



Trinity College Dublin

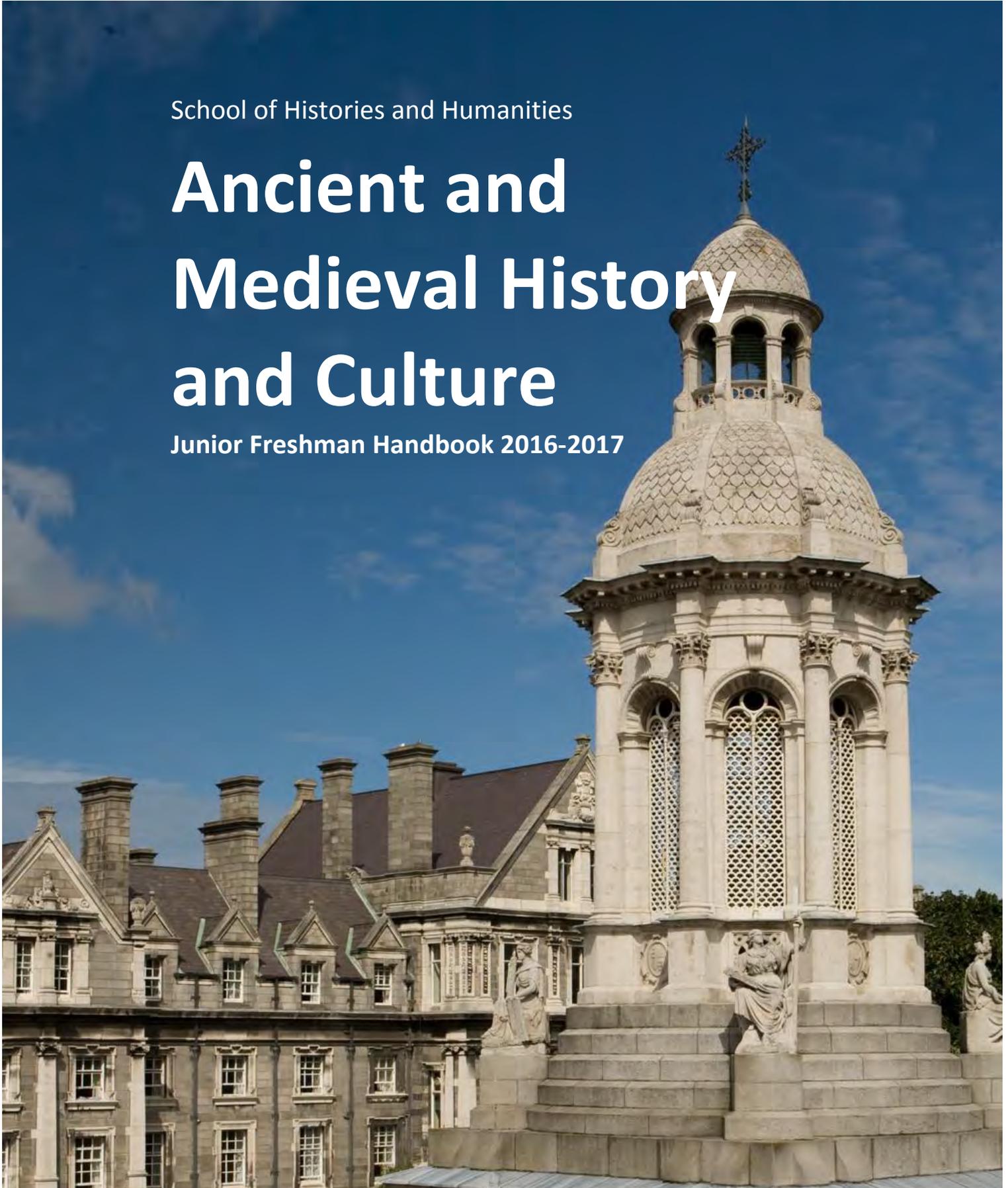
Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

