



