



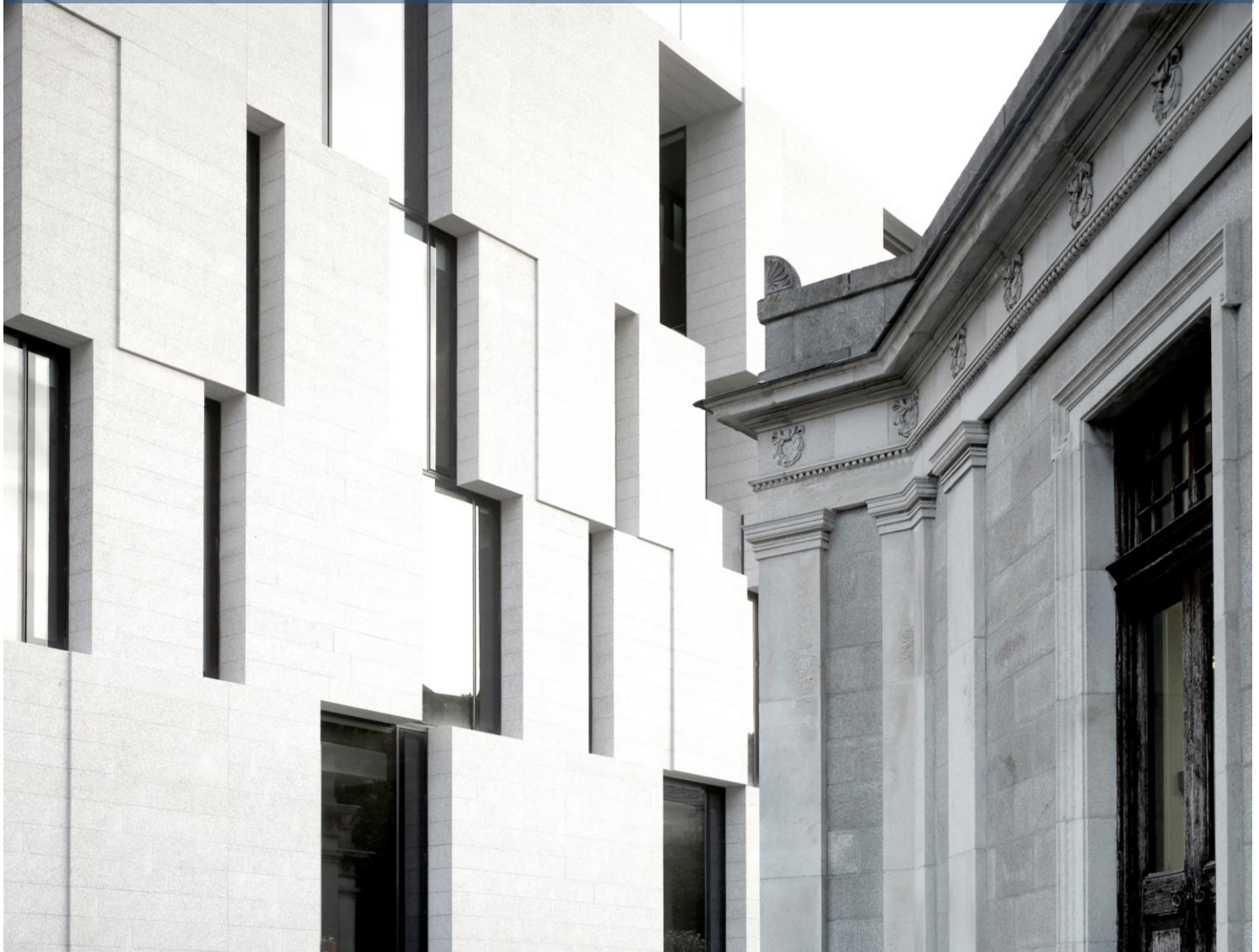
Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

School of Histories and Humanities/ Department of
History

MPhil in Modern Irish History 2025-6



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Overview

The M.Phil. in Modern Irish History offers well-qualified Humanities or Social Sciences graduates an opportunity to research modern Irish history and to engage with the problems currently being addressed, and the methods of inquiry being developed, in this field. The programme draws on the research interests of the staff of the Department of History and is grounded in the rich resources of Trinity College Dublin's library and of adjacent libraries and repositories such as the National Library of Ireland, the National Archives of Ireland, University College Dublin Archives, and Marsh's Library. The programme provides opportunities for in-depth study of selected areas and issues in modern Irish history. It may also serve as an introduction to graduate research for students wishing to go on to pursue doctoral studies.