School of Histories and Humanities

Ancient and Medieval History and Culture

Junior Freshman Handbook 2016-2017



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ANCIENT & MEDIEVAL HISTORY AND CULTURE

Welcome! This Handbook, which covers the first year (Junior Freshman) of study, provides you with essential information about your course in Ancient & Medieval History and Culture. It also supplements material that is given in the University Calendar. The Moderatorship in Ancient and Medieval History and Culture is administered by a Management Committee chaired by the Course Director. More detailed information on each individual module is provided in the relevant module guide. If you are in any doubt about how the regulations affect you, please consult your College Tutor, the Course Director or a member of staff.

Keeping in touch

It is important to keep in contact with the teaching and support staff. There are several ways in which information is circulated by staff to students and by which students can contact staff:

- **Email** – Information from the Course Director and from individual lecturers and tutors will often be sent to your college email address. It is also the quickest way to contact a member of staff. You should check your college email daily. **Please note that you should only use your TCD email address when corresponding with us.** Get into the habit of checking your Trinity email regularly, even if you also use a different email address for personal or professional use.
- **Post & Phone** – Changes in contact details should be reported to the Course Director as well as to Student Records. Please keep your record up-to-date via the 'my.tcd.ie' portal (<https://my.tcd.ie>). Messages for staff may be left in pigeon holes located in the relevant Departmental offices.
- **Website** - www.histories-humanities.tcd.ie/undergraduate/ancient-medieval
- **Noticeboard** – The Course Noticeboard is located on the 3rd floor outside of the Department of History. Please check this noticeboard regularly, as well as those in History of Art (Arts Bldg., Floor 5) and Classics (Arts Bldg., Floor 6), where information about modules in those areas will be posted.

Course Learning Outcomes

On successful completion of this course students will be able to

- demonstrate an awareness of what art history, archaeology and history are and what historians, art historians and archaeologists do
- demonstrate an assured and critical appreciation of processes, peoples and places during the medieval centuries
- order and analyse critically the main artistic and architectural styles and movements of the ancient and medieval worlds
- contextualise works of art, architecture and written evidence in terms of historical and cultural processes
- apply appropriate methodological frameworks, including comparison and assessment of existing historical interpretations
- engage at first hand with primary evidence (texts in translation, visual evidence and material remains) and assess them as historical, art historical or archaeological evidence
- evaluate historical texts, visual evidence and material remains in the light of their historical, cultural and archaeological contexts and in light of important modern theoretical approaches
- demonstrate an appreciation of, and assess the significance of, literary, historical, artistic and archaeological interconnections
- deploy skills of oral, written and visual communication
- apply skills of summary, synthesis and generalization
- identify a research topic, collect and analyse the evidence for it, articulate and apply the relevant modern scholarship on the subject and produce a clearly planned, independently prepared and accurately written report on the topic

Contacts and Teaching Staff

Director of the Course in Ancient and Medieval History and Culture:

Dr Laura Cleaver, *Ussher Lecturer in Medieval Art* Rm 5077
cleaverl@tcd.ie

Course Administrator:

Ms. Jo McNamara, *Senior Executive Officer* Rm 3133
jo.mcnamara@tcd.ie Department of History Office

Department of Classics

Professor Anna Chahoud, *Professor of Latin* Rm 6003
chahouda@tcd.ie

Dr Hazel Dodge, *L. C. Purser Senior Lecturer in Classical Archaeology* Rm 6010
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Director of Postgraduate Teaching & Learning Rm 6012
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Dr Shane Wallace, *Walsh Family Lecturer in Classics & Ancient History* Rm 6011
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Department of History

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Department of History of Art & Architecture

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Dr Rachel Moss, *Lecturer in the History of Art and Architecture* Rm 5074
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Dr Christine Casey, *Senior Lecturer in Architectural History* Rm 5076
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Dr Peter Cherry, *Senior Lecturer in the History of Art* Rm 5088
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Dr Angela Griffith, *Lecturer in the History of Art* Rm 5075
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Dr Philip McEvansoneya, *Lecturer in the History of Art* Rm 5081
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College Tutors

Your College Tutor is your main advisor on both academic issues and personal matters. He or she is appointed by the College, and should not be confused with your module tutors in Ancient and Medieval History and Culture who may be able to help on module-specific matters. You can also get help with problems specifically relating to the course from the Course Director or other members of the team listed above. Staff are here to help – so please feel free to approach us!

