also have access to an up-to-date computer laboratory (all computers are connected to the College's network; they are equipped with the Microsoft XP Office suite of software, Microsoft Frontpage and are networked for printing and internet access).

The module learning environment also includes the College's library (the Rooney Library). In co-operation with the teaching staff and in association with Lynn University, Boca Raton, Florida, the Library is able to supply reading and research materials on all aspects of the proposed Liberal Arts degree (as well as a range of materials on history, sociology, literature, languages, art, international relations and environmental studies). There are networked computers and printers, with Internet access and power points for portable computers. The library management system, Voyager, provides an online catalogue. Learners are able to search the catalogue, extend their loans, and place holds on titles from home. An inter-library loan service is available for staff and learners.

Module teaching and learning strategy

The module intended learning outcomes are achieved through a range of teaching and learning strategies. These include three hours per week of class time which combines elements of a seminar and tutorial. Learners are expected to take detailed notes in class and to do practical exercises and other classroom activities prescribed by the lecturer. Learners are also expected to dedicate at least two hours per week to self-directed study which includes reading, elementary research, home assignments, group assignment preparation, individual projects, and revision of material for tests and final examinations. Self-study can be conducted in the College Library or at home. Learners can also contact their lecturer during office hours for further academic support. All these types of teaching provide a versatile opportunity to support and develop learner engagement with the programme.

Module assessment strategy

The extent to which learners have achieved the module intended learning outcomes is established by different kinds of assessment strategies. These include various forms of continuous assessment and the final exam. The forms of assessment used in the module, together with their weighting, include the following:

- research paper (c. 2000 words), in which learners will present results of their original research on a selected topic relating to the history of the Cold War (40%);
- final examination (60%).

As class attendance is necessary for the achievement of intended learning outcomes, only learners who have attended at least 75% of the classes can sit the final examination.

The grading scale used by the American College Dublin is the following: A (80-100%), B+ (70-79%), B (60-69%), B- (55-59%), C+ (50-54%), C (40-49%), D (35-39%), F (below 35%).

Learners will be instructed in academic techniques of source referencing to avoid plagiarism, that is, unacknowledged appropriation of someone else's ideas, words, and research results. Plagiarism is regarded by the College as a serious offence punishable by downgrading, failure in the course work, and possible dismissal from the College. The College's detailed Plagiarism Statement is included in the Quality Assurance Manual, sections 3.8.1-3.

Sample examination questions

Answer three questions. You have two hours at your disposal, so budget your time well. Cross out any rough work before handing up the paper. Write legibly; the examiner can only mark what he or she can read.

1. What political and military circumstances towards the end of World War II made the subsequent Cold War between the United States and the Soviet Union inevitable?
2. Analyse the nature of both peaceful and open resistance to the Communist rule in Eastern European countries (Hungary, Czechoslovakia, Poland, East Germany).

3. What role did each of the U.S. presidents play in the Cold War (Truman, Eisenhower, Kennedy, Johnson, Nixon, Ford, Carter, Regan)? What actions did each of the presidents take (or not take) in response to the Soviet Union?
4. Analyse the ideological tensions behind the armed conflicts of the Cold War. What made capitalist and communist political systems mutually incompatible?
5. How would you evaluate the inspiration that the Cold War experience provided for writers of fiction and film makers?

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BA (Honours) in Liberal Arts

Module information

Stage				Award			
Semester				Semester 2			
Module title				Research seminar: History			
Module number/reference				LIB421			
Module status (mandatory/elective)				Mandatory			
Module ECTS credit				6			
Module NFQ level				8			
Pre-requisite module titles				Academic communication, Research methods			
Co-requisite module titles				Dissertation			
Is this a capstone module?				No			
List of module teaching personnel				Dr. Stephen Barcroft			
Contact hours per week				Non-contact hours per week			Total effort
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independ-ent work	
3				5			8
Allocation of marks							
	Continuous assessment	Project	Practical	Final examination	Total (100%)		
Percentage contribution	100				100%		

Intended module learning outcomes

At the end of this module learners should be able to:

1. develop and perfect the skills and techniques of clear and persuasive academic writing on topics relating to American Studies;
2. conduct academic research on a selected topic in a professional manner;
3. utilise scholarly resources, both printed and online, in a selective and efficient manner as part of the final dissertation;
4. plan, draft, and revise the chapters of the final dissertation according to accepted academic standards;
5. prepare and deliver well-structured oral presentations of research results before the American Studies Seminar, and participate in a seminar debate on topics relating to their own and other learners' research projects;
6. observe academic ethic and professionalism by avoiding plagiarism and acknowledging sources in a prescribed referencing style.

Learning outcomes 1, 3, 6 will be assessed by a research paper, and 2, 4, 5 by an oral presentation.

Module objectives

The course allows learners to prepare and present parts of their final dissertations before a History Research Seminar. Learners will develop topics for their final dissertation, and will continue conducting their research, including planning and drafting parts of their dissertations. Learners will present results of their research in classroom and will take part in debates about their own and other learners' final dissertations.

