



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

School of Histories and Humanities

Department of History

M.Phil. in Early Modern History 2025-2026

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Overview

The M.Phil. in Early Modern History offers well-qualified graduates in History, the Humanities and the Social Sciences an introduction to research in the political, social, cultural and religious history of Ireland, Britain and continental Europe across the Early Modern period. The course is designed to introduce students to a wide range of issues in, and approaches to, Early Modern History while also providing students with a rigorous training in research methods and relevant skills. The programme is built around Trinity College Library's extensive research collections for the period from the Reformation to the French Revolution and reflects the full range of new research currently being undertaken on this period within the Department of History. The course may also serve as an introduction to graduate study for students intending to pursue doctoral studies in Early Modern History.

Aims

The course aims to provide graduates with a critical awareness of key issues and questions in Early Modern history and a firm foundation in the research process. Students will be trained in the analysis and the presentation of their research findings and introduced to the methodological challenges of conducting research at postgraduate level. Each module within the degree programme introduces students to a defined theme or problem within Early Modern history, providing a tightly focused and in-depth introduction to a range of contemporary sources, interpretative problems and current debates. Through exploring these issues, approaches and methodologies, the M.Phil. in Early Modern History is designed to equip students with both the analytical and practical skills required for independent historical research.

Learning Outcomes

On successful completion of this M.Phil. programme students should be able to:

- Demonstrate a detailed understanding of the political, intellectual and cultural history of the Early Modern period
- Engage with relevant theoretical and critical approaches, and to apply them to the study of Early Modern history
- Critically analyse a range of printed and archival sources from this period

- Verbally present and discuss research results in a scholarly fashion
- Conceive and carry out a programme of scholarly research, and write-up analysis of research results
- Engage in scholarly activity, either autonomously or as part of a research degree.

General requirements

Students are expected to attend all taught components of the programme.

To be awarded the M.Phil. degree, students must have achieved an overall satisfactory result in each assessed element of the degree programme, i.e. in all coursework components and in the dissertation.

Students must pass all taught elements (50%) before being permitted to submit the dissertation. Any assignment that is not submitted will be graded as 0 (zero). Late submission of assignments, without permission from the programme co-ordinator, or without a medical certificate in the event of illness, will be graded as 0%. This is to ensure fairness to those who do not avail of extra time to complete their work. We recognize that from time to time there are unforeseen circumstances, and genuine cases will be considered sympathetically if contact is maintained with the programme co-ordinator. Exemptions will be granted only in exceptional circumstances, and only with the agreement of the programme's director and the Dean of Graduate Studies.

Essay submission

All coursework should be typed or word-processed. Pages should be single-sided and numbered consecutively, double-spaced with generous left- and right-hand margins. Font type should be sans-serif with Calibri preferred. Font size should be 12 point with 10 point footnotes. Quotations longer than three lines should be separated from the text and indented. An M.Phil. Coursework Submission Form must be attached to all essays submitted.

All students must submit their module essays in electronic form by the deadlines specified by module lecturers for each module.

Regulatory notification

Please note that in the event of any conflict or inconsistency between the general academic regulations for graduate studies and higher degrees in the University of Dublin Calendar (<http://www.tcd.ie/calendar/>) and this handbook, the provisions of the general regulations shall prevail.

Contacts

Address: Department of History, Trinity College, Dublin 2, Republic of Ireland

Telephone: 01 896 1020/1791

Web: <http://www.tcd.ie/history/>

Email: pghishum@tcd.ie

The M.Phil programme co-ordinator (Dr Susan Flavin) will be available for consultation about matters relating to the programme by appointment. She can be reached at sflavin@tcd.ie. Dr Graeme Murdock will be covering this role during the first semester and can be contacted at murdocg@tcd.ie. You are also welcome to consult any member of staff by making an appointment or checking their office hours.

Dr Rachel Moss is the current Director of Postgraduate Teaching & Learning for the School. She can be reached by email at RMOSS@tcd.ie.

Staff contact information and research interests:

Name	Email address
School of Histories and Humanities Postgraduate Office	pghishum@tcd.ie
Dr Joseph Clarke	joseph.clarke@tcd.ie
Dr Robert Armstrong	robert.armstrong@tcd.ie
Dr Susan Flavin	sflavin@tcd.ie

Dr Linda Kiernan Knowles	kiernanl@tcd.ie
Prof. Patrick Geoghegan	patrick.geoghegan@tcd.ie
Dr Graeme Murdock	murdocg@tcd.ie
Prof. Jane Ohlmeyer	ohlmeyej@tcd.ie
Prof. Micheál Ó Siochrú	m.osiochru@tcd.ie
Dr Patrick Walsh	walshp9@tcd.ie

Teaching Staff in 2025-26

Dr Robert Armstrong. 17th century British and Irish history, especially political, religious and imperial history, history of political thought.

Dr Joseph Clarke. The political and cultural history of the long 18th century; the Enlightenment; Revolutionary and Napoleonic Europe.

Dr Susan Flavin. Social and cultural history of early modern Britain and Ireland, the history of consumption, material culture with a special interest in food and drink studies.

Dr Linda Kiernan Knowles. Early modern France; the history of the court and gender history.