Teaching, Attendance & Credit

The College Academic Year is divided into two semesters, Michaelmas Semester (September-December) and Hilary Semester (January-March). Both are twelve weeks long and in both there is a study week in Week 7. Examinations for both semesters are held in April/May. Teaching in the first two years is in the form of lectures for everybody at once, and tutorials/seminars and language classes for smaller groups.

- **Lectures**

Lectures last 50 minutes, starting on the hour. Lectures are intended to provide analysis of selected topics, and an introduction to the issues raised in the reading set for each module. There is a wide variation in the amount of information conveyed, the depth of attempted analysis, and the style of presentation. While most students find it useful to take notes at lectures, in the first year many make the mistake of trying to take too many notes. A lecture is not an exercise in dictation! Rather, listen for the main points made by the lecturer – and if you feel that something has not been adequately explained, feel free to ask the lecturer after the lecture or in seminars. To get the most out of a lecture, however, it should be followed up by reading and discussion. Module handouts usually include suggestions for further reading on particular topics. Also, why not go for coffee with some fellow students after the lecture and have an informal discussion amongst yourselves? This, too, is an important learning experience as it is often surprising that some students will pick up on points which others don't and vice versa.

- **Tutorials/Seminars**

Tutorials/seminars also last 50 minutes (or 1 hour and 50 minutes). Some of the tutorials/seminars are taught by members of the full-time academic teaching staff, some of them by teaching assistants who are most often advanced research students with special expertise in the taught area. Just as you will find that lecturers have different styles, so you will discover that the format of tutorials/seminars can vary. Don't, however, expect to come away from a tutorial with 'the answer': tutorials are as much about asking questions as providing answers. Details of what you are required to do for tutorials/seminars are provided in the individual module guidelines.

- **Attendance**

Students are required to attend lectures as these are designed to provide an introduction to key themes and topics. All tutorials/seminars are also compulsory. Individual instructors may choose to track attendance by circulating sign-in sheets during each class. In such cases, it will be **your responsibility** to register your

attendance by signing in on this sheet. As a rule, students may be deemed non-satisfactory if they miss more than a third of their course of study or fail to submit the required course work in any term. They will be reported as 'non-satisfactory' to the Senior Lecturer, according to the regulations laid down in the *Calendar*, H6, 23-24.

- **Timetable**

Your individual timetable will be available via my.tcd.ie. The timetable of lectures, seminars and tutorial classes may also be posted on the course and departmental noticeboards. Late amendments to scheduling will also be posted here. If you have problems with the timetable, please contact the Course Director, Dr Laura Cleaver (cleaverl@tcd.ie) or the Course Administrator, Jo McNamara (jo.mcnamara@tcd.ie).

- **Obtaining credit**

In order to successfully complete the year and gain your degree, you must obtain credit for the academic year by satisfactory attendance at lectures and tutorials/seminars, by carrying out the required module work and by successful completion of examinations.

European Credit Transfer and Accumulation System (ECTS)

What is ECTS?

It is **European**: its aim is to facilitate and to improve transparency and comparability of periods of study and of qualifications across the European Higher Education sector.

It is about **Credit**: It is a student-centred (not a teacher-centred) system based upon a clearly defined body of work (e.g., contact hours + time allocated to study for the preparation and execution of essays, assignments, exams, etc.) required to obtain the credit allocated for the achievement of the objectives of a particular module of study.