Module Curriculum

Learners will realise the module objectives by completing a number of curriculum tasks and activities. These are planned to include the following topics:

- **planning and structuring the final dissertation on a topic within historical studies;**
- **selecting and utilising scholarly sources, both primary and secondary, in different kinds of media;**
- **perfecting techniques for referencing and annotating the dissertation according to the prescribed style sheet (MLA);**
- **fine-tuning, planning, drafting, revising, editing, and proofreading chapters of the final dissertation;**
- **drafting, rehearsing, and timing oral presentations on parts of the final dissertation;**
- **perfecting verbal strategies and techniques of public debates;**
- **deploying a variety of audio-visual aids and media for written and oral presentations.**

Reading lists and other learning materials

Required reading

Iiona Leki, *Academic Writing: Exploring Processes and Strategies*, Cambridge: Cambridge University Press, 1998;

E. Kane, M. O'Reilly-de Brun, *Doing Your Own Research*, Second Edition, Marion: 2001;

P. McNeill, S. Chapman, *Research Methods*, London: Routledge, 2005;

Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, University of Chicago Press 1996.

Supplementary reading

J. Corbin, and A. Strauss, *Basics of Qualitative Research*, London: Sage, 2008;

U. Flick, *An Introduction to Qualitative Research*, London: Sage, 2002;

V. Jupp, *The Sage Dictionary of Social Research Methods*, London: Sage, 2006;

Boyers, London.

S. Laws, C. Harper, R. Marcus, *Research for Development: A Practical Guide*, London: Sage, 2003;

T. May, *Social Research: Issues, Methods and Process*, Buckingham: Open University Press, 2001;

B. Mikkelsen, *Methods for Development Work and Research: A New Guide for Practitioners*, 2nd Edition, London: Sage, 2005;

Antony Jay, Ross Jay, *Effective Presentations*, London: Prentice Hall, 2000;
Li-Lee Tunceren, Sharon Cavusguil, *College Writing 4*, Houghton Mifflin Company, 2006;
Steve Jones, *College Oral Communication*, Houghton Mifflin Company, 2006.
Carolyn G. Madden, Theresa N. Rohlck, *Discussion and Interaction in the Academic Community*, Ann Arbor, MI: University of Michigan Press, 1997;
Patrick Sebranek, Dave Kemper, Verne Meyer, *Write Source 2000: A Guide to Writing, Thinking and Learning*, Great Source Education Group, 1999;
Harold Gelfand, *Mastering APA Style: Student's Workbook and Training Guide*, American Psychological Association, 2001.

Websites

<http://www.socialresearchmethods.net/>
<http://gsociology.icaap.org/methods/>
<http://www.pineforge.com/isw4/weblinks.htm>
<http://www.topsite.com/best/research%20methods>
http://portal-live.solent.ac.uk/library/subject_guides/general_and_reference/research_methods.aspx
<http://www.restore.ac.uk/orm/site/sitemap.htm>
<http://vsac.cele.nottingham.ac.uk/writing/>
<http://www.elanguages.ac.uk/eaptoolkit/index.html>
<http://www.ala.org/ala/mgrps/divs/acrl/issues/scholcomm/scholarlycommunication.cfm>
<http://www.ucl.ac.uk/calt/acp/stu.htm>
<http://skillsforlearning.leedsmet.ac.uk/>
<http://www.library.yorku.ca/ccm/rg/academic-writing-guide>

Module learning environment

The physical structures of the module learning environment include lecturing classrooms supplied with integrated chairs and desks and a whiteboard, a Powerpoint system, overhead projector, television and DVD/video player. The learners also have access to an up-to-date computer laboratory (all computers are connected to the College's network; they are equipped with the Microsoft XP Office suite of software, Microsoft Frontpage and are networked for printing and internet access).

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Module teaching and learning strategy

The module intended learning outcomes are achieved through a range of teaching and learning strategies. These include three hours per week of class time which combines elements of a seminar and tutorial. Learners are expected to take detailed notes in class and to do practical exercises and other classroom activities prescribed by the lecturer. Learners are also expected to dedicate at least two hours per week to self-directed study which includes reading, elementary research, home assignments, group assignment preparation, individual projects, and revision of material for tests and final examinations. Self-study can be conducted in the College Library or at home. Learners can also contact their lecturer during office hours for further academic support. All these types of teaching provide a versatile opportunity to support and develop learner engagement with the programme.

Module assessment strategy

The extent to which learners have achieved the module intended learning outcomes is established by different kinds of assessment strategies. The forms of assessment used in the module, together with their weighting, include the following:

- drafts of chapters from the final dissertation presented in a prescribed scholarly format (60%);
- class presentation (20%);
- class participation, including a defence of one's own and discussions on other learners' class presentations (20%).

As class attendance is necessary for the achievement of intended learning outcomes, only learners who have attended at least 75% of the classes can sit the final examination.

The grading scale used by the American College Dublin is the following: A (80-100%), B+ (70-79%), B (60-69%), B- (55-59%), C+ (50-54%), C (40-49%), D (35-39%), F (below 35%).

Learners will be instructed in academic techniques of source referencing to avoid plagiarism, that is, unacknowledged appropriation of someone else's ideas, words, and research results. Plagiarism is regarded by the College as a serious offence punishable by downgrading, failure in the course work, and possible dismissal from the College. The College's detailed Plagiarism Statement is included in the Quality Assurance Manual, sections 3.8.1-3.