Dr Graeme Murdock. Religious and social history of early modern Europe, with particular focus on moral discipline and reform in French-speaking Reformed communities. Also specialises in religious pluralism and the Reformed tradition in Hungary and Transylvania.

Prof. Jane Ohlmeyer. Early Modern Empire, Gender, Legal History, and Digital Humanities.

Prof. Micheál Ó Siochrú. Early modern Irish, Britain and colonial history; political, military and urban history; constitutional and international law.

Dr Patrick Walsh. 18th century Ireland and Britain; the economic, social and political history of the 18th century, state formation in a comparative perspective. Gender, credit and property.

Programme structure

Components

Taught modules will be spread over 24 weeks from September to the following April. An M.Phil. degree within the School of Histories and Humanities consists of 90 ECTS.

Compulsory modules		
Dissertation		30 ECTS
Reading Early Modern History (Michaelmas/first term)		10 ECTS
Managing Research (Hilary/second term)		10 ECTS
History Research Seminar (Michaelmas and Hilary terms)		10 ECTS
Special Subject Optional modules		
Three major subjects of study	3 x 10 ECTS special subject modules. At least two of these modules must be subject specific to the early modern period.	3 x 10 ECTS

Credit System (ECTS)

The ECTS is an academic credit transfer and accumulation system representing the student workload required to achieve the specified objectives of a study programme. The ECTS weighting for a module is a measure of the student input or workload required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical

attendance, professional training placements, and so on as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

In College, 1 ECTS unit is defined as 20-25 hours of student input so a 10-credit module will be designed to require 200-250 hours of student input including class contact time and assessments. The College norm for full-time study over one academic year at Masters Level is 90 credits.

ECTS credits are awarded to a student only upon successful completion of the course year.

Part-time students must pass taught modules carrying 40 credits in their first year in order to progress to the second year. Part-time students should discuss their pathway through the course with the programme co-ordinator.

Compulsory Modules

HH7000 Dissertation

Weighting: 30 ECTS

Coordinator: Dr Graeme Murdock/

Teaching Staff: Following the submission of their research proposals at the end of Michaelmas term, students will be assigned a member of TCD staff to supervise their research. Supervisors will be selected as appropriate to the subject of the dissertation. The aim of the dissertation is to enable students to devise, develop and complete an original research project in a defined time frame which draws on the insights, skills and knowledge acquired during their study on the M.Phil. programme. While the dissertation process serves both developmental and scholarly purposes, the completed work will be assessed in terms of its scholarly rigour and its contribution to knowledge. Students must satisfy all the requirements of their programme to proceed to the dissertation module. Dissertations should be no more than 15,000 words in length and must be submitted by **31 August 2026**. A satisfactory assessment in the dissertation (50% and above) is mandatory for the award of the M.Phil.

Learning Outcomes:

On successful completion of the module students should be able to:

- Devise, develop and complete a substantial, intellectually challenging and independent research project relating to their field of study
- Identify, access and interpret appropriate source materials, methods, concepts and terminology in the light of existing scholarship
- Develop a coherent and clearly structured argument that engages with original sources and interpretative issues in a critically informed and constructive manner
- Relate the specifics of their research topic to wider issues and debates within their discipline
- Demonstrate project management skills
- To progress to the dissertation, students must satisfactorily complete all required work in all modules.

Dissertation Proposal:

Students are required to develop and refine their research proposals during Michaelmas term (Semester 1) for final submission to the interim programme co-ordinator, Dr Murdock (by e-mail to murdockg@tcd.ie) one week before the end of Michaelmas term. The research proposal should include a statement of the problem to be studied, a description of the primary sources and methodology to be used, and a brief description of the secondary literature to be consulted. Students are encouraged to discuss their ideas with an appropriate member of staff during the term.

Dissertation Supervision:

Students will be assigned research supervisors following the submission of their dissertation proposals. Supervisors will give subject-specific guidance both on subject matter and on the process of completing a research project in a timely and scholarly manner appropriate to the discipline. They will discuss ideas with you at the outset of your project and read and offer feedback on written work (i.e. complete draft chapters)

but your thesis is not a collaborative project and must represent your own work. A timetable for the submission of draft chapters should be established with the supervisor and students will be expected to meet the deadlines they have agreed. Remember that a supervisor cannot be expected to offer meaningful comments on work that he or she has just received.

N. B. It is usual for staff to be away from College and unavailable at some (possibly extended) periods during the summer session (i.e. 1 July - 1 Sept). Students will be expected to work independently on their dissertations during this time and to liaise with their supervisors ahead of time by email in order to establish their supervisor's availability.

Dissertation Assessment:

A satisfactory assessment in the dissertation (50%) is mandatory for the award of the M.Phil. Students who fail either to submit the dissertations by the deadline, or to achieve a satisfactory assessment for the dissertation may be eligible for the award of a Postgraduate Diploma.

HI7022 Reading Early Modern History

Module Coordinator: Dr Graeme Murdock

Weighting: 10 ECTS

Contact hours: 2 hours per week

Duration: Michaelmas term

Teaching Staff: Members of staff in the Department of History

Description: This team-taught module introduces students to key themes, ongoing debates and recent developments in the historiography of the early modern period. Over a series of weekly seminar discussions, this module will focus on a range of issues and controversies within the scholarship on the early modern period to explore the evolution of the discipline and to encourage students to situate their own research interests within the wider development of early modern history.