It is about **Transferability**. By making the student in-put in different modules offered in different universities comprehensible under the same standard measurement, the system aims to remove the many obstacles which currently obstruct increased mobility in and between the many different educational institutions of the EU and to enhance communications between the universities and other training institutions and the labour market.

It is a **System**, based on the following principles. The ECTS works on a yearly norm of 60 credits for a full-time course (30 credits for a half-honour subject) over one academic year where one credit represents 20-25 hours estimated student input. The measure of one academic year is 40 weeks from the start of Michaelmas Semester to the end of the annual examination period.

It is an **Accumulative System**. ECTS credits are assigned to course components/modules in multiple units of **5**. In designing the Ancient & Medieval Course particular care has been taken to ensure the greatest possible flexibility and breath of choice through the inclusion of modules with ECTS credits of 5, 10, 15, 20 units, various combinations of which will result in a sum of 60 credits per year. Credits accrue over the four-year cycle. The TCD four-year honours Bachelor degree is 240 ECTS.

Junior Freshman Year (JF)

General Information

In the JF year students normally take **seven modules**. Students who wish to study Elementary Latin or to take Latin at an advanced level should already have indicated this to the Course Director. Latin modules are taken as alternatives to modules in Classics.

Catalogue of Modules 2016 – 2017

CL1003 Greek and Roman History (10 ECTS)

Duration: Michaelmas & Hilary Semesters **Contact Hours:** 44 (22 x 2-hour seminar)

Assessment: Examination (80%), **Co-ordinator:** Dr Shane Wallace
Continuous assessment (20%)

This course provides an introductory survey of the history of the Greek and Roman world, from the Greek Archaic age to the death of Augustus. The main trends and issues of this period will be explored such as colonisation, imperialism, war, the Athenian invention of democracy, the rise of Alexander, the emergence of Rome as a major imperial power.

CL1210 Greek and Roman Art and Architecture (10 ECTS)

Duration: Michaelmas & Hilary Semesters **Contact Hours:** 44 (22 x 2-hour seminar)

Assessment: Examination (80%), **Co-ordinator:** Dr Hazel Dodge, Dr
Continuous assessment (20%) Christine Morris

This module offers an introductory survey of the development and major artistic and artistic achievements of Greek and Roman architecture, sculpture and painting from the Greek Bronze Age to the reign of the Roman emperor Hadrian in the early 2nd century AD. The module places art and architecture in its social, political and cultural context. It explores themes such as the representation of the human form, the use of narrative and mythology in art, urbanisation, and the development of architectural forms such as temples, theatres and Roman baths.

HA1007 Introduction to the Practice of Medieval History and Art History (10 ECTS)

Duration: Hilary Semester **Contact Hours:** 1 x 2-hour seminar per week

Assessment: Coursework (100%) **Co-ordinator:** Dr Laura Cleaver

This module is designed to introduce students to key skills for the analysis of a range of medieval visual and historical sources. Through classroom discussion and visits to examine objects first-hand, the module will expose students to the range of resources available to them in Dublin and to some of the methodologies pertinent to the study of the Middle Ages. The module is entirely assessed by coursework in order to hone students' presentation and writing skills.

HA1010 Introduction to the History of European Art and Architecture 1 (10 ECTS)

Duration: Michaelmas **Contact Hours:** 3 lectures & 1 seminar per week

Assessment: Examination (90%), **Co-ordinator:** tbc
coursework (10%)

This module offers a survey of Western art and architecture up to c.1520. It provides an introduction to the critical analysis of artworks, including painting, sculpture and building types. The module considers such matters as the iconography of major religious and mythological subjects, issues of style, the functions of works of art and architecture, as well as the range of technical methods employed by artists. Art works are considered in the context of influential factors such as historical period, geographic location, and the prevailing social, political and religious environments.