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BA (Honours) in Liberal Arts

Module information

Stage				Award			
Semester				Semester 2			
Module title				Dissertation: History			
Module number/reference				LIB422			
Module status (mandatory/elective)				Mandatory			
Module ECTS credit				18			
Module NFQ level				8			
Pre-requisite module titles				Irish nationalism, The Great Irish Famine, Migrations to America, The American Civil War, America after 9/11, Research methods			
Co-requisite module titles				Research seminar: History			
Is this a capstone module?				Yes			
List of module teaching personnel				Appointed supervisor			
Contact hours per week				Non-contact hours per week			Total effort
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independ-ent work	
			3	5			8
Allocation of marks							
	Continuous assessment	Project	Practical	Final examination	Total (100%)		
Percentage contribution	100				100%		

Intended module learning outcomes

At the end of this module learners should be able to:

1. master the mechanics of research work and professional presentation of research results in written form according to stipulated editorial specifications;
2. conduct research by using printed and online bibliographies and scholarly search engines;
3. plan a dissertation by anticipating its structure, division into chapters and sections;
4. draft a dissertation using the material from the notes and incorporating the sources references in the process;
5. revise the draft of the dissertation by fine-tuning its overall structure, logical progression and coherence, as well as the clarity of the presented arguments on the level of paragraphs and sentences;
6. prepare a list of references used in the dissertation following a stipulated professional style sheet.

Module objectives

The aim of the module is to allow learners from the History Major to complete their BA degree in Liberal Arts with a scholarly dissertation, no less than 13,000 words long, on a topic relating to their specialization. The topic will be chosen after a consultation with the academic supervisor, and will reflect the learner's scholarly interests, aspirations, and abilities. Learners will meet their supervisor every week to report the progress of their dissertation.

Module C

Stage 1	Module title	Lecturer
LIB200	Academic communication	John McCarron
LIB201	War and peace in the modern world	Dr. Rory McEntegart
LIB202	Western arts	Dr. Piotr Sadowski
LIB203	The digital revolution	Colum Cronin
LIB204	Imagination and storytelling	Dr. Piotr Sadowski
LIB205	Anglo-Irish writers	Dr. Piotr Sadowski
LIB206	Cinema and society	Colum Cronin
LIB207	Western religions	John McCarron
LIB208	The Enlightenment	David Webb
LIB209	American culture abroad	Dr. Peter Rooney
Stage 2		
LIB300	Shakespeare	Dr. Piotr Sadowski
LIB301	Contemporary China	Dr. Stephen Barcroft
LIB302	Irish migration	Dr. Michael Doorley
LIB303	Romanticism	Dr. Piotr Sadowski
LIB304	Representations of sexualities	Dr. Peter Rooney
LIB305	Modern art	Dr. Rory McEntegart
LIB306	Scramble for Africa	Dr. Stephen Barcroft
LIB307	Literary modernism	Dr. Peter Rooney
LIB308	India	Dr. Stephen Barcroft
LIB309	The Scientific Revolution	David Webb
Stage 3		
LIB400	Irish nationalism	Dr. Michael Doorley
LIB401	The Great Irish Famine	Dr. Patrick Long
LIB402	Oscar Wilde and his circle	Dr. Piotr Sadowski
LIB403	James Joyce's <i>Ulysses</i>	Dr. Piotr Sadowski
LIB404	Research methods	Dr. Rory McEntegart
LIB405	Irish cinema	Colum Cronin
LIB406	Research seminar: Irish Studies	Dr. Patrick Long
LIB407	Dissertation: Irish Studies	Appointed supervisor
LIB408	American literature	Dr. Peter Rooney
LIB409	Migrations to America	Dr. Michael Doorley
LIB410	The American Civil War	Dr. Rory McEntegart
LIB411	Hollywood	Colum Cronin
LIB412	America after 9/11	Dr. Stephen Barcroft
LIB413	Research seminar: American Studies	Dr. Peter Rooney
LIB414	Dissertation: American Studies	appointed supervisor
LIB415	The rise of the novel	Dr. Peter Rooney
LIB416	Modern poetry	Dr. Piotr Sadowski
LIB417	Research seminar: English	Dr. Piotr Sadowski
LIB418	Dissertation: English	Appointed supervisor
LIB419	The Spanish Civil War	Dr. Rory McEntegart
LIB420	The Cold War	Dr. Stephen Barcroft
LIB421	Research seminar: History	Dr. Patrick Long
LIB422	Dissertation: History	Appointed supervisor

MIB 500 **Cross-Cultural Management: Pragmatism with Sensitivity**

This course examines international management with a particular emphasis on the relevance of acculturation within the context of the multiplicity of factors which must be taken into account by leaders and managers within the transnational organisation of the twenty first century. The course initially outlines the environment in which the international manager operates. It then investigates the concept of culture and describes the theoretical dimensions and frameworks which have been developed for a better understanding of its dynamics and appreciation of its impact within an operational management context. Following this grounding in cross-cultural dynamics the following section seeks to gain an appreciation and understanding of the imperatives which drive the strategic and operational management of the transnational organisation and indicate the relevance of acculturation within the transnational management process. The course then seeks to explore and interpret the role of the leader and manager within the cross-cultural context. The final section examines the future directions of cross-cultural management research.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: Management module at Level 8 or equivalent.
General education module: No

MIB501 **International regulatory environment**

This course examines the role of international law in multinational enterprises, with particular emphasis on foreign investment, services and labour, intellectual property, transportation, and dispute resolution.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: Law module at Level 8 or equivalent.
General education module: No

MIB502 **Political Economy**

This course examines the changing patterns and processes of the global economic environment. It looks at the forces of globalizing economic activity that produce structural changes in the global environment. The three main interconnected processes that are examined are multinational enterprises, the state and technology. The origins of multinational enterprises and their influence on shaping globalization are investigated, along with the attempts to regulate these companies. The continuing significance of the state in influencing the global economy, especially the effect of the states different political-ideological positions on economic policies is examined. The features of technological change that influence the globalization of economic activity are analysed. The course builds on these processes to evaluate the future of globalization.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: Economics module at Level 8 or equivalent
General education module: No

MIB503 **International corporate finance**

This course focuses on International Corporate Finance in the context of a globalised and integrated world economy. A comprehensive examination of International Financial and Capital markets will equip the student with the knowledge and tools necessary for the Multinational Enterprise (MNE) in order to make effective financial management decisions that maximise shareholder value.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: Finance module at Level 8 or equivalent.
General education module: No

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: Marketing module at Level 8 or equivalent.
General education module: No

MIB 508 Corporate policy

This course will encourage the understanding of the many schools of thought and facilitate the gaining of insight into the assumptions, possibilities and limitations of each set of theories in strategic management. It will also instill a critical, analytical, flexible and creative mindset, which challenges organizational, industry and national paradigms and problem-solving recipes.