Learning Outcomes: On successful completion of the module students should be able to:

- Engage with and critically assess key themes and developments in the historiography of the early modern period
- Reflect upon the various methodologies and approaches scholars use in writing early modern history
- Analyse the theoretical and methodological challenges of writing early modern history
- Place their individual research interests in a wider historiographical context

Assessment: In Michaelmas term, this module will be assessed by the submission of a 4,000-5,000-word essay at the end of term (100%). Before finalizing their proposed essay topic, students should discuss their essay plans with either the module co-ordinator or members of staff contributing to this module.

HI7400 Managing Research

Module Coordinator: Dr Carole Holohan

Weighting: 10 ECTS

Duration: Hilary term

Teaching Staff: Members of staff in the Department of History

Description: This module focuses on the research process. The module is comprised of a mix of lectures and group meetings. In the latter students discuss strategies to organize their research and give feedback to each other. Different elements of the research process – taking notes, identifying relevant literatures, reviewing written work, presentation skills - will be addressed with a view to managing and developing each student's dissertation.

Learning outcomes: Upon successful completion of this module, students should be able to

- design, pursue and present an individual research project

- critically evaluate and provide feedback on other research projects

Assessment:

- Research piece. Each student submits a piece of writing to their supervisor that addresses an aspect of their research for the dissertation. They must discuss their focus with their supervisor in advance. This can be a revised proposal; literature review; a study of debates or a key theory relevant to your topic; an analysis of a key source/archival collection that you will use; a draft chapter of your dissertation; or an aspect of research or research management that you and your supervisor have agreed upon. (non- graded. 1,000 -2,500 words)
- Portfolio – minutes of meetings
- Presentation.
- All assignments for this module are Pass/Fail – you must complete all three

HI7401 Research Seminar

Module Coordinator: Dr Graeme Murdock/Dr Susan Flavin

Weighting: 10 ECTS

Duration: Michaelmas & Hilary terms

Contact Hours: Mondays at 4.00 pm during term time. See the seminar schedule at <https://www.tcd.ie/history/research/early-modern-seminars.php>

Description: Students are required to attend the Centre for Early Modern History's research seminars in order to obtain as broad a perspective as possible on current research, debates and methods in early modern history. These seminars will allow students to engage with research currently being conducted by historians both in Trinity College and internationally and to reflect on the diversity of approaches to historical research. In addition, students are welcome to attend the other seminar series run seminar organized jointly by the M.Phil programmes in Public History, Modern Irish History Environmental History, International History and Early Modern History.

Learning Outcomes: On successful completion of this module students should be able to:

- Assess a range of ongoing research in History
- Consider critically questions of research methodology and historiography
- Engage in discussion and analysis of research sources and outcomes
- Reflect on diverse approaches to academic presentation and commentary

Assessment: This module is assessed on the basis of regular attendance at seminars and the completion of regular seminar reports to be collated into a journal (2,500 words) marked on a pass/fail basis. The report will address/ engage with at least 5 seminars. Students who fail to attend the seminar regularly will have to submit an essay (2,500 words), that will be marked on a pass/fail basis. Students should bear in mind the following general considerations in their report:

- How the presentations under discussion related to the wider literature and to current historiographical discourse
- What ideas, arguments or sources were disclosed which might be of use to you in your own studies
- The methodological approach disclosed by presentations
- The sources available and the sources used
- The main issues which arose in discussion

The report does not require footnotes and students are encouraged to personally reflect on what is useful for their own research skills and relevant to their research area.

Special Subject Modules

Students must complete three of the optional modules over the course of the academic year and must take at least one module in each term. Each module is worth 10 ECTS and is taught by means of weekly 2-hour seminar meetings. You must take at least 2 of the Group A modules as they have a specific focus on early modern history.

Availability of courses varies from year to year and is subject to student demand. Students on the Early Modern History M.Phil will have priority access to Group A modules.

Guidance for reading and topics will be available on each module's Blackboard page. Please note that staff may also ask you to prepare presentations in advance of classes.

MT (term 1) **HT (term 2)**

Group A (Early Modern Modules)	Group B (Other Options)
A Global Revolution? France and the World in the 1790s [MPhil in Early Modern History]	Energy and Power in the Modern World [MPhil in Environmental History]
History, Memory and Commemoration [MPhil in Public History]	Choosing your pasts: the Historian and the Archive [MPhil in Public History]
Intoxicants in Early Modern Society: Consumption and Culture [MPhil in Early Modern History]	Comparative Borderlands [MPhil in International History]
The Lived Experiences of Women in Early Modern Ireland [MPhil in Early Modern History]	

Module Descriptions

Michaelmas Term:

Group A (Early Modern)