Aims

The programme aims to provide graduates with a critical awareness of key issues in the history of modern Ireland through analysis of historiographical and methodological issues as well as through independent research. Graduates will take subject specific modules in various aspects of the political, military, social, economic and cultural history of modern Ireland, and will be exposed to a research training programme. The aim is to produce graduates who have a good grounding in the use of both new and established techniques of collecting, assessing, and analysing historical data and of managing and presenting information, together with particular knowledge of aspects of the history of modern Ireland.

Learning Outcomes

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

- Understand, dissect and debate historiographical and methodological issues
- Identify, acquire, organise and interrogate historical evidence appropriate to their research interests
- Verbally present and discuss research results
- Critically analyse a range of printed and archival sources
- Complete a substantial and independent research dissertation relating to their field of study

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.

Programme structure

The programme is full-time and lasts for 12 months, starting in September. Taught modules will be spread over 24 weeks from September to the following April. 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. An M.Phil. degree within the School of Histories and Humanities consists of 90 ECTS.

Three special subjects of study	30 ECTS (3 x10)
Reading Ireland (MT*)	10 ECTS
Managing Research (HT**)	10 ECTS
Postgraduate Research Seminar (yearlong module)	10 ECTS
Dissertation	30 ECTS
Total	90 ECTS

* **MT** (Michaelmas term) is first term

** **HT** (Hilary term) is second term

Students must choose 3 special subjects. We recommend you take both Group A subjects as they have a specific focus on modern Irish history.

* *Please note:* Due to resources and space, limited places are available in each module so you will be asked for alternative preferences.

- The home programme for modules are noted in square brackets.

Programme structure for part-time students

Part-time students obtain 40 ECTS in year 1 and 50 ECTS in year 2 for a total of 90 ECTS.

The mandatory modules for each year are:

Year 1

- Reading Ireland (10 ECTS)

Year 2

- Managing Research (10 ECTS)
- Thesis (30 ECTS)

Please contact the Programme Director to discuss your preferences and options.

Special Subjects

MT (term 1) HT (term 2)

Group A	Group B
Family, Sexuality and Morality in Modern Ireland, 1920s to 1990s [MPhil in Modern Irish History]	Energy and Power in the Modern World [MPhil in Environmental History]
Investigating Ireland: scandal, law and the state, c.1800-2021 [MPhil in Modern Irish History]	Choosing your pasts: the Historian and the Archive [MPhil in Public History]
	Human Rights in Europe, 1900-Present [MPhil in International History]
	Intoxicants in Early Modern Society: Consumption and Culture [MPhil in Early Modern History]
	Animals and Animal Agency [MPhil in Environmental History]
	The Lived Experiences of Women in Early Modern Ireland [MPhil in Early Modern History]
	Comparative Borderlands [MPhil in International History]

See longer descriptions of all modules below

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 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.

Teaching Staff (Irish History) and their research interests

Dr Robert Armstrong

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

Prof Lindsey Earner-Byrne

Twentieth Century Ireland; Social, cultural and gender history

Dr Susan Flavin

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

Dr Brian Hanley

The Irish revolution in its global contexts; 20th century Irish republicanism; class in 20th century Ireland; radicals in Irish politics.

Dr Carole Holohan

Twentieth century Ireland; social history; history of poverty

Dr Georgina Laragy

Social history, in particular the history of suicide, death and poverty in nineteenth and twentieth century Ireland.

Prof Jane Ohlmeyer

Irish history in the 17th century; military, diplomatic, social and political history; Early Modern British history; the 'Military Revolution' in early modern Europe.

Prof Micheál Ó Siochrú

17th Century Irish political, constitutional, urban and military history, from the Ulster Plantation to the Jacobite Wars, situated in a broad European contextual framework.

Dr Patrick Walsh

18th Century Irish economic, political, and social history in an imperial context.

Contacts

Mr Stephen Galvin, Senior Executive Officer, School of Histories and Humanities
Administration for postgraduate students; submission of coursework

Dr Carole Holohan, Programme Co-ordinator

Dr Rachel Moss, Director of Postgraduate Teaching and Learning

Dr Joseph Clarke, Head of Department of History

Prof Micheál Ó Siocrú, Head of School, School of Histories and Humanities

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Dr Joseph Clarke	clarkej1@tcd.ie

Modules

Reading Ireland (Michaelmas Term)

Module Coordinator: Dr Carole Holohan

This team-taught module introduces students to the issues and debates in modern Irish historiography. It asks what forces have influenced the writing of Irish history and consider the circumstances and methodological challenges that have been particular to the Irish case. The module will examine the wider social, economic and political influences that have shaped the writing of Irish history. It will examine how Irish history writing has changed and consider the main causes and forces driving change in the study of different periods and different types of history. The module will also consider what work remains to be done.