A broad coverage of strategic management field covering all three dimensions of strategic management (process, content and context) will be studied. An emphasis on international perspectives will allow discussions on which approach might be more suitable to which country or culture. Strategic thinking requires a culturally adaptative mind.

This course is based on the case teaching method. Prior to class students are expected to read each of the required readings.

Credits: 6 HETAC credits / 3 MSCHE credits
Prerequisites: Strategy and management module at Level 8 or equivalent.
General education module: No

MIB 509 Dissertation

The Masters dissertation is equivalent to three modules. The student will undertake an independent piece of empirical or theoretical international business research under the guidance of a faculty supervisor. Students are expected to carry out a piece of research, using the knowledge, skills and abilities acquired from MIB 504 Designing & Conducting Research, and other pre-requisite modules. Students will demonstrate a clear logical progression from the conception of an original idea, setting the relevant theoretical context, and outlining the methodology undertaken. Students will also provide a clear analysis and interpretation of findings, demonstrate a clear understanding of the implications derived, and offer directions for future research. Emphasis will also be placed on drawing conclusions from the study and highlighting the relevance of the study to the advancement of knowledge in international business.

Credits: 18 HETAC credits / 9 MSCHE credits
Prerequisites: MIB 500, 501, 502, 503, 504.
General education module: No

SCI100 Environment and society

An introduction to environmental science enabling students to appreciate the balance of nature, and explore the nature and origin of environmental problems and appropriate policies for solving them and conserving the earth's natural resources.

Credits: 3 MSCHE credits
Prerequisites: None
General education module: Yes

SCI102 Anatomy and physiology

An introduction to basic human anatomy and physiology for general knowledge of function in the living organism. An appreciation of the workings of the human body as an integrated entity. The objectives of this introductory course are to impart a basic knowledge of the systems through which the human body operates its biological mechanisms in relation to respiration, reproduction and metabolism.

Credits: 3 MSCHE credits
Prerequisites: None
General education module: Yes

**Academic
policies
and
procedures**

Academic policies and procedures

Grade and award levels

Academic transcripts

The student's academic record appears on the academic transcript. Following the completion of marking of final examinations at the end of each semester, each student is sent an updated version of his or her transcript. This transcript is a copy, for information purposes only; an official transcript may be obtained from the Academic Office for €10.00. The transcript indicates the programme for which the student is registered and, for every module for which there is a record of registration, shows the code and title, final result (either an alphabetic grade or a symbol indicating what the student received instead) and grade point value. The transcript also indicates for each semester the current term grade point average and cumulative grade point average.

Transcripts are only released when all fees are paid.

Grades for all programmes other than Diploma in Hospitality Management are awarded according to the following scheme:

A	=	80 – 100
B+	=	70 – 79
B	=	60 – 69
B-	=	55 – 59
C+	=	50 – 54
C	=	40 – 49
D	=	35 – 39
F	=	below 35

Students who are taking the Diploma in Hospitality Management have the grades on their transcripts adjusted from the system of the body which sets the final examinations, the Educational Institute of the American Hotel and Lodging Association (EI), to that of American College Dublin according to the following scheme:

EI mark		EI grade		ACDD mark		ACD grade
90-100	=	A	=	80-100	=	A
85-89	=	B+	=	70-79	=	B+
80-84	=	B	=	60-69	=	B
77-79	=	B-	=	55-59	=	B-
74-76	=	C+	=	50-54	=	C+
70-73	=	C	=	40-49	=	C
69	=	D	=	35-39	=	D
0-68	=	F	=	0-35	=	F

Students who graduate from the ACD Diploma in Hospitality Management programme are entitled to the additional award of an EI Diploma in Hospitality Management, providing they have achieved a minimum grade of 69% in all their EI final examinations and have not attempted the final examination in any one module more than three times.

Other symbols in use on the academic transcript are:

- AU Audit. The student did not take the class for credit.
- GPA Grade point average. For an explanation of GPA, see below.
- GPV Grade point value. For an explanation of GPV, see below.
- I Incomplete (excused incompleteness). The student was unable to complete the module for reasons which the College deemed acceptable and are documented on the student's file; an 'I' grade does not count as a first attempt at the module.
- NP Not present (unexcused incompleteness). The student failed to attend the final examination or otherwise to fulfil the module requirements; an 'NP' counts as a first attempt at a module. An 'NP' grade in an award stage module in the international business and psychology degrees means the student can only gain a pass degree.
- X Transfer. Transfer of credit from an approved institution where the student has completed a module closely similar in terms of content and learning outcomes to the one for which the transfer credit was awarded at ACD. Transfer credits have no influence on GPA. For further information, see Admissions, above.
- W Withdrawn. Officially withdrawn from course.