HI1219 Popes, Kings and Crusaders (10 ECTS)

Duration: Michaelmas Semester **Contact hours:** 3 hours per week

Assessment: Examination (80%), **Co-ordinator:** Professor Thomas Smith
Essay (20%)

This module draws upon a wide range of medieval documents – all in English translation – from chronicles and letters, to poems and propaganda tracts, and will introduce students to key movements and institutions of the Central Middle Ages. In particular it will look at one of the most important phenomena of the medieval world, the rise of papal power, and how this shaped the course of political, religious and social development throughout the Central Middle Ages and beyond. This module will explore the ways in which popes manifested their power, and it will introduce students to such events and developments as: the crusading movement; heresy hunts and the Inquisition; the preaching orders; and the ruthless papal-imperial conflicts. At the end of the course, participants will have gained a profound understanding of the popes, kings and crusaders who shaped the course of central medieval history

HI1217 Early Christian Ireland, c.400-1000 (5 ECTS)

Duration: Hilary Term **Contact hours:** 1 lecture per week & 4 tutorials over the course of the term

Assessment: Examination (80%), **Co-ordinator:** Professor Sean Duffy
Essay (20%)

This module deals with what has traditionally been known as Ireland's 'Golden Age'. Having begun with a brief introduction to prehistoric Ireland, it covers in more detail the period from the arrival of Christianity in the fifth century to the eve of the first Viking attacks at the end of the eighth. The focus is wide-ranging, from early Irish politics and the emergence of a high-kingship to St Patrick and the impact of Christianization, from Brehon law and the bonds of society to the study of landscape and settlement and early Irish farming, and from Hiberno-Latin and Gaelic literature to the visual art that culminated in the creation of the greatest masterpiece of the Golden Age, the Book of Kells.

HI1215 Europe 1215-1517: religion, death, and culture (5 ECTS)

Duration: Hilary Term

Contact hours: 1 lecture per week & 4 tutorials over the course of the term

Assessment: Examination (80%),
Essay (20%)

Co-ordinator: Professor David Ditchburn

Between 1250 and 1500 Christendom was afflicted by war, plague and religious dissent. These developments had a profound impact on the religious unities and certainties of earlier centuries. This course offers a thematic survey of religious, social and cultural developments in the later medieval west, as Europe emerged from Christendom. Lectures and tutorials focus on the role and impact of religion in later medieval society, on social structures (such as the significance of marriage and family) and on the culture of this vibrant yet troubled era.

CL1271 Elementary Latin I (10 ECTS)

Duration: Michaelmas Semester

Contact Hours: 3 hours per week

Assessment: Coursework (100%)

Co-ordinator: Professor Anna Chahoud

This intensive module provides beginners with a comprehensive instruction in the Latin language and prepares students for the reading of unadapted Latin literary and documentary texts.

CL1272 Elementary Latin II (5 ECTS)

Duration: Hilary Semester

Contact Hours: 3 hours per week

Assessment: Examination (80%),
coursework (20%)

Co-ordinator: Professor Anna Chahoud

Building on previously acquired elementary language skills, this module aims to bring students to an intermediate level of proficiency in the reading of Classical Latin literary and documentary texts.

CL1273 Reading Latin Texts (5 ECTS)

Duration: Hilary Semester

Contact Hours: 1 hour per week

Assessment: Examination (80%),
coursework (20%)

Co-ordinator: Professor Anna Chahoud

Prerequisites: CL1272 Elementary Latin II

Building on previously acquired elementary language skills, this module aims to bring students to an intermediate level of proficiency in the reading of Classical Latin literary and documentary texts.

CL1074 Latin Language (5 ECTS)

Duration: Michaelmas Semester

Contact Hours: 2 hours per week

Assessment: Examination (80%),
coursework (20%)

Co-ordinator: Professor Anna Chahoud

Prerequisites: Leaving Cert. Latin or equivalent.

This module, aimed at students who have studied Latin in secondary school, focusses on revision and consolidation of language skills (morphology, grammar, syntax and vocabulary) and provides training in unseen translation from Latin into English.