HI7205 A Global Revolution? France and the World in the 1790s

Module Coordinator: Dr Joseph Clarke

Weighting: 10 ECTS

Contact Hours: 2 hours per week - tbc

Duration: Michaelmas term

Description: By the 1780s France was a global power, and the Revolution that convulsed the French state and society from 1789 onwards was the first global revolution. Drawing on contemporary evidence and recent scholarship, this module explores the emergence and impact of Revolutionary politics from an international perspective. It examines the rôle that cosmopolitan ideas and great power politics played in bringing about the end of absolutism in France and traces the internationalization of Revolutionary politics, initially across a Europe that was both inspired and horrified by events in France, and then globally as the new politics overturned the old order from France's colonies in the Caribbean to the Ottoman empire in Egypt. The module examines the agents of that globalization: the increasingly international media that spread the news of Revolution; the local radicals who embraced the French language of citizenship and sought to apply it in their own societies; the soldiers, the 'armed missionaries', who carried this new political culture with them on campaign across Europe, in the Caribbean, into Egypt and the Middle East. The module also asks students to evaluate the scholarship on the Revolution in international context and to evaluate the methodologies that may allow us to understand the end of the *ancien régime* in global terms.

Group B (Other Options)

History, Memory and Commemoration

Module Coordinator: Dr Joseph Clarke

Weighting: 10 ECTS

Contact Hours: 2 hours per week - tbc

Duration: Michaelmas term

This module analyses the ways in which significant people and/or events have been, or are to be, commemorated in monuments, museums and other forms. The culture and politics of commemoration (both today and in the past) will be considered, as well as tensions between public perceptions of the past and those advanced by professional historians. The module will focus on selected themes drawn from a list including the French Revolution, the 1798 rebellion, the Great War, the Holocaust and memory in post-totalitarian regimes.

Choosing your pasts: the Historian and the Archive

Module Coordinator: Dr Ciarán Wallace

Weighting: 10 ECTS

Contact Hours: 2 hours per week - tbc

Duration: Michaelmas term

Archives are the foundation of historical research. They collect, preserve, arrange and provide access to the original records. For centuries scholars have analysed official records to write academic history but, in recent years, popular awareness of archives has grown significantly. Free resources such as the Virtual Record Treasury of Ireland, and commercial genealogy or newspaper archives, have attracted new users. The variety of archives has also grown as companies, institutions and marginalized groups create their own archives to protect or project their own histories.

This archival turn, and expanded access through digitization, has transformed research into personal, social and communal histories of major events such as the Irish Revolution and the Great War. Archives play an increasingly important role in public perceptions of, and active engagement with, history. But how reliable is 'the archive'?

This module investigates the archive, using a Historian's lens to critically analyse its contents and function. Who was the archive created by and for? Who is it for today? Does the arrangement of archival records influence the history we write? Can we detect silenced voices by reading records 'against the grain'? Does digitization really democratize access to History?

Energy and Power in the Modern World

Module Coordinator: Dr Katja Buisch

Weighting: 10 ECTS

Contact Hours: 2 hours per week - tbc

Duration: Michaelmas term

Description: This module foregrounds energy and power as key categories for our understanding of the intertwined social, political, cultural and environmental histories of the modern age. We will explore the difference between writing energy history and

writing history in energetic terms; how energy as a concept came to embody the ambitions and the values of the industrial age; how the history of fossil fuels is situated in a wider history of capitalism; and we will look at the role of energy in modern histories of protest, revolution and environmental change. Through casestudies from Europe, the Middle East, Northern and Central America, we will explore how the use of coal, oil, hydropower, wind, nuclear power and renewable energy sources reflected and shaped the social dynamics and natural environments in specific places. Finally, we will discuss how exploring energy regimes in the past may help us think about energy in the future.

Hilary Term

Group A (Early Modern)

Intoxicants in Early Modern Society: Consumption and Culture

Module Coordinator: Dr Susan Flavin

Weighting: 10 ECTS

Contact Hours: 2 hours per week -tbc

Duration: Hilary term

Description: This interdisciplinary module explores the role of intoxicants and intoxication to the social, cultural, political, and material life of Ireland and England between the sixteenth and eighteenth centuries. In the context of recent historiography, it considers how intoxicants including beer, tobacco and coffee were accepted and used, and their impact on society. Through a cultural food historical lens, students will approach these commodities as a means of examining broader themes in early modern history, including the development and demonstration of identities; conspicuous consumption and globalisation; social governance; and the evolution of

the public sphere. Students will consider the diverse approaches taken by current research projects in the field, particularly those deploying interdisciplinary approaches, such as *Tobacco, Health and History*; *FoodCult* and the *Intoxicants Project*. They will also critically engage with recent efforts amongst historians to recreate both the material and sensory experiences of intoxication in the past, for example through the reproduction of sixteenth-century beer, and the recreation of early modern aural culture through ballads performed in the alehouse. The sources deployed will be broad ranging including material culture; representative literature; didactic and medical texts; and visual sources. There is also a strong emphasis on field trips on this module with classes typically taking place at a range of venues including The National Gallery; National Museum; National Library, all of which are within easy reach and have exciting collections relevant to the module.

Lived Experience of Early Modern Women

Module Coordinator: Dr Jane Ohlmeyer

Weighting: 10 ECTS

Contact Hours: 2 hours per week

Duration: Hilary term

Description: In this module we aim to recover the voices and interrogate the lived experiences of women in early modern Ireland. What role did women play in a society undergoing profound economic, political, and cultural transformation? How do we recover the marginalised voices, lifecycles, and identities of women in Ireland and assess their contribution to the household, regional and national economies; and their relationship to the land? What were their experiences of recurring social upheaval, bloody civil war and extreme trauma, especially sexual violence, and how have these been politicised?