The module will ask students to consider how the methods and developments within debates in the study of one area of history may challenge the methods students encounter in other areas. The aim of the module is to help students expand their range of methods and approaches to research and to allow students to locate and contextualise their own research within the wider academic debates in the field.

Aims

- To familiarise students with a wide range of issues and debates in modern Irish historiography
- To enable them to locate their particular interests within an appropriate scholarly framework.

Learning outcomes

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

- Debate on a wide range of historical issues, drawing on the work of the key researchers in the various fields of Irish history
- Discuss the development of methods and techniques of historical research and analysis over time, and deploy them in ongoing historical debate
- Analyse the theoretical and methodological challenges facing historians working in various periods or themes within Irish history
- Critically appraise Irish historiography
- Explore the forces that have shaped the writing of Irish history and identify gaps in the existing literature
- Place their individual research interests in a wider historiographical context

Assessment

- This module is assessed by an essay (3,500 words)

Managing Research (Hilary Term)

Module Coordinator: Dr Carole Holohan

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

Postgraduate Research Seminar (Michaelmas & Hilary Terms)

Students will attend seminars with invited speakers. The seminar will be organized jointly by the M.Phil programmes in Public History, Modern Irish History Environmental History, International History and Early Modern History and will give students the chance to get involved with leading representatives of these various fields of history. Modern Irish MPhil students must attend the Modern Irish Seminar Series but you are encouraged to attend as many as possible.

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

- Summarize ongoing research trends
- Discuss ongoing scholarly debates
- Critically reflect on scholarly presentations in oral and written form
- Assess the merits of various scholarly approaches to the study of history.

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 10 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 can 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.

HH700 Dissertation

Weighting: 30 ECTS

Module Coordinator: Dr Carole Holohan

Students seeking the M.Phil. will be required to submit a dissertation of 15,000 words based on primary sources and on a review of relevant modern historical writing. Those who opt not to submit a dissertation may be considered for the award of postgraduate diploma.

Following the submission of research proposals each student will be assigned a supervisor who will provide subject-specific guidance and feedback on written work during Hilary and Trinity terms.

It is each student's responsibility to make arrangements to liaise regularly with their supervisors, and students and their supervisors should work together to set up a reasonable schedule for future meetings that is acceptable to both parties. They should also agree a practical schedule for the submission of written work and draft chapters, particularly over the summer months when staff may be away from College.

Aim

The aim of the dissertation is to enable students to devise, initiate and complete an original research project within a defined time-frame and drawing on the insights, skills and knowledge acquired during their study on the M.Phil. programme.

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

Dissertation requirements

Assessment

A satisfactory assessment in the dissertation **(50%)** is mandatory for the award of the M.Phil.

Length

15,000 words

Presentation

The text of the dissertation should be word-processed and printed on good quality A4 white paper. The type must be black and at least 12 point. Line spacing must be at one and a half or double spacing, though single spacing may be used for notes and quotations, bibliography etc. There should be margins of at least 1.5 inches on the left and 1 inch on the right of the page. All pages should be numbered. Printing must be on one side only. Your work should be without any handwritten amendments. All copies of your dissertation must be identical.

Layout

The dissertation should start with a title page, followed by declaration page, a formal statement of acknowledgements, an abstract, 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.

Title

The title of the dissertation must be written in full on the title page of each volume on the dissertation. The degree for which the dissertation has been submitted, the year, and the name of the candidate should be specified.

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. A reference must include the author's name, title of text, year of publication, location of publication, and may also include publisher. Articles (book chapters) must include the title of the article (chapter) and the journal (book), and the relevant page numbers of the article (chapter).

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.

The presentation of the dissertation should follow a recognized style sheet. The Historical Journal style sheet or Irish Historical Studies rules for contributors are recommended as defaults for all dissertations

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]'

Submission

You are required to include the following when submitting your dissertation:

1. Coursework submission form
 - a. Module title = Dissertation
 - b. Module code = HH7000
 - c. Module co-ordinator = your dissertation supervisor
2. Abstract
3. Electronic submission via Turnitin.

Students are required to submit their thesis on the due date. No extensions to this deadline will normally be granted.

Special Subjects of Study

All special subjects are 10 ECTS and 2 hours per week.