Essays & Other Class Work

During the course of the year, you may be required to complete a number of written exercises for each module. These take a variety of different forms: formal essays, critical commentaries and exercises, and slide tests. Full details are given in individual module guidelines.

PLEASE NOTE: All such written work and exercises are **COMPULSORY**. Failure to complete them without adequate explanation will result in a mark of zero and you will be returned Non-Satisfactory (NS) to the Senior Lecturer for that Semester. It is your responsibility to organise your time and manage your workload.

Formatting your written work

- All essays must be word-processed and printed out on A4 paper
- All written work must be accompanied by a completed AMHC cover sheet (these can be downloaded from module pages in Blackboard and are also available from Room 3133)
- A word count must be given
- To allow room for comments, **all essays must be double spaced** and must have a wide margin
- Check that all of your sources are provided. Any quotations and substantive information taken from other works must be acknowledged by means of footnotes, giving author, title, and page number. When citing unpublished sources, students should follow the advice of the course instructor. A bibliography, listing the documentary sources, books, and articles used (including all those acknowledged in footnotes/endnotes) must be appended to the essay.

Submitting your written work

- All required written work must be submitted in hard copy, accompanied by an AMHC cover sheet (a copy of which will be emailed to you) to the **relevant departmental office** on the assigned date (full details are given in individual module guidelines).
- An electronic copy must **also** be submitted via Turnitin by the specified deadline. Instructions for the use of Turnitin will be provided by email at the start of the year. Failure to submit both hard copy and electronic copy will result in a mark 0.

Essays should **NEVER** be handed to lecturing staff or tutorial/seminar teachers, or left in staff offices. Work handed in late will not be corrected and will receive a mark of zero. In case of personal or family crisis or illness you must provide the Course Director, Dr Laura Cleaver cleaverl@tcd.ie, with supporting evidence (e.g. medical certificate or a tutor's communication) and a revised deadline will be arranged. Contact your College Tutor if you need further help and advice in these situations.

Plagiarism

Plagiarism is interpreted by the University as an act of presenting the work of others as one's own work, without acknowledgement. It is considered as academically fraudulent and it is an offence against University discipline. The University considers plagiarism to be a major offence and subject to the disciplinary procedures of the University. **A full University statement on plagiarism is given in the College Calendar, part II, 82-91.** The College guide to plagiarism is available here: <http://tcd-ie.libguides.com/plagiarism> and all students are now required to complete the online tutorial here: <http://tcd-ie.libguides.com/plagiarism/ready-steady-write>.

Each year, cases of student misconduct involving plagiarism or 'inappropriate collaboration' are reported. In some of these cases, students have said that they were unclear as to what plagiarism involves. The following statement represents our principles on this matter:

Students are expected to express themselves and to sustain an argument in their own prose. They should not submit written work that does not properly acknowledge transcription or that includes excessive quotation of the work of others. If you want to quote from a published work or from an internet source, either because you think it makes the point or you admire the author's turn of phrase, you must put the passage in quotation marks and cite the reference. If you wish to express what an author is saying in your own words, such phrasing is acceptable but you should include reference to the author concerned to indicate that the ideas stated are his/hers and not yours.

If you are not clear about the difference between scholarly citation, collaboration and paraphrase, please consult one of your tutors. A charge of plagiarism is a serious College offence and will be dealt with by the Course Director according to the procedures laid out in the relevant section of the *Calendar*.

Return of Essays

Essays will be returned by individual class teachers.

Examinations & Assessment

Examination & Assessment

Assessment in the JF year will be on the basis of examinations, submitted essays and other exercises which form part of continuous assessment (details are given in individual course guidelines).

Examination Procedures

The onus lies on each student to establish the dates of examination by consulting the examination timetable on the College website. You will **not** be admitted to an examination after the first half-hour. If, through circumstances beyond your control, you arrive after the first half-hour, you should immediately contact the Senior Tutor's Office (House 27, College).