Closely linked to the ERC project, VOICES, this course is based on primary sources, especially the 1641 Depositions, Chancery records, and testamentary material.

Students will also get hands on experience/ training working with cutting edge digital tools.

Group B (Other Options)

Comparative Borderlands

Module Coordinator: Dr. Ramazan Hakkı Öztan

Weighting: 10 ECTS

Contact Hours: 2 hours per week

Duration: Hilary term

This module seeks to familiarize students with the literature on borderlands studies, with weekly sessions of readings and discussions that will explore how the historiography has advanced over the past century. Chronologically designed, the course will trace the changing relationships the states had in monitoring space and territory, while providing insights into the workings of modern governance that we often take for granted today. The module will largely focus on the Ottoman Empire and the post-Ottoman Middle East, paired with key texts that will encourage students to develop a more comparative understanding. Thematically, the course will deal with various aspects that relate to borderlands, including, but not limited to, interstate rivalries, border infrastructure and mobility controls, cartography, colonization, refugees and resettlement, tariff policies, smuggling, transportation and mobility, nomadic communities, ecology and environment, rumors and conspiracies. In covering such diverse topics, the module will bring state-centered approaches with those that put borderlanders at the center stage of analysis. Each week students will get exposed to different periods, scholarly traditions, and regions, helping them improve their empirical basis and hone their analytic skills. While students will learn how to approach border zones as an object of historical inquiry, the module will also help them design

individual research agendas that are informed by the most recent insights from the field of borderlands studies.

Additional Modules

In consultation with the programme co-ordinator, students may also audit research skills or language modules according to their specific research needs. Modules in Latin are offered by the School of Histories and Humanities and the TCD Centre for Language and Communication Studies provides a variety of modern, mainly European, language courses at different levels of proficiency. For further details, see https://www.tcd.ie/Broad_Curriculum/language/

Special Subject Assessment

Each special subject module is assessed by the submission of a term essay at the end of the term in which the module is delivered. Essays should be between 4,000 and 5,000 words in length, excluding footnotes and bibliography, and students should discuss their choice of essay topic with the module coordinator in advance. Essays are due for submission by 5.00pm on the last Friday of each term. All coursework should be submitted as per the essay submission guidelines unless advised differently by the module coordinator. Students may also be asked to submit pieces of written work and to prepare presentations in advance of classes. In all modules, the passing grade is 50%. Late submissions of written assignments must be accompanied by a late submission coversheet, clearly stating the reason for lateness.

Other essential information

Dissertation Presentation and Submission

All dissertations should be submitted electronically, in PDF format, via the Dissertation module submission page on Blackboard and by e-mail to pghishum@tcd.ie by 5.00pm on 31st August 2026. No extensions to this deadline will normally be granted.

The text of the dissertation should be no more than 15,000 words, excluding notes, appendices and bibliography. The dissertation's final word count must be included with your submission.

The dissertation should start with a title page detailing the full title of the dissertation, the degree for which it has been submitted, the year and the candidate's name. This should be followed by declaration page, a formal statement of acknowledgements, an abstract (maximum 200 words), and a table of contents, in that order. The table of contents should list the numbers and titles of chapters and appendices, and the relevant page numbers.

References, footnotes and bibliography

An approved reference system must be adopted, and once decided on by the student in consultation with their supervisor, used consistently throughout the dissertation. The *Historical Journal* style sheet is recommended as the default for all dissertations in History and can be consulted online on the module's Blackboard webpage.

Students should use footnotes briefly to qualify or elaborate a point made in the text, and to identify sources of facts/opinions referred to that originate in other material. The latter must be fully referenced, including page number of the text from which it came. Footnotes must be numbered consecutively, and should appear at the bottom of the page. All references must be listed in a bibliography at the end of the dissertation, in strict alphabetical order by author. If you have any queries about the appropriate form of footnotes or questions about presentation of bibliographies and any appendices, please direct those to your supervisor in the first instance.

Appendices

Appendices should be used for material that the student feels is essential to the dissertation, but which would interrupt the flow of the analysis if placed in the body of the text. Appendices can be identified numerically or alphabetically. These should follow the list of references, at the end of the dissertation.

Declaration

The dissertation must contain the following signed declaration immediately after the title page:

This thesis is entirely my own work and has not been submitted as an exercise for a degree at this or any other university. Trinity College may lend or copy the dissertation upon request. This permission covers only single copies made for study purposes, subject to normal conditions of acknowledgement. Signed:
[insert signature]

Plagiarism

The University considers plagiarism to be a major offence, and subject to the disciplinary procedures of the University. A general set of guidelines for students on avoiding plagiarism is available at:

<https://libguides.tcd.ie/academic-integrity>

It is a University requirement that all TCD students must complete the Online Tutorial on avoiding plagiarism 'Ready, Steady, Write', located at

<https://libguides.tcd.ie/academic-integrity/ready-steady-write>

The University's full statement on Plagiarism for Postgraduates can be found in the University Calendar <https://www.tcd.ie/calendar/graduate-studies-higher-degrees/complete-part-III.pdf>

1. General

It is clearly understood that all members of the academic community use and build on the work and ideas of others. It is commonly accepted also, however, that we build on the work and ideas of others in an open and explicit manner, and with due acknowledgement.