Family, Sexuality and Morality in Modern Ireland, 1920s to 1990s (Michelmas Term)

Module Coordinator: Lindsey Earner-Byrne

This module examines some of the key issues and controversies that shaped and informed family, sexuality and morality in modern Ireland. Each weekly seminar focuses on a particular theme from fertility and birth control to the family as a site of violence to the 'AIDS crisis' of the 1980s, with a view to exploring how the family evolved in practice

and theory during the twentieth century. Central to this inquiry is an analysis of how ideas about gender impacted on contemporaries' understandings of family, sexuality, and morality. A core consideration throughout the module is the tension between the ideal and the real, the degree to which lived experience diverged from the public discourse on the family, sexuality and morality in Ireland.

Learning Outcomes

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

- Engage with the relevant historiography
- Be familiar with key historical arguments concerning family, sexuality, and morality in modern Ireland
- Analyse and contextualise a range of primary source material relevant to family, sexuality, and morality in modern Ireland
- Debate and engage in seminar discussions
- Design, research, and write an analytical research paper based on primary and secondary historical sources

Energy and Power in the Modern World (Michaelmas Term)

Module Coordinator: Dr Katja Bruisch

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 case-studies 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.

Choosing your pasts – the Historian and the Archive (Michaelmas Term)

Module Coordinator: Dr Ciarán Wallace

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?

Human Rights in Europe, 1900-Present (Michaelmas Term)

Module Coordinator: Dr Patrick Houlihan

The relationship between humanitarianism and human rights changed decisively in the era of the world wars, when Europe played a large role in altering the dynamics of global history. In this course, we will read a wide variety of secondary scholarship as well as primary sources (declarations, charters, letters, diaries) in English. Our topics include war and genocide, famine relief, emergency intervention, charity, religious vs. secular conflict, individual vs. group rights, global governance, and socio-economic development. We will end with Europe's role in the contemporary crisis of migration and refugees. Geographically, our focus will be on East-Central Europe as well as the Mediterranean region in order to embed Europe in international and global history. However, this module is designed to encourage individual research projects and case studies leading to more independent themes

Investigating Ireland: scandal, law and the state, c.1800-2021 (Hilary Term)

Module Coordinator: Dr Georgina Laragy, Dr Carole Holohan, Prof Lindsey Earner-Byrne

Investigations into coercive confinement, family separation, abuse, and the treatment of marginalized cohorts within Irish society, have been the focus of several high-profile state inquiries in recent decades. However, the modern state has long examined itself, with information-gathering representing a key element and function of governance. Beginning in the 1830s with the enormous 3,000-page inquiry into the relief of the destitute in Ireland, and concluding with the Commission of Investigation into Mother and Baby Homes, this module analyses a number of inquiries and commissions, to equip students to understand this centuries-old aspect of statecraft

while also analyzing these inquiries in order to probe what they can tell us about power and how it operates.

States have investigated institutions and bodies under its purview for many reasons: to establish 'facts'; create a basis for new policy; respond to public outrage or scandal; or to resolve a political dispute. Through these mechanisms information has been gathered, created and relayed to citizens, often by way of a substantial written report. The findings of these reports have been used to legitimise state action or inaction, understand how the state has acted in concert with other bodies (for example, religious) and decide on appropriate redress or compensation.

This module explores the relationship between the state and its citizens by focusing on these official inquiries. Through a series of case studies students will explore how 'scandals' emerged, why an inquiry was established, and the significance of both its findings and afterlife. The role played by victims/survivors, activists, investigative journalists and agents of church and state will be examined.

*This module deals with difficult subject matter. Inquiries from week 5 deal with sexual and physical abuse.

The Lived Experiences of Women in Early Modern Ireland (Hilary Term)

Module coordinators: Professor Jane Ohlmeyer, Dr Bronagh McShane, and Dr Daniel Patterson

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?

Closed 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.

Intoxicants in Early Modern Society: Consumption and Culture (Hilary Term)

Co-ordinator: Dr Susan Flavin

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.

Animals and Animal Agency (Hilary Term)

Coordinator: Diogo de Carvalho Cabral

Though present in historiography since the genre's birth, nonhuman animals have only recently turned into a focus of thematic, epistemological, and methodological attention on the part of historians. Still more recent is the framing of animals as agents, that is, as beings whose activities shape the course of events not only in their own lives and immediate environments but in the more encompassing socio-ecological assemblages as well. We will explore this historiographical strand, first as a divergence from other approaches to animals and then in terms of its own potentialities and limitations. Our discussions will foreground problems ranging from the historical development of 'animal' as a category to the role of concrete animals in coproducing written sources to the various theoretical frameworks that can be used to shed light upon the agency of animals (including social history, semiotics, and ecology).