Fail (F) and not present / unexcused incompleteness (NP) grades

Any student in the College's HETAC-accredited programmes with a "D" grade or lower (39% or lower) in the final examination automatically fails the entire module. There is one exception to this policy: for the Diploma in Hospitality Management programme any student with an "F" grade or lower (according to the EI marking scheme, 68% or lower) in the final examination automatically fails the entire module.

Students studying for HETAC-accredited awards should note that a fail (F) or unexcused incompleteness (NP) as a final grade for an award stage module means that a student can only be awarded a pass degree, regardless of performance in the other award stage modules or how the student subsequently performs in the module for which an F or NP was originally awarded.

Students on the Diploma in Hospitality Management programme are permitted only three attempts in each module at passing the final examination; a fourth fail (F) or unexcused absence (NP) in any one module results in automatic dismissal from the programme.

Completion of modules

If a student has an 'F', 'NP' or 'I' grade for a module he or she may carry the continuous assessment portion of the grade and repeat the final examination in the current or the immediately following academic year, taking the examination either in a scheduled end of semester examination or in the summer repeat examination session; if the student does not have sufficient continuous assessment to make this viable or if the student fails to pass the module's final examination during this period the entire module must be repeated. Only one repeat examination attempt per module is permitted in the current academic year; two repeat examination attempts per module are permitted in the following academic year. This policy is only effective for modules undertaken at the first attempt during the 2003/4 or subsequent academic years; for modules taken at the first attempt and not completed in the same academic year prior to 2003/4 the entire module must be repeated, in accordance with the College's previous policy for module completion.

Students in the Diploma in Hospitality Management and BS in Hospitality Management programmes must obtain a minimum of 25% in their class assessments, participation and attendance in order to sit the final examination. Students who fail to submit their assessment will not be allowed to attend the final examination; in such circumstances the student may sit the final examination during the repeat session in August.

Grade Point Value (GPV) and Grade Point Average (GPA)

Each final alphabetic grade for a module is given a grade point value (GPV). The GPVs for American College Dublin's alphabetic grades are as follows:

A	=	4 points for each credit
B+	=	3.5 points for each credit
B	=	3 points for each credit
B-	=	2.75 points for each credit
C+	=	2.5 points for each credit
C	=	2 points for each credit
D	=	1.5 point for each credit
F	=	0 points

The grade point average (GPA) is calculated by adding the GPVs for each module under consideration and dividing that number by the number of modules. There are three main classes of GPA of which the student should be aware:

Term GPA: This is calculated by adding the GPVs of all modules attempted during a single semester and dividing that total by the number of modules taken during the same semester.

Cumulative GPA (Cum. GPA): This is calculated by adding the GPVs of all modules attempted during the course to date and dividing that total by the number of modules taken to date. This class of GPA is a key criterion in establishing standards of academic progress: a student whose cumulative GPA drops below 2.0 for two consecutive semesters is automatically dismissed (see Satisfactory academic performance, below). This class of GPA is used to calculate the award level of the Diploma in Hospitality Management.

Award stage GPA: This is calculated by adding the GPVs of all modules attempted during the award stage and dividing that total by the number of modules taken during the award stage.

Award levels

The award level of ACD's qualifications are determined in accordance with the criteria set out above for each programme in the section, 'Academic programmes', subsection 'Graduation requirements'.

Department of Business: rules and regulations

- Students may only take a maximum of five exams in one sitting, unless approved by the Head of Department.
- All students must complete (pass) at least 50% of their courses in order to progress to the next semester. Students can only carry two fails into their next semester.
- BA students must complete (pass) all outstanding modules in order to progress to the final year of the programme.
- Students who apply for grade reviews can continue with their new courses until the outcome of the review is issued. Any student who continues with the course may be withdrawn from the class if the grade review is unsuccessful.
- Students repeating a course must repeat all of the assignments for that course.
- It is the responsibility of the student when registering for repeat exams to assess whether their coursework is adequate enough to allow them to pass the overall course.
- Students can only attempt a module three times.

Students should note that these rules and regulations are supplemented by the content of Department of Business syllabi, the College Catalogue and additional regulations that may be notified in the course of the academic year. If a student requires further information or clarification he or she should revert to the Department of Business.

Satisfactory academic progress

ACD operates the following standards of satisfactory academic progress:

Grade Point Average (GPA). A student's cumulative GPA should always be above 2.0. A student whose cumulative GPA drops below 2.0 is required to meet the Registrar and be advised that he or she has been placed on academic probation. Academic probation is defined by the College as a status connoting the possibility of academic dismissal without further warning if academic performance does not improve appropriately; during such time as a student is on academic probation, he or she is prohibited from engaging in any extracurricular College activities (playing on College sports teams, serving on student representative committees and the like). If the student's GPA is less than 2.0 for two consecutive semesters the student is automatically dismissed, unless pressing mitigating circumstances can be presented to the Academic Standards Committee. In such circumstances, the student may have the period of probation extended, providing the student agrees in writing to meet such performance standards as the Academic Standards Committee stipulates.

Course Completion Ratio (CCR). Students are required to complete their course within 150% of the applicable time frame. This is calculated for each student by dividing the total number of modules attempted (this number excludes repeat examinations and modules for which an "I" was awarded) by the number of modules completed and multiplying the number which results by 100. Thus, a student who has attempted 15 modules and completed 12 has a CCR of 125% (15 divided by 12 equals 1.25; 1.25 multiplied by 100 equals 125) and is achieving satisfactory academic progress; a student who has attempted 15 modules and completed 9 has a CCR of 166% (15 divided by 9 equals 1.66; 1.66 multiplied by 100 equals 166) and is not achieving satisfactory academic progress. A student whose CCR exceeds 150% is ineligible to graduate; if the CCR reaches a level at which it cannot be brought below 150%, even if all remaining modules are completed at the first attempt, the student will be advised by the Academic Standards Committee that his or her enrolment is to be terminated.