Plagiarism is the act of presenting the work or ideas of others as one's own, without due acknowledgement.

Plagiarism can arise from deliberate actions and also through careless thinking and/or methodology. The offence lies not in the attitude or intention of the perpetrator, but in the action and in its consequences.

It is the responsibility of the author of any work to ensure that he/she does not commit plagiarism.

Plagiarism is considered to be academically fraudulent, and an offence against academic integrity that is subject to the disciplinary procedures of the University.

2. Examples of Plagiarism

Plagiarism can arise from actions such as:

- (a) copying another student's work;
- (b) enlisting another person or persons to complete an assignment on the student's behalf;
- (c) procuring, whether with payment or otherwise, the work or ideas of another;
- (d) quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format, including websites and social media;
- (e) paraphrasing, without acknowledgement, the writings of other authors.

Examples (d) and (e) in particular can arise through careless thinking and/or methodology where students:

- (i) fail to distinguish between their own ideas and those of others;
- (ii) fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;
- (iii) fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement;
- (iv) come across a distinctive methodology or idea and fail to record its source.

All the above serve only as examples and are not exhaustive.

3. Plagiarism in the context of group work

Students should normally submit work done in co-operation with other students only when it is done with the full knowledge and permission of the lecturer concerned.

Without this, submitting work which is the product of collusion with other students may be considered to be plagiarism.

When work is submitted as the result of a Group Project, it is the responsibility of all students in the Group to ensure, so far as is possible, that no work submitted by the group is plagiarised.

4. Self-Plagiarism

No work can normally be submitted for more than one assessment for credit.

Resubmitting the same work for more than one assessment for credit is normally considered self-plagiarism.

5. Avoiding Plagiarism

Students should ensure the integrity of their work by seeking advice from their lecturers, tutor or supervisor on avoiding plagiarism. All schools and departments must include, in their handbooks or other literature given to students, guidelines on the appropriate methodology for the kind of work that students will be expected to undertake. In addition, a general set of guidelines for students on avoiding plagiarism is available at <https://libguides.tcd.ie/academic-integrity>

6. If plagiarism as referred to in paragraph (1) above is suspected, the Director of Teaching and Learning (Postgraduate) will arrange an informal meeting with the student, the student's Supervisor and/or the academic staff member concerned, to put their suspicions to the student and give the student the opportunity to respond. Students may nominate a Graduate Students' Union representative or PG advisor to accompany them to the meeting.

7. If the Director of Teaching and Learning (Postgraduate) forms the view that plagiarism has taken place, he/she must decide if the offence can be dealt with under the summary procedure set out below. In order for this summary procedure to be followed, all parties noted above must be in agreement. If the facts of the case are in dispute, or if the Director of Teaching and Learning (Postgraduate) feels that the penalties provided for under the summary procedure below are inappropriate given

the circumstances of the case, he/she will refer the case directly to the Junior Dean, who will interview the student and may implement the procedures set out in Section 5 (Other General Regulations).

8. If the offence can be dealt with under the summary procedure, the Director of Teaching and Learning (Postgraduate) will recommend one of the following penalties:

(a) Level 1: Student receives an informal verbal warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty;

(b) Level 2: Student receives a formal written warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will receive a reduced or capped mark depending on the seriousness/extent of plagiarism;

(c) Level 3: Student receives a formal written warning. The piece of work in question is inadmissible. There is no opportunity for resubmission.

9. Provided that the appropriate procedure has been followed and all parties in (6) above are in agreement with the proposed penalty, the Director of Teaching and Learning (Postgraduate) should in the case of a Level 1 offence, inform the Course Director and, where appropriate, the Course Office. In the case of a Level 2 or Level 3 offence, the Dean of Graduate Studies must be notified and requested to approve the recommended penalty. The Dean of Graduate Studies will inform the Junior Dean accordingly. The Junior Dean may nevertheless implement the procedures as set out in Section 5 (Other General Regulations).

10. If the case cannot normally be dealt with under summary procedures, it is deemed to be a Level 4 offence and will be referred directly to the Junior Dean. Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes.

GenAI and Academic Integrity

There are many GenAI tools available via the web (e.g. ChatGPT 3.5, Microsoft CoPilot etc.) which are accessed via a query/conversational interface. These tools typically ask for a 'prompt', which is a text space where you can ask a question or give an instruction. To start using GenAI is thus very easy. If you can phrase a query or a question, you can use GenAI. These tools have the ability to generate very eloquent, convincing text and images. GenAI tools, however, do not store facts and knowledge as we might think about it. Rather they generate outputs based on probabilities. Thus, GenAI is prone to making mistakes (called hallucinations) which are erroneous facts very convincingly presented. If you are using GenAI you need to double check the information it is giving you, as it will present information which is simply not true. Therefore, you are expected to:

- fact check information that you generate from GenAI when using it to learn or explain subjects, or find out about sources for your topic;
- access primary and secondary sources in their original published form (in print or online);
- duly reference your sources in your written work: if you use a sentence or quote in your answer, then it must be referenced or entered in quotation marks.