Comparative Borderlands (Hilary Term)

Coordinator: Dr. Ramazan Hakkı Öztan

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.



Troops in the Front Square of Trinity College Dublin
TCD/MUN/MC/207

Submissions

All coursework should be typed or word-processed. Pages should be single-sided and numbered consecutively, 1.5 or double-spaced with generous left- and right-hand margins. Font size should be 12 point with 10 point footnotes. Quotations longer than three lines should be separated from the text and indented.

Students submit essays via Turnitin within the appropriate Blackboard module. In advance of submission, the Turnitin feature will be made available on Blackboard.

See Appendix 1 for coursework submission sheet

Assessment and progression

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.

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%.

Part-time students must pass taught modules carrying 40 credits in their first year to progress to the second year and pass taught modules carrying 20 credits in the second year and the dissertation.

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

Re-assessment of M.Phil. Coursework

Students who fail to pass taught modules may present for re-examination or resubmit work for re-assessment as instructed by the MPhil Director 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.

Award of the distinction in MPhil performance

Calendar Entry for all MPhils under 'Assessment and Progression' reads:

"Masters with Distinction: students must achieve a final overall mark for the programme of at least 70% and a mark of at least 70% in the dissertation."

Note that this does not mean a 70% average in taught modules alone plus a 70% minimum score in the dissertation; it means a 70% in the average of all degree elements including the dissertation, and then additionally a 70% minimum score in the dissertation.

Vivas for failing M.Phil. theses

Calendar Part III, Section III, Article 18 –

“Where failure of a dissertation [as capstone of a postgraduate taught course] is contemplated and an oral examination has not been held as a matter of programme, graduate students are entitled to an oral examination. This must take place prior to, or during the examination board meeting. The candidate must be informed of the reason for the oral examination. Candidates who have attended an oral examination as a matter of programme may not avail of another. The format of an oral examination is at the discretion of the programme committee.”

Deadlines and extensions

Deadlines must be met. 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 must be provided. Students who submit taught module assessments after the deadline without an approved extension, or who fail to meet an extended deadline, may 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 DTLP. If the required extension extends beyond 30 September, it should be requested from the Dean via pgcases@tcd.ie as the student's registration will have expired and it is not possible for a student to submit any work when they are no longer a registered student. 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%.

Academic Integrity

Plagiarism and Academic Integrity

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>

Calendar Statement on Plagiarism for Postgraduates - Part III

<https://www.tcd.ie/media/tcd/calendar/graduate-studies-higher-degrees/complete-part-III.pdf>

Academic Integrity

50 It is clearly understood that all members of the academic community use and build on the work and ideas of others. However, it is essential that we do so with integrity, in an open and explicit manner, and with due acknowledgement. Any action or attempted action that undermines academic integrity and may result in an unfair academic advantage or disadvantage for any member of the academic community or wider society may be considered as academic misconduct. Examples of academic misconduct can be found in the ***Curriculum Glossary** (see below).

51 Academic misconduct in the context of group work

Students should normally submit assessments and/or examinations done in co-operation with other students only when the cooperation is done with the full knowledge and permission of the lecturer concerned. Without this permission, submitting assessments and/or examinations which are the product of collaboration with other students may be considered to be academic misconduct. 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, or that any other academic misconduct has taken place. In order to avoid academic misconduct in the context of collaboration and group work, it is particularly important to ensure that each student appropriately attributes work that is not their own. Should a module coordinator suspect academic misconduct in a group assignment, the procedure in cases of suspected academic misconduct must be followed for each student.

52 Avoiding Academic Misconduct

Students should ensure the integrity of their work by seeking advice from their module coordinator or supervisor on avoiding academic misconduct. 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 academic misconduct is available at <https://libguides.tcd.ie/academic-integrity>.

53 Procedure in cases of suspected academic misconduct (taught)

If academic misconduct as referred to in §50 above is suspected, the procedure in cases of suspected academic misconduct, available at <https://www.tcd.ie/teaching-learning/academic-affairs/academic-integrity/> must be followed.

55 If the facts of the case are in dispute, or if the Director of Teaching and Learning (Postgraduate), or designate, feels that the consequences provided for under the academic misconduct procedure are inappropriate given the circumstances of the case, they may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under conduct and college regulations §2. Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes.