In order to ensure that a registered student has a realistic chance of completing the programme within 150% of the applicable time frame, the College requires that a student fails (F) or is not present (NP) in no more than 40% of the modules taken in any academic year (modules which receive an F or NP in the regular semester but are passed in repeat examinations during the same academic year are not included in this calculation) up to the graduating year. A student who receives a fail (F) or not present (NP) grade in more than 40% of the modules attempted in one academic year will be required to meet the Registrar and be advised that he or she has been placed on academic probation; if the student receives a fail (F) or not present (NP) grade in more than 40% of the modules attempted in any further academic year (modules which receive an F or NP in the regular semester but are passed in repeat examinations during the same academic year are not included in this calculation), he or she will be automatically dismissed, unless pressing mitigating circumstances can be presented to the Academic Standards Committee. In such circumstances, the student may have the period of probation extended, providing the student agrees in writing to meet such performance standards as the Academic Standards Committee stipulates.

Pre-requisites. Students may only take a module if they have completed the pre-requisites for that module; pre-requisites are indicated above for each module in the section, Module descriptions. Pre-requisites may only be waived for study abroad students, providing such students have received prior approval for the waiver from their home institution.

Regular academic progression. Apart from specific pre-requisite stipulations, certificate, diploma and degree students are expected to follow the sequence of modules set out in the programme outlines provided above in section three, Academic programmes. A student may only take a module from an academic year subsequent to the one in which he or she is currently enrolled with the permission of the Registrar. Also, if a student has not completed a module from a previous academic year, he or she is required to complete it as soon as possible.

Hospitality internship. Students on the Diploma in Hospitality Management programme may only register for an internship if they have achieved a minimum of 85% attendance in all modules, adhered to the programme's dress code, attended classes punctually and presented satisfactory course work.

Re-admission following academic dismissal. Students who have been dismissed for academic reasons may apply for readmission through the Admissions Office after completing the equivalent of one full semester at another accredited institution and attaining a minimum 2.00 GPA. Students in this category should contact the Admissions Office for information on re-applying. Such applications will be reviewed by the Admissions Committee, but ACD cannot guarantee acceptance.

Academic discipline

ACD imposes penalties for infringements of academic discipline. These provisions may be invoked in combination with, and do not exclude, the disciplinary procedures set out in the institution's publication, *Student handbook*, in the section entitled Disciplinary procedures. Matters which fall within the range of academic discipline include, but are not limited to:

- *Cheating.* Intentionally using or attempting to use unauthorised materials, information, or study aids in any academic exercise;
- *Fabrication.* Intentional and unauthorised invention or falsification of any information or citation in an academic exercise;
- *Facilitating academic dishonesty.* Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty;
- *Plagiarism.* Intentionally or unintentionally representing the words or ideas of another as one's own in an academic exercise;
- *Internet plagiarism.* Intentionally or unintentionally representing the words or ideas of another as one's own in an academic exercise. As with books and journals, information from the internet must be acknowledged in footnotes and bibliography. The correct form for citations is available in the library;
- *Falsification.* Intentionally or unintentionally falsifying academic records;
- *Unacceptable conduct in the academic environment.* Disruptive or otherwise unacceptable behaviour in class, on ACD premises, or towards any of its employees or students;
- *Vandalism and theft.* Defacement or theft of library material or other College resources.

In the event of an infringement of academic discipline, the lecturer, invigilator or other relevant member of College staff informs the Registrar (or Academic Dean) and the student. If considered appropriate, there may be an initial meeting of the student with the Registrar (or Academic Dean) and/or relevant departmental Head and Faculty in order to achieve a resolution. If this meeting does not produce a satisfactory resolution, the matter may be referred to a formal process, in which the case is presented to

the Academic Standards Committee. In such a case, the Committee hears the evidence of the teacher, student and any other relevant parties. If the student is unable or unwilling to attend, the matter is heard in his or her absence. The student is permitted to have a student representative present at the hearing. The Academic Standards Committee discusses and decides on the case once the student has been heard and excused from the committee. A letter is sent by the committee, written and signed by the chair, informing the student of the outcome of the process.

A student found to have infringed academic discipline is subject to the following maximum penalties:

First Offence

An 'F' grade for the module in which the infringement occurred and/or — in the cases of multiple infringements, unacceptable conduct, vandalism and theft — withdrawal from a module or number of modules, withdrawal from a semester or dismissal from the College.

Second Offence

Dismissal from the College.

Cheating Offences

Examination cheating is a form of academic dishonesty which will not be tolerated by American College Dublin. Cheating (and/or attempting to cheat) can take many forms including, but not limited to:

Using unauthorised notes in any form e.g. on pieces of paper, paper dictionaries, body parts, stationery etc.

Copying, or attempting to copy, in whole or in part, from another candidate's script.

Requesting or receiving assistance from another candidate.

Providing assistance to another candidate

Using or holding books, calculators, mobile phones, or electronic devices that are unauthorised. Candidates are wholly responsible for any materials in their possession.

Making an unauthorised departure from the exam hall.

Obtaining, giving, or receiving the answers to or a copy of an exam paper prior to its administration

Completing an exam for another candidate or allowing another candidate to represent the registered candidate in an exam.