Requirements for successful completion of your degree

The pass mark for essays, assignments and examinations is 40%. An average of 40% must be attained for a pass to be awarded in a module. In order to gain a degree, students must achieve an overall pass in the annual examinations. Under normal circumstance students may compensate a failure in one module (35-39%), as long as an overall pass is achieved.

Marking system

The marking system in operation for the Moderatorship in Ancient and Medieval History and Culture can be found on the next page. This gives brief descriptions of the qualities that are likely to be associated with work that would be regarded as typical of each of the classes of honours that can be awarded.

MARKING SYSTEM		
Class	Numerical Mark	Description
I	70-100%	<ul style="list-style-type: none"> • Excellent knowledge • Exemplary structure and organisation • Answers the question clearly and comprehensively, in a focused way • Critical use of secondary and where appropriate primary material • Sound critical thinking • Independence of judgement • Consistent performance • Well-written with supporting references and bibliography correctly used and formatted
II.1	60-69%	<ul style="list-style-type: none"> • Aware of full implications of question • Good understanding of the topic • Clear evidence of relevant reading/research • Reasoned argument with logical conclusions • Use of relevant examples • Clear analytical ability • Good structure and presentation • Good use of secondary sources.
II.2	50-59%	<ul style="list-style-type: none"> • Aware of implications of question • Effective structure and presentation • Solid and reliable/sound knowledge • Evidence of some relevant reading • Inclusion of some relevant ideas and examples • Lack of analysis • Style of writing could be improved
III	40-49%	<ul style="list-style-type: none"> • Understanding of question • Modest level of engagement with question • Some relevant knowledge • No analysis • Adequate presentation • Lacking in style and clarity
F.1	30-39%	<ul style="list-style-type: none"> • Serious misunderstanding of question • Failure to answer the question (though may be an answer to a different question) • Minimal knowledge • Very little evidence of relevant reading or research • Lack of structured argument • Lack of evidence to support discussion • Lack of relevant examples • Incoherence. • The potential of a candidate to proceed to the next year of study is an important consideration in the award of this grade.
F.2	0-29%	<ul style="list-style-type: none"> • Some or all of the weaknesses noted under F1, but to a greater and perhaps extreme, extent.

Style Sheet

Presentation is only one aspect of good essay writing. Poor or inconsistent presentation is, however, a distraction to whoever is marking your essay and can result in a lack of clarity and loss of marks. What follows are simple guidelines about presentation. You should keep them in mind when you are writing your essay. Always ask for advice if you are unsure.

General Information

- The titles of books, plays and edited collections (collections of poems, short stories, articles, essays) should be *italicised*.
- The titles of individual poems, essays, articles and short stories should be placed in single quotation marks.
- All spelling should be correct and care should be taken with your use of punctuation and grammar. Pay particular attention to your use of the apostrophe.
- Check all of your quotations for accuracy and make sure that all of your sources are provided.
- Type your essay. Leave ample margins for comments by the marker, use a font size of 12 and double space your essay.

Quotations

- If you are quoting a small amount from a text, simply include the quotation in your essay using double quotation marks.
- For longer quotations you should indent each line on the left hand side of the quotation – as you would if you were starting a new paragraph. When you indent a long quotation from a text, do not use quotation marks.
- When you are quoting a long passage, you may choose to omit part of the quotation because it is not directly relevant to your argument. You can do this by using an ellipsis. This is marked by three consecutive dots (...) and is inserted in place of the words or the lines that you want to omit.

Acknowledging Quotations

The proper acknowledgment of sources for quotations is a vital aspect of good essay writing. Failure to acknowledge a source amounts to more than mere laziness. It could open you to a charge of plagiarism which is a serious academic offence. Further information about plagiarism is provided earlier in this Handbook.