***Curriculum Glossary** – also available here https://www.tcd.ie/teaching-learning/academic-policies/curriculum-glossary/assets/curriculum-glossary_may24.pdf

Academic Integrity	Compliance with ethical and professional principles, standards, practices and a consistent system of values, that serves as guidance for making decisions and taking actions in education, research and scholarship.
Academic misconduct	Behaviours perpetrated by individuals or institutions that transgress ethical standards held in common between other individuals and/ or groups in institutions of education, research or scholarship. Any action, or attempted action that undermines academic integrity and may result in an unfair advantage or disadvantage for any member of the academic community or wider society
Collusion	Undisclosed collaboration of two or more people on an assignment or task, which is supposed to be completed individually. Collusion includes inappropriate or unauthorised collaboration by two or more people in the production and submission of assessment task; learners providing their work to another learner before the submission deadline, or for the purpose of the other learner's plagiarism at any time. Allowing another (e.g., friend / relative /peer / tutor) to write / translate / significantly edit one's assessment without acknowledging that help.
Contract cheating	Form of academic misconduct when a person uses an undeclared and/or unauthorised third party, online or directly, to assist them to produce work for academic credit or progression, whether or not payment or other favour is involved. Contract cheating is any behaviour whereby a learner arranges to have another person or entity ('the provider') complete (in part or total) an assessment (e.g. exam, test,

	quiz, assessment, paper, project, problems) for the learner. If the provider is also a student, both students are in violation.
Exam Cheating	Action or behaviour that violates examination rules in an attempt to give one learner an unfair advantage over another. Exam cheating includes, but is not limited to, copying from another person or allowing another person to copy during an examination; having an unapproved aid directly related to the exam (e.g., 'cheat sheets'; course-related notes; textbook; whether electronically or hard copy); having ubiquitous smart technology (e.g., mobile phone, smart watch) accessible during an exam.
Falsification/fabrication	Falsification/Fabrication includes, but is not limited to, altering a graded assessment provided by another person and submitting for re-grade; fabricating data for a lab or research assessment; submitting data you
	didn't yourself collect; lying/giving a false excuse to miss or receive unfair accommodation on an assessment. Types of major misconduct in an education, research or scholarship setting: Forging educational, research or scholarship content, images, data, equipment or processes so that they are inaccurately represented. Fabrication: Fabrication in the context of research means making up data, experiments, or other significant information in proposing conducting or reporting research.
Fraud/Impersonation	Actions that are intended to deceive for unfair advantage by violating academic regulations. Using intentional deception to gain academic credit. Fraud includes some of the most egregious violations – e.g., stealing or fraudulently obtaining answers to an assessment prompt/exam before submitting the assessment for grading;

	changing/helping to change any recorded assessment or course grade on an instructor's or university record; illicitly obtaining an assessment completed by another (without their knowledge) and submitting it (in part or whole) as one's own; submitting fake or false documents (e.g., medical notes)
Plagiarism	Presenting work / ideas taken from other sources without proper acknowledgement. Limited plagiarism includes, but is not limited to, presenting work / ideas taken from other sources without proper acknowledgement. Paraphrasing from sources without attribution; verbatim copying from sources without attribution when what was copied was not a critical aspect (key, central ideas) of the assessment and was less than 30% of the assessment; looking online for a solution to an assessment and copying part of that solution/answer. Extensive plagiarism includes, but is not limited to, plagiarism when the aspects copied are critical aspects of the assessment and/or constitute more than 30% of the assessment; extensively copying from another learner's assessment without acknowledgement of their contribution; limited or extensive plagiarism that includes false citations. Mosaic copying/ scaffolding/ substantial similarity: An unoriginal piece of writing composed of acknowledged or unacknowledged extracts from several different sources. Where the key points and structure of another person's work have been used as a scaffold (framework) for your own work, without acknowledging the source.
Self- plagiarism	Self-plagiarism is the use of one's own previous work in another context without appropriate citation. Related to self-plagiarism is the practice of data fragmentation or salami slicing where

	the author(s) separate aspects of a study and publishes it as more than one publication. Writers should recycle their own material carefully and sparingly.
Unauthorised and/or unacknowledged use of generative AI	The unauthorised and/or unacknowledged use of generative AI can represent a breach of academic integrity across a range of forms of misconduct, e.g. plagiarism, fraud etc.