Procedures – Disciplinary

1. In an identified instance of cheating, the candidate will be directed by the invigilator to immediately desist from the offending behaviour. Unauthorised notes or materials that the student is using will be confiscated. If notes are written on parts of the body, the student will be escorted to the toilets by an invigilator and asked to remove the offending material. The name of the candidate and the circumstances of cheating will be noted on the invigilator's report. The candidate will be allowed to complete the examination, but on handing up the paper, will be advised to report as soon as possible to the Registrar to discuss the matter. The invigilator will report the instance of cheating to the Registrar immediately after the examination.
2. If the Registrar, in consultation with the Academic Dean, deems an infringement has occurred, the student will be issued with a letter from the Academic Standards Committee (ASC). This letter will serve to inform the student that he/she will be called before a hearing of the ASC, which will examine the instance of cheating as an examination irregularity. This meeting will normally take place within two weeks of the end of final/ repeat examinations. The student will be entitled to nominate one other person to accompany him/her at the hearing. However, the Registrar should be notified of such a nomination in advance of the hearing. If an offence of cheating is established, the outcome will be the award of grade F for the exam. The student will be issued with a formal warning, a copy of which will be placed in the student's file. ***The student will be required to repeat the module in which the offence of cheating occurred in its entirety and will not be permitted to repeat the examination component separately.***
3. In the case of multiple instances of cheating being committed in the same semester, the student may be subject to the following penalties: dismissal from College for a specified time, permanent dismissal from the College.
4. Following the issue of a first formal written warning from the ASC, in the event of a further instance of cheating being established, the student will be issued with a letter from the ASC calling the student to a hearing of the ASC (following the same procedures as outlined in 2. above). The student will face further penalties including, dismissal for a semester, or dismissal from College. If dismissal from College does not ensue, the student will be issued with a final written warning, a copy of which will be placed in the student's file advising him/her that any further offences will lead to dismissal from the College.

Grade reviews

Students have the right to request a review of final grades for any module they have attempted, providing the appeal for a grade review is lodged within ten working days of the examination results being posted. The review procedure is as follows:

1. The student making the appeal fills out a grade review form and returns it to the Academic Office (within ten working days of the examination results being posted);
2. The Academic Office checks the examination transcript and results broadsheet for any arithmetical errors and to verify that the lecturer's handwritten grades were correctly inputted on the system;

3. The relevant department meets to consider any grades under review. Any previously unknown circumstances are considered and the final examination paper is reviewed. The department agrees on whether there should be any changes made to the grade;
4. The department presents its findings to the departmental course board. A decision is taken on each grade review;
5. The Academic Standards Committee meets. The relevant departmental course board's findings are presented. If the committee accepts these findings, it is resolved to communicate the outcome to each student immediately;
6. The student is sent a letter indicating the result of the review by the chairperson of the Academic Standards Committee.

The grade review process applies to individual modules only. The College does not provide for appeals of GPA or final award levels; these are objectively based on the grade point values for modules attempted and are not subject to interpretation.

Appeals procedure

The College allows for appeals for students who have been sanctioned for academic dishonesty or have not been satisfied by the outcome of the grade review process. The student is required to write to the Quality Assurance Committee within fourteen days of being notified of the result of the academic discipline or grade review process. The Quality Assurance Committee reviews the salient facts and seeks to determine if there was evidence that was not taken into account or a questionable judgement made at the previous process. If the determination is that there is no new evidence or anything to suggest a questionable judgement, the appeal is dismissed and the student and the Academic Standards Committee are so informed immediately. If the determination is that the matter warrants further investigation, the Quality Assurance Committee refers it to the Executive Management Committee for reconsideration. The result of this is passed immediately to the student, the Quality Assurance Committee and the Academic Standards Committee. The decision of the Executive Management Committee represents the end stage of the College's appeals procedure.

Drop / add, deferral and withdrawal

Students may defer their studies for a maximum of two semesters. If a student is deferring only a module or set of modules, it is necessary to retake the module or modules deferred as soon as possible; if the module in question is a pre-requisite it must be completed before the following module is attempted. If a student wishes to defer all studies for longer than two semesters, then it is necessary to withdraw from the course and reapply for admission when the student wishes to return. In all cases of deferral or withdrawal, the student must discuss the circumstances with the Registrar; an appropriate deferral or withdrawal form must be filled out and the necessary signatures obtained. Failure to observe these procedures may result in penalties and could have an adverse effect on the student's resumption of studies.

In the ninth week of each semester, the Academic Office conducts an audit of all student files. Any student who is shown not to have made any contact with the College is automatically withdrawn. Re-registration can only take place with the approval of the Registrar and payment of a €50 re-registration fee.

Students wanting to drop / add a class must do so within the first week of the semester. After this week, a student must receive the permission of the Registrar.

Study Abroad students may drop / add a class only when permission is given in writing from their home institution by their supervisor (advisor) or other appropriate authority.

It is the student's responsibility to notify the Academic Office of his or her desire to withdraw from any module for which he or she has registered. It is essential that both the College's and the student's records are correct. If the student is recorded as studying for a module, he or she will be eligible for assessment in that subject. If the College has not been properly informed of a student's withdrawal or other change of status in a module, the student will receive an 'F' or 'NP' for that module. Also, if the College has not been properly informed of a student's entry into a new module and thus registered the student for the class, any assessment undertaken will not be accepted and the student will not be considered eligible to take examinations in that module.

General information

Student responsibilities

Each student is expected to make a reasonable effort to be informed as to accuracy of his or her academic transcript, the academic requirements for each of his or her subjects, ACD's academic and other policies and procedures and the contents of the Catalogue. If the student has any questions on these matters he or she should seek clarification from the faculty or administration as appropriate as soon as possible.

