School of Histories and Humanities
Department of History

M.Phil. in International History

Handbook 2024-2025

The Fall of the Berlin Wall, November 1989

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Contents:

Overview

Welcome to the department of history at Trinity College Dublin!

In our M. Phil. Program in International History, you will study transnational, comparative, and international approaches to the field of history. The program will allow you to undertake an original piece of research on a topic of your choice and modules on a variety of topics in modern European, Irish, U.S., Chinese, and environmental history. Depending on your research interests, you can examine global issues from a historical perspective such as imperialism, the refugee crisis, the international spread of radical politics, war and conflict, security and intelligence services, and economics, to prepare you for a career in international politics, NGOs, journalism, or further PhD study.

Core Teaching Staff

Molly Pucci, Assistant Professor in European History (MPhil Director)
Interests: History of Central and Eastern Europe, history of communism.

Katja Bruisch, Assistant Professor of Environmental History
Interests: Soviet history, environmental history

Daniel Geary, Associate Professor in American History
Interests: intellectual, political, and cultural history of the twentieth-century United States

Patrick Houlihan, Assistant Professor in European History
Interests: war and peace, ideology, religion, humanitarianism and human rights

Isabella Jackson, Assistant Professor in Chinese History
Interests: Chinese history, Imperial and colonial history, Urban History

Ramazan Hakkı Öztan, Assistant Professor in Modern History
Interests: political and economic history of the nineteenth-century Ottoman Empire and the twentieth-century Middle East

Program structure

You are required to take several modules during your time at Trinity. The first is a mandatory module, *International History: Methods and Themes (Core*

Seminar). This module will introduce you to the frameworks and approaches historians have developed to understand international and transnational history. The second mandatory module is the *International History Research Seminar*, a year-long module in which students complete short independent assignments such as visiting archives, museums, listening to podcasts on academic publications, and attending lectures given by invited speakers in different programs across Trinity.

In Michaelmas Term, you also take a module, Research Design, which will allow you to formulate a research proposal for your dissertation. And in Hilary Term, you take a module called Research Management, that will develop your Dissertation proposals both individually and collectively.

You will select two elective offered in a range of specialties (European, Irish, Chinese, U.S., Middle Eastern, South Asian, environmental history), one of which must be from the International History options on offer.

The final requirement is the dissertation, a research project you will develop on a topic in international history that will be supervised by a staff member.

The following is a breakdown of the program requirements according to credits:

	Module type	ECTS
1.	International History: Methods and Themes Core Seminar (MT)	10
2.	International History Research Seminar (MT, HT)	10
3.	Research Design (MT)	10
4.	Managing Research (HT)	10
5.	Two taught modules (2x10 ECTS combination to select from available options in MT and HT, but including 1 International History module)	20
6.	Dissertation	30
Total		**90 ECTS**

Credit System (ECTS)

The ECTS is an academic credit system. In the M.Phil. programme you are required to earn 90 credits in a year of full-time study. ECTS credits are awarded to a student only upon successful completion of the course year.

Students in the full-time program begin in September and enrol for twelve months. Students in the part time program pass modules amounting to at least forty credits in their first year and submit their dissertation by August of the second year.

In **Michaelmas term**, (select 1 module in MT and 1 in HT; one of these options **must be an International History module**, marked with an **asterisk***):

- *Human Rights in Europe, 1900-Present* **(Dr Patrick Houlihan)***
* **Priority will be given to International History M.Phil students for these modules.**

- *Energy and Power in the Modern World* (Dr Katja Bruisch) [M.Phil Environmental history]
- *A Global Revolution: France and the World in the 1790s* (Dr Joseph Clarke) [M.Phil Early Modern History]
- *The Lived Experiences of Women in the Early Modern Period* (Dr. Jane Ohlmeyer) [M.Phil Early Modern]
- *Investigating Ireland* (Dr Georgina Laragy) [M.Phil Public History]
- *Choosing the past: the historian and the archive* (Dr. Ciaran Wallance) [MPhil Public History]

In **Hilary term**, students can select from the following modules:

- **Comparative Borderlands (Dr. Ramazan Hakkı Öztan)***
* **Priority will be given to International History M.Phil students for these modules.**
- *Animals and Animal Agency* (Dr Diogo de Carvalho Cabral) [M.Phil Environmental history]
- *Intoxicants in the Early Modern Society* (Dr Susan Flavin) [M.Phil Early Modern History]
- *Consuming History* (Dr. Ciaran O'Neill) [MPhil, Public History]
- *Family, Sexuality in Ireland* (Dr. Lindsay Earner-Byrne) [MPhil, Modern Irish]