Please read 'The Department of History and Generative AI' (Appendix 2) and 'School of Histories and Humanities GenAI and Academic Integrity' (Appendix 3)

Dignity and respect in the classroom environment

It is the collective obligation of staff and students to ensure dignity and respect in our MPhil learning environments. M.Phil. classes are spaces to exchange ideas, court and unpick controversy, and listen to the views of others with respect for the difference that makes all of our conversations with others possible. It is part of our remit as historians or cultural critics to solicit and explore responses that challenge our own. That is what being 'critical' presupposes -the existence of alternatives to our own existing views. In our responses to those challenges and their alternatives, it is in turn a fundamental prerequisite of our academic practice that we demonstrate the maturity and respect to others that the College formalizes in its Dignity and Respect Policy (<https://www.tcd.ie/hr/staff-wellbeing/dignity-respect-policy.php>)

Anyone whose responses to others falls short of that prerequisite — who excludes, belittles, or diminishes the contributions of others, implicitly or explicitly — and who is unwilling to cultivate the academic skills your critical studies at Trinity presuppose has no place in the critical culture of difference and inclusion that our programme requires of its participants. Please do familiarize yourselves with our collective pledge to the common good of our academic spaces in our Dignity and Respect policy and ensure that it is fully upheld by your behaviour.

Academic, IT, Personal and Social Supports

Student Learning and Development

At postgraduate level an even greater emphasis is placed on self-directed learning and the acquisition of academic skills. SLD helps students to continue improving these skills. It offers a range of workshops and individual appointments, including individual consultations in the Academic Writing Centre.

<https://student-learning.tcd.ie/postgraduate/>

<https://www.tcd.ie/sld/services/academic-writing-centre/>

<https://www.tcd.ie/sld/services/workshops--webinars/postgraduate-calendar/>

Centre for English Language Learning and Teaching

CELT provides in-sessional English language support classes tailored to the needs of all academic disciplines in the university. Places are allocated on a first-come, first-served basis. For more details see https://www.tcd.ie/slscs/english/trinity_in-sessional_programme/in-sessional_eap/index.php

Student Counselling Services

https://www.tcd.ie/Student_Counselling/

Support groups and online support programmes, including 'Grad chats' and 'International chats', are available to postgraduate students.

Student to Student (S2S) is a student-led initiative designed to ensure any student in Trinity can get information and support from another student, find a friendly face to have a chat, talk things through or just ask a few questions when you're not sure who to approach - <https://student2student.tcd.ie/about/index.php>

Counselling services are available by appointment and emergency/urgent appointments are available every weekday with the duty counsellor. Email student-counselling@tcd.ie. There are after-hours urgent and emergency services, such as Niteline and the Crisis Text line (during term time) and the Samaritans. For more details see <https://www.tcd.ie/studentcounselling/services-available/after-hours-support/>

TCD Disability Service

<https://www.tcd.ie/disability/>

Postgraduate students who have a disability are encouraged to apply to the Disability Service for reasonable accommodation. An application can be made through my.tcd.ie via the 'My Disability Service' tab. Additional information is available in this step-by-step How to apply for Reasonable Accommodations guide:

<https://www.tcd.ie/disability/current/RAApplication.php>

Students can also contact the Disability Service to informally discuss their needs prior to making a formal application. Please email askds@tcd.ie . There is also daily drop in service during term time <https://www.tcd.ie/disability/current/ds-solutions-drop-in/>

International Students

International students may want to get involved in the New2Dublin activities organised by the The Global Room team. For more information see <https://www.tcd.ie/study/international/student-experience/global-room.php> For immigration registration queries email the Global Room at tcdglobalroom@tcd.ie.

Health Service

Please see the website for details of general practice and specialised clinics available to students <https://www.tcd.ie/collegehealth/>

Clubs and Societies

For a full list of TCD societies see <https://www.tcd.ie/students/clubs-societies/>

IT Services

On registration, students will be provided with a username and password to access their TCD computer account. Students will then be able to access computer facilities throughout College subject to the IT Services code of conduct. Please click on the link for IT Services 'Getting Started' guide - <https://www.tcd.ie/itservices/getting-started/>

Many modules on the M.Phil. programme will provide class materials and make announcements through Blackboard, TCD's online learning environment. Your TCD username and password allow you to access Blackboard. Blackboard is available here <https://tcd.blackboard.com/webapps/login/>

Each term IT Services offers a wide range of free short IT training courses for students. <https://www.tcd.ie/itservices/students/>

Students are very strongly advised to back up all their course materials, assignments, research notes, drafts, and anything else created or stored in digital media, and to keep such safe copies in a separate location.

Careers Advisory Service

College provides a careers advisory service to offer advice on a range of issues concerning career development, CV and application advice, interview technique and a range of other issues. Special resources for postgraduates are also provided. Students are advised to visit the Careers Advisory Service web page at <http://www.tcd.ie/Careers/> and also to make a one-to-one appointment with a Careers Advisory Service officer.