Academic Office

This office is available to students with questions regarding academic issues. The office opening hours are 10.00am -12.00pm and 2.00pm - 4.00pm, Monday to Friday.

Fulltime study

The normal course load for one semester for full-time students is five modules. Students registering for more than five subjects per semester require written permission from the Registrar.

Academic year

There are three main academic periods in ACD

Semester 1	September to December
Semester 2	January to May
Semester 3	May to July

Final and repeat examinations take place in December, May and July

Cancellation of modules

ACD reserves the right to cancel any module for which an insufficient number of students has enrolled, or for any other reasons deemed necessary for the module cancellation. No charge is made to a student for a registration change necessitated by such a cancellation.

Directed study

A directed study (also known as an independent study) involves the taking of modules in the Catalogue by special arrangement. A directed study is based around regular one-on-one meetings between the student and lecturer; discussion of the module content takes place on a regular basis and the student is directed to perform study exercises set out by the teacher. A final examination or final project must also be set and passed. A student may only undertake a directed study if a class is rendered unavailable by the College due to insufficient enrolment or other extenuating circumstances; permission for such a directed study is given only in extreme circumstances. Approval for a directed study must be given by the Registrar.

Attendance regulations

Students are expected to attend all classes for which they are enrolled. Regular and punctual attendance is essential to successful academic achievement. Each student is responsible for all work from the first day of class and must make satisfactory arrangements with the lecturer regarding any absences. Each module's attendance policy is determined by the lecturer and set out in the module syllabus; it is the responsibility of the student to be aware of the attendance policy for each module which he or she takes. A student may have non-attendance excused on documented medical grounds; it is the responsibility of the student to notify ACD within five working days of any ongoing medical condition which prevents attendance at class and to submit relevant documentation within five working days of returning to class.

Students from outside the European Union (EU) should be aware that the current government requirements for a study visa are that a non-EU student should attend at least 85% of his or her classes; in the case of a non-EU student seeking a letter from the College for an application to have the study visa extended, ACD is obliged to report in the letter the percentage of classes the student has attended.

Syllabus

The syllabus for each module given to each student on the first day of each semester sets out the academic policy for that module and must be adhered to at all times.

Permission to study in other institutions

Students who wish to attend another third-level institution while enrolled at American College Dublin and to have those credits apply to their ACD programme must receive prior written permission from the Registrar. Only credit hours transfer, not grades. Students are reminded that they must complete the last 25% of their degree at American College Dublin to earn a degree from the institution.

Internships

Students who are taking an internship should consult with the faculty member responsible for internships in their programme and the internship coordinator at least one semester in advance of taking the internship. Internship requirements vary from programme to programme; it is the student's responsibility to study the internship syllabus for his or her programme and to be fully aware of the requirements of the module.

Students in the Diploma in Hospitality Management programme may only register for an internship if they have maintained a GPA of at least 2.0 throughout their first academic year.

Institutional information

Certain information is considered public and is released at ACD's discretion or upon direction of statutory bodies and/or accreditation agencies. Names, addresses, and other directory information will be released for use within the College community. Only transcripts of academic records and statements of academic status pertaining to American College Dublin course work are released to third parties (and only at the specific written request of the student). The provisions of the Family Rights Privacy Act of 1974 (commonly called the Buckley Amendment) apply to students in the US Study Abroad programme.

A student has the right to challenge content of his/her education record that is considered to be inaccurate, misleading, or in violation of the student's privacy or other rights. Enquiries in this regard should be directed to the Academic Office.

A student's permanent record consists of transcripts, application for admittance, semester grades and relevant letters and papers. These are maintained in the Academic Office.

**Fees
and
other
charges**

Tuition Fees

All undergraduate courses (EU*)	€5,000.00
All undergraduate courses (Non EU**)	€7,000.00
All postgraduate courses (EU and Non EU)	€8,000.00

Additional Fees

Additional subject	€1,000.00
Repeat course fee	€1,000.00
Repeat MBS dissertation	€1,500.00
Paying fees per semester (extra charge)	€200.00 per semester
HETAC fee (per stage)	€40.00
HETAC award stage fee for 3 year degrees	€80.00
HETAC fee for MBS	€200.00
Host Family per week (if required)	€195.00
Host Family administration fee	€50.00
Official transcript	€10.00 each
Technical grade review (per module)	€10.00
Full grade review (per module)	€50.00
Repeat exam (per exam)	€200.00
Graduation Fee	€75.00

Reductions

- A 10% reduction on the tuition fees is agreed by the Admissions Office if a student pays for two years in full.
- A 10% reduction on the first year degree tuition fees is awarded if the student is progressing from the University's Diploma in Hospitality Management to the BS in Hospitality Management.
- A 10% reduction on the first year tuition fees is awarded if the student is progressing from the University's BA to the MBS in International Business.
- A 10% reduction on the first degree tuition fees is awarded if the student is progressing from the University's BS in Hospitality Management to the MBS in International Business.

* Student with European Union passports

** Student with Non European Union passports

Fees effective from September 2011

Refund Policy

- A non-refundable deposit of €200 applies to all refunds.
- When a student registers and withdraws before the commencement of class an additional €250 will be withheld.
- When a student withdraws during the first week of term a total of €700 (€200 non-refundable + €500) will be withheld.
- When a student withdraws during the second week of term a total of €1200 (€200 + €1000) will be withheld.
- When a student withdraws during the third week of term a full semester's fees will be withheld.

All fees will be revised on 1 July 2012