Further guidelines are given in the GenAI Teaching, Learning and Assessment Hub, which is regularly updated with the progress of technologies, practices, and related policies:

https://www.tcd.ie/academicpractice/resources/generative_ai/

Also, most importantly, if you use GenAI to produce text for your assignments rather than doing your own reading, analysis, synthesis, and interpretation in your own words, you are not learning about the subjects you have chosen to study at College.

If you generate content from a GenAI tool and submit it as your own work, you would be acting against the College Policy on Academic Integrity and your submission will be considered plagiarism, which is defined as academic misconduct by this College Policy.

Cases of plagiarism are considered under College Academic Misconduct Procedures and College's Academic Integrity Policy:

<https://www.tcd.ie/teaching-learning/academic-affairs/academic-integrity/academic-misconduct-procedure/>

A complete guide to Academic Integrity policies and procedures is available via Academic TCD Academic Integrity Policy and Related Procedures:
<https://www.tcd.ie/teaching-learning/academic-affairs/academic-integrity/>

Assessment

The pass mark in all modules is 50%. To qualify for the award of the M.Phil., a student must achieve a credit-weighted average mark of at least 50% across the taught modules, and either pass taught modules amounting to 60 credits or pass taught modules amounting to 50 credits and achieve a minimum mark of 40% in any failed modules, and achieve a mark of at least 50% in the dissertation.

Students failing to pass taught modules may present for supplemental examination or re-submit required work within the duration of the course as specified in the course handbook. Assessments to be re-submitted for modules failed in Michaelmas term must be completed by 1 June; for modules failed in Hilary term by 31st August.

Students must submit assessments by the deadlines specified for each module. For coursework on taught modules, if students need an extension on medical or compassionate grounds, they must seek an extension from the MPhil director in advance of the deadline. Extensions are only granted in exceptional circumstances and where appropriate supporting documentation is provided. Students who submit taught module assessments after the deadline without an approved extension, or who fail to meet an extended deadline, will have 10% docked from their mark for the assessment.

The dissertation deadline is final and extensions can only be granted, in exceptional circumstances, by the Director of Postgraduate Teaching and Learning, or by the Dean

where more than a short extension is sought. Any application for an extension must be accompanied with evidence of compelling medical or compassionate grounds. Dissertations submitted after the deadline without an extension will be awarded 0%. In the calculation of the overall M.Phil. mark the weighted average mark for the taught components carries 40% and the mark for the dissertation carries 60%. To qualify for the award of the M.Phil. with Distinction students must achieve a final overall mark for the course of at least 70% and a mark of at least 70% in the dissertation. A distinction cannot be awarded if a candidate has failed any credit during the period of study.

A student who successfully completes all other requirements but does not proceed to the dissertation stage or fails to achieve the required mark of 50% in the dissertation will be recommended for the award of the Postgraduate Diploma. The Postgraduate Diploma will not be awarded with Distinction.

Students who fail to pass taught modules may present for re-examination or resubmit work for re-assessment as instructed by the Programme co-ordinator within the duration of the course. Re-assessment for modules failed in semester 1 (Michaelmas term) must be completed by 1st June; for modules failed in Semester 2 (Hilary term), by 31st August. Each module can only be re-assessed once.

Grade Descriptors

70> – Distinction.

Excellent work in every respect

- Understanding: authoritative, original, persuasive, showing mastery of methods or techniques used and clear knowledge of their limitations
- Selection and coverage: appropriate method or methods applied, with a discussion covering all significant aspects of the subject
- Analysis: coherent, logically developed and compelling discussion, with thoroughly detailed account of any practical work
- Presentation: flawless, or near flawless, language and syntax; professionally presented; references and bibliography consistently formatted using a recognized style

Marks Range:

- >85 = marks above 85 are only awarded in exceptional circumstances
- 80-85 = of publishable quality
- 75-79 = insightful, of publishable quality with revisions
- 70-74 = excellent grasp of the subject, high quality in all areas

50-69% – Pass

Coherent, logical argument and use of methods that shows understanding of key principles

- Understanding: a developed capacity to reason critically
- Selection and coverage: sound basis of knowledge in sources, scholarship and techniques
- Analysis: developed argument and account of practical work
- Presentation: adequate use of language and syntax; references and bibliography consistently formatted using a recognized style

Marks Range:

- 65-69 = approaching excellence in some areas; analysis and argument demonstrate a high level of critical reasoning and independent evaluation; may contain elements of originality; appropriate range of theoretical approaches and solid command of relevant methods and techniques; complex work and ideas clearly presented; effective use of language and syntax with few or no errors;
- 60-64 = well developed relevant argument and good use of methods but weaker in some areas; key terms used effectively; most important methods and techniques applied; concise and explicit argument, with coherent account of practical work
- 55-59 = approaching merit; satisfactory, appropriate and accurate but exhibiting significant shortcomings in one or more areas

- 50-54 = for the most part satisfactory, appropriate and accurate; argument may lack evidence of originality or full insight; analysis may demonstrate weaknesses in fluency, depth or persuasiveness