Trinity Inclusive Curriculum Project (Trinity-INC)

During its 4 years of operation, Trinity-INC worked with academics, professional staff and students to create multiple resources that are available here <https://www.tcd.ie/equality/inclusive-curriculum/> for anyone who wants to make the curriculum more inclusive, including posters, podcasts, videos, websites, peer-support groups, academic publications, reports and more. For additional resources and help with teaching, learning and assessment, visit Trinity Teaching and Learning and disAbility Services websites.

Important dates

See TCD Academic year structure <https://www.tcd.ie/calendar/academic-year-structure/>

(Please check with individual module coordinators for due dates of assignments)

8-12 Sept 2025	Postgraduate Orientation www.tcd.ie/orientation
15 Sept	Michaelmas Term (Semester 1) teaching begins
27 Oct	Reading Week
5 Dec	Michaelmas Term (Semester 1) teaching ends
19 Jan 2026	Hilary Term (Semester 2) teaching begins
2 March	Reading Week
10 April	Hilary Term (Semester 2) teaching ends
31 Aug	Submission of dissertation

The Postgraduate Advisory Service

The Postgraduate Advisory Service (PAS) is a free and confidential service available to all registered postgraduate students in Trinity College. PAS offers a comprehensive range of academic, pastoral and professional supports including one-to-one appointments, workshops and trainings, and emergency financial assistance.

PAS exists to ensure that all postgraduates students have a dedicated, specialist service independent of the School-system to whom they can turn for support and advice during their stay in College. Common concerns students present to PAS include stress; financial worries; queries about regulations or services available at Trinity; supervisor-relationship concerns; academic progression issues; academic appeals; and plagiarism hearings.

The Postgraduate Advisory Service is led by the Postgraduate Student Support Officers who provide frontline support for all Postgraduate students in Trinity. These Support Officers will act as your first point of contact and a source of support and guidance; they can also put you in touch with or recommend other services, depending on your needs.

For an appointment, please e-mail postgrad.support@tcd.ie

Website: https://www.tcd.ie/Senior_Tutor/postgraduateadvisory/

To keep up to date with the supports and events for postgraduate please check out the monthly PAS newsletter sent to all postgraduates via email or follow PAS on Instagram or Twitter: @TCDPGAdvisory.

Appendix 1 – M.Phil. coursework submission sheet



Coláiste na Tríonóide, Baile Átha Cliath
Trinity College Dublin
Ollscoil Átha Cliath | The University of Dublin

Scoil na Staire agus na nDaonnachtai
School of Histories and Humanities

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.

Appendix 2 - The Department of History and Generative AI

Content created by Generative AI (GenAI) engines, such as ChatGPT, must not be included in any work submitted for assessment to the Department of History. Presenting AI-generated content as your own work constitutes a form of plagiarism and will be treated under TCD's regulations governing Academic Misconduct.

The Department of History has worked at the forefront of humanities and computing for over two decades. The responsible use of technologies can enhance historical inquiry, and there are now many scholarly digital resources that can enrich our research. However, the use of AI-generated text violates the fundamental principles of the historical method. Historical inquiry involves searching (sometimes in vain) for primary sources, asking new and exciting questions about the past, placing primary sources in their context, engaging with – and critiquing – the work of other historians, and developing original, evidence-based arguments. All of this requires skills, patience, perseverance (even stubbornness), and time. It also demands curiosity and creativity and GenAI has none of these qualities.

A History degree (and a university education more broadly) is a creative intellectual journey that is as deeply personal as it is social, a journey that is rewarding because it is challenging.

GenAI promises shortcuts to help you with your assignments. In reality, GenAI undermines your ability to think independently — the fundamental basis of your work as an historian. Using GenAI tools may stunt the development of your research skills — skills which could become your most precious asset in your long-term professional development.

GenAI also takes away the joy of research. Chatbots are not search engines or library catalogues and using them will hamper the development of your research skills. Their use does not allow you to experience the thrill of independent discovery that comes from the detective work of a historian.

The text generated by GenAI may appear to be intelligible. But it is a string of words lined up merely based on mathematical probabilities. GenAI does not think critically. It cannot judge or interpret. It flattens nuance. It frequently perpetrates gross errors ('hallucinations') and then covers its tracks with unctuous apologies.

You should also be aware that AI-generated summaries, now offered by various applications and academic services (e.g. Adobe and JStor), will not allow you to appreciate the essence of the texts assigned in our modules. The specificity of their language, contexts, nuances and inner contradictions will get lost in a summary produced by a machine. Using AI summaries will therefore inhibit your ability to understand and critique historical scholarship and primary sources.

Appendix 3 -School of Histories and Humanities 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/>