Required Modules

International History: Methods and Themes

Michaelmas term

Module Coordinator: Molly Pucci
Teaching staff:
10 ECTS

Students will investigate the methods, issues and scholarly debates in the field of international history. The module encompasses traditional approaches to the history of international relations and new scholarship on transnational history such as the flow of commerce, politics, and ideas between nations. Students will study non-European history and learn how to place Irish and European history in an international perspective. This module will explore major themes in world history since 1850 such as economic globalization; imperialism and decolonization; environmentalism and environmental history; and the diffusion of popular culture. In each unit, students will examine major historiographical debates and primary source materials

Assessment: One essay of no more than 4,000 words. (100%)

International History Research Seminar

Michaelmas and Hilary terms
Module Coordinator: Molly Pucci
10 ECTS

This module will provide students with hands-on experience in research, a critical approach to sources and historical scholarship, and exposure to contemporary work in the field of international history. It requires short independent assignments such as visiting archives, museums, listening to podcasts on academic publications, and attending lectures and seminars by invited speakers across Trinity. A journal of 4,000 words will be required, responding to at least ten activities, to include at least one lecture and at least one museum or archive visit. It is due at the end of Hilary Teaching Term. The journal is a compilation of reflections about history as a field, profession, and of current scholarship as presented in lectures and seminars, and aims to develop a critical approach to historical research and methods.

Assessment: This is a pass/fail module assessed on the basis of attendance at seminars and the completion of regular seminar reports to be collated into a journal (ca. 4,000 words). This will need to be submitted before the end of Hilary term.

Research Design MT
10 ECTS
Description
This module will support M.Phil students as they prepare a proposal for their dissertation research. It will provide guidance for developing a feasible research project and address some of the challenges related to pursuing individual research. The module focuses on the key skills that will help student designing an independent research project. A range of issues that affect research design – scope, feasibility, methods – will be considered

Managing Research HT
10 ECTS
Description
This module focuses on the research process. Students have individual meetings with their supervisor and also work together in groups, in which they discuss strategies to organize their research and give feedback to each other. Different elements of the research process will be discussed with a view to managing and developing each student's dissertation.

Optional International History Modules (one of which must be in International History*)

Human Rights in Europe, 1900-Present*

Michaelmas Term
Module Coordinator: Patrick Houlihan
10 ECTS

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.

Assessment: Essay (100%)

Energy and Power in the Modern World
Michaelmas Term
Module Coordinator: Katja Bruisch
10 ECTS

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

Assessment: coursework (30%) and final essay (70%)

A Global Revolution: France and the World in the 1790s
Michaelmas Term
Module coordinator: Joseph Clarke
10 ECTS

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, cultural exchange 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.

Assessment: Essay (100%)

The Lived Experiences of Women in Early Modern Ireland (HI70XX)
 Michaelmas 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.

Assessment: Essay (100%)

Investigating Ireland: scandal, law and the state, c.1800-2021

Module coordinators: 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. 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.

Assessment: Essay (100%)

Choosing the past: the historian and the archive

Michaelmas term

Module coordinator: Ciaran 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?

Assessment: Essay (100%)

Comparative Borderlands *
Hilary Term
Module 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.

Assessment: Essay (100%)

Animal Agency
Hilary Term
Module Coordinator: Diogo Cabral

Though present in historiography since the genre's birth, 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 co- producing 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).

Assessment: coursework (30%) and final essay (70%)

Family, Sexuality and Morality in Modern Ireland, 1920s to 1990s
Hilary 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 from the 1920s to the 1990s. Each weekly seminar focuses on a particular theme from the moral panic of the post-war, post-revolutionary period to the 'AIDS crisis' of the 1980s, with a view to exploring how ideas of family, sexuality and morality evolved in twentieth-century Ireland. 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.

Intoxicants in the Early Modern Society: Consumption and Culture
Hilary Term
Module coordinator: 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.

Dissertation (Required)

Weighting: 30 ECTS
Module Coordinator: Molly Pucci

Writing a dissertation allows students to devise, develop and complete an original research project. Dissertations should be between 15,000 and 20,000 words in length (excluding notes, appendices and a full bibliography) and must be submitted by the date specified in the course handbook. The work will be assessed in terms of its scholarly rigor and contribution to scholarship.

Students are advised to consider possible dissertation topics from the beginning of the M.Phil. program. They should indicate possible areas of inquiry and explain why these areas interest them in the light of material they have consulted. They should also indicate the kinds of primary sources that could be consulted and in which libraries and archives such material might be found. Students will not be bound by initial suggestions. The aim of the exercise is to facilitate systematic reflection about possibilities for independent research. The modules offered during Michaelmas Term are intended to guide students towards potential topics.

Soon after submitting dissertation proposals, students will be assigned a supervisor who will provide guidance and feedback on written work. Students and their supervisors should work to set up a reasonable schedule for meetings and agree a schedule for the submission of written work and draft chapters, particularly over the summer months when staff may be away from College.

Dissertation Logistics

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

Turning in the Dissertation
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.

Abstract
An additional abstract must be submitted with each copy of the dissertation. This should contain the title of the dissertation and the author's name, and a succinct summary of the aims and findings of the dissertation. It should be contained on one side of a single A4 page.

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]'

References, footnotes and bibliography
An approved reference system must be adopted and used consistently throughout the dissertation. A reference must include the author's name, title of text, year of publication, and location of publication. 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 to qualify or elaborate a point made in the text and 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 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
http://journals.cambridge.org/action/displayMoreInfo?jid=HIS&type=ifc   -
http://www.irishhistoricalstudies.ie/rulesforcontribs.pdf

Declaration
The dissertation must contain the following signed declaration 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
Students will upload their theses via Blackboard (module HH7000) on or before 5pm 29 August - there is no need for a hardcopy or multiple copies for submission. Use the 'International History' tab. No extensions to the deadline will normally be granted.

Additional Information:

Deadlines
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 instructor and 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%.

Essay submission
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. An M.Phil. Coursework Submission Form must be attached to all essays submitted. All students must submit module essays in hard copy to the Department of History office (Room 3133, Arts Building) and in electronic form to the School of Histories and Humanities at pghishum@tcd.ie by the deadlines specified by module co-ordinators for each module. In your email, insert your name and the module title and code in the subject box.

Assessment of Degree
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 pass the degree, students must achieve at least 50% in all modules. To qualify for the award of the M.Phil. a student must achieve a credit-weighted 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 apply for supplemental examination or re-submit required work within the duration of the course.

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.

Any assignment that is not submitted will be graded as 0 (zero). Late submission of assignments, without permission from the Program 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. Genuine cases will be considered sympathetically if contact is maintained with the module and/or program co-ordinator. Exemptions will be granted only in exceptional circumstances, and only with the agreement of the Executive Committee of the School of Histories and Humanities, and the Dean of Graduate Studies.

The Course Committee will hear appeals as per College regulations (see Calendar). This committee will comprise at least three members of the Course teaching staff and will be chaired by the course co-ordinator or the Head of the History Department.

Oral Examination
If the possibility of the failure of a dissertation arises, 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, 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.

Marking Criteria for Essay and 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

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

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.

Trinity Inclusive Curriculum Project (Trinity-INC)

Trinity-INC is based in the Equality, Diversity and Inclusion Office and works to embed the principles of diversity, equality, and inclusion across all curricula in Trinity so all students, regardless of their personal circumstances, learning backgrounds, abilities or strategies, have equitable opportunity to achieve their learning goals. We do this by working across the College with staff and students. Our Student Partner Programme offers paid opportunities to students from underrepresented backgrounds to provide input on their experiences of inclusion and exclusion within the teaching and learning environment, co-facilitate training sessions or embark on a project to help make the experience for students in your course or School more inclusive. Visit the Trinity-INC website or contact trinityinc@tcd.ie to learn more about what we do and how you could get involved.

- Extra resources for students: Equality, Diversity, and Inclusion Training: https://www.tcd.ie/equality/training/student-training/

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/

Contacts of Teaching Staff

Molly Pucci	Assistant Professor of Twentieth Century European History	puccim@tcd.ie
Patrick Houlihan	Assistant Professor of Twentieth Century European History	patrick.houlihan@tcd.ie
Katja Bruisch	Assistant Professor in Environmental History	BRUISCHK@tcd.ie
Isabella Jackson	Assistant Professor in Chinese History	Isabella.jackson@tcd.ie

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 nDaonnachtaí
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 - http://tcd-ie.libguides.com/plagiarism/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.

Signed: _____

Date: _____

Appendix 2: Dissertation Proposal Form

Dissertation Proposal
MPhil in International History
2024-2025

(750 words)
Due TBD

This dissertation proposal template is designed for students to begin the process of choosing a topic and supervisor in conjunction with the course director.

Dissertation Proposal

Name:
Course:

Title:	
Staff who have been contacted for discussion:	
Project outline:	
What makes this an International History dissertation?	
Methodology:	
Bibliography	