Style Guides

There are several different ways of annotating sources, and a number of style guides are available for you to follow. MLA (<http://www.mla.org/>) and the Chicago Manual of Style (<http://www.chicagomanualofstyle.org/>) are two styles which are particularly recommended. You are welcome to follow either of these styles, or any of a number of other styles which are also available. Whichever style you choose, though, you must be consistent and clear in your use.

Footnotes, Endnotes, Parenthetical Citations

Some style guides recommend the use of footnotes or endnotes; others recommend parenthetical citations. If you choose to use footnotes or endnotes, the simplest thing to do is to number each quotation consecutively. Insert a footnote or an endnote at the end of every sentence where you quote from an author or a text. (This will be done automatically if you click on 'Insert' then 'footnotes' if you are using a Word programme). A numbered note will appear at the bottom of the page (a footnote) or at the end of the essay (an endnote) where you will be prompted to fill in the details of the source of the quotation. These details will vary, depending on the style guide you are using, but you should always include the page number of that quotation. For example: Beckett, *Malone Dies*, 87, or Beckett 1956, 87. Further details about the book, including the full name of the author, the full title of the text, publisher, place and year of publication, should appear in the bibliography at the end of your essay.

Works Cited, Bibliography

The bibliography should include all of the texts that you have quoted in your essay. It should also include all of the texts that you have consulted in the preparation of your essay. (You may want to distinguish in your bibliography between "Works Cited" and "Other Works Consulted"). You should list all of these texts, by author's surname, in alphabetical order. There are several ways of presenting a bibliography. What follows is taken from the MLA style guide. Once again, you are welcome to follow this or another style so long as you are consistent and clear.

If you are citing a book you should include the following information in order:

- Surname of author, First Name. *Title of Book* (place of publication, year of publication)

If the book is an edited collection of essays, your citation should read:

- Surname of author, First Name, ed. *Title of Book* (place of publication, year of publication).

If the book has more than one author, your citation should read:

- Surname of first author, First Name and First Name and Surname of second author, eds. *Title of Book* (place of publication, year of Publication).

If the book was translated, your citation should read:

- Surname of original author, First Name. *Title of Book*. Trans. Translator's Name (place of publication, year of publication).

Citing an essay in a book

- If you are citing an essay from a book you should include the following information:
- Surname of author, First Name. 'Title of Essay', *Title of Book*, in Editor's Name, ed. (place of publication, year of Publication), Page refs.

Citing an essay in a journal

- If you are citing an essay from a journal you should include the following:
- Surname of author, First Name. 'title of Essay', *Title of Journal*, Volume (Year), page refs.

Citing material from a website

- If you are citing material from a website you should give the full address of that website in the bibliography so that the marker can locate the same material. You should also give the date that you last accessed that material.

Help when you need it

We hope that things will go well for you whilst you are studying in College. However, if you do need help, there are a number of people you can contact.

- **Dr Laura Cleaver** - cleaverl@tcd.ie (**Course Director**) and other teaching staff

You can get help with problems specifically relating to the course from the Course Director or other members of the team listed above. Staff are here to help – so please feel free to approach us!

- **College Tutors**

You will have been assigned a College Tutor. She/he is your main advisor on both general academic issues and personal matters. He or she is appointed by the College, and should not be confused with your module tutors in Ancient and Medieval History and Culture who may be able to help on module specific matters.

- **Student 2 Student**

This is a service run by Student Counselling and provides support in all matters to do with life in College. The two student mentors will keep in regular touch with you throughout your first year and invite you to events on and off campus. Mentors are students who have been through first year and know exactly what it feels like, so you never have to worry about asking them a question or talking to them about anything that's worrying you.

S2S also offers trained Peer Supporters if you want to talk confidentially to another student or just to meet a friendly face for a coffee and a chat. S2S is supported by the Senior Tutor's Office and the Student Counselling Service.

<http://student2student.tcd.ie>

E-mail: student2student@tcd.ie

Phone: + 353 1 896 2438