0-49% – Fail

Work exhibiting insufficient knowledge or understanding, superficial analysis and/or significant methodological weaknesses, unsatisfactory focus or scope

- Understanding: thinly-developed knowledge, understanding and/or methods
- Selection and coverage: scope may be too narrow or too broad, discussion unfocussed; omission of significant examples; limited success in applying relevant methods
- Analysis: argument not fully developed; account of practical work lacks analysis
- Presentation: may contain errors in use of language and syntax; formatting of references and bibliography may lack consistency

Marks Range:

- 40-49 = marginal fail, compensable in some cases (see assessment regulations); exhibits basic relevant knowledge, understandings, methodological and presentational competence but is unsatisfactory in one or more of these areas
- 30-39 = exhibits significant shortcomings in knowledge and command of methods; more descriptive than analytical; scope is too narrow or too broad; inclusion of irrelevant elements and/or omission of significant examples; failure to apply relevant methods and develop argument; presentational weaknesses and errors in use of language and syntax
- <30 = exhibits very little relevant knowledge; fundamentally flawed grasp of issues and methods; factual errors; poor presentation.

Oral Examination

Where failure of a dissertation is contemplated, graduate students are entitled to an oral examination. The candidate must be informed that the reason for the oral

examination is that the examiners are contemplating failure of the dissertation. The following guidelines apply:

- 1) The process should begin with the student being informed by the Course Director that the examiners are contemplating failure of the dissertation and that the student may choose to defend it at an oral examination. There may be three potential outcomes: (i) pass on the basis of the student's defence of the work (ii) pass on the basis of revisions or (iii) the dissertation fails.
- 2) The oral examination should be held prior to or during the examination board meeting.
- 3) Both markers of the thesis should be present and ideally also the external examiner if he/she is available.
- 4) The oral examination is chaired by the Director of Teaching and Learning (Postgraduate) or their nominee.

If it appears in the oral examination that the student can defend the thesis, and the examiners believe that it could be revised to the satisfaction of the examiners, the student may be given a period of 2 or 3 months to revise the dissertation, for which they will be allowed to re-register free of fees.

Part-time Pathway

Part-time students must pass taught modules carrying 40 credits in their first year in order to progress to the second year, pass taught modules carrying 20 credits in the second year and submit the dissertation by 31st August of the second year. Part-time students should discuss their pathway through the course with the course co-ordinator.

Distinctions, prizes and grants

A distinction for the MPhil shall require at least 70% in the dissertation and at least 70% in the final aggregated mark for the course.

For further information seek advice from the programme director.

Transcripts

If you need a copy of your transcript, please email pghishum@tcd.ie with your student number, full course title, year of graduation and whether you need a paper or electronic copy. Please allow 3 weeks to generate this transcript and note that we are unable to courier transcripts so please allow enough time for the transcript to reach its destination by ordinary post.

Useful Contacts and College Postgraduate Services

Service	Website
Department of History	www.tcd.ie/history
School of Histories and Humanities	http://www.histories-humanities.tcd.ie/
Accommodation Advisory Service	http://www.tcdsuaccommodation.org/
Alumni Office	www.tcd.ie/alumni
Careers Advisory Service	http://www.tcd.ie/careers/
Centre for English Language Learning and Support	https://www.tcd.ie/slscs/english/trinity_in-sessional_programme/in-sessional_eap/index.php
Chaplaincy, House 27	http://www.tcd.ie/Chaplaincy/
Clubs & Societies	http://www.tcd.ie/students/clubs-societies/
College Health Centre	http://www.tcd.ie/collegehealth/
Counselling Service	www.tcd.ie/student_counselling e-mail: student-counselling@tcd.ie
Day Nursery, House 49	https://www.tcd.ie/daynursery/
TCD Disability Service	https://www.tcd.ie/disability/current/
Graduate Studies Office	https://www.tcd.ie/Graduate_Studies/
International Students	https://www.tcd.ie/study/international/student-experience/global-room/
IT Services, Áras an Phiarsaigh	http://www.tcd.ie/itservices/

Mature Students Office, Room M36, Goldsmith Hall	http://www.tcd.ie/maturestudents/index.php
Orientation	http://www.tcd.ie/orientation/
Postgraduate Advisory Service	https://www.tcd.ie/seniortutor/students/postgraduate/
Student Learning Development	https://www.tcd.ie/Student_Counselling/student-learning/
TCD Sports Centre	http://www.tcd.ie/Sport/

Appendix 1 – M.Phil. coursework submission sheet



M.Phil. Coursework Submission Form

Student name: _____

Student number: _____

M.Phil. programme: _____

Module code: _____

Module title: _____

Module co-ordinator: _____

Assignment/essay title: _____

I have read and I understand the plagiarism provisions in the General Regulations of the University Calendar for the current year - <http://www.tcd.ie/calendar>.

I have also completed the 'Ready, Steady, Write' online tutorial on avoiding plagiarism - <https://libguides.tcd.ie/academic-integrity/ready-steady-write>

I declare that the assignment being submitted represents my own work and has not been taken from the work of others save where appropriately referenced in the body of the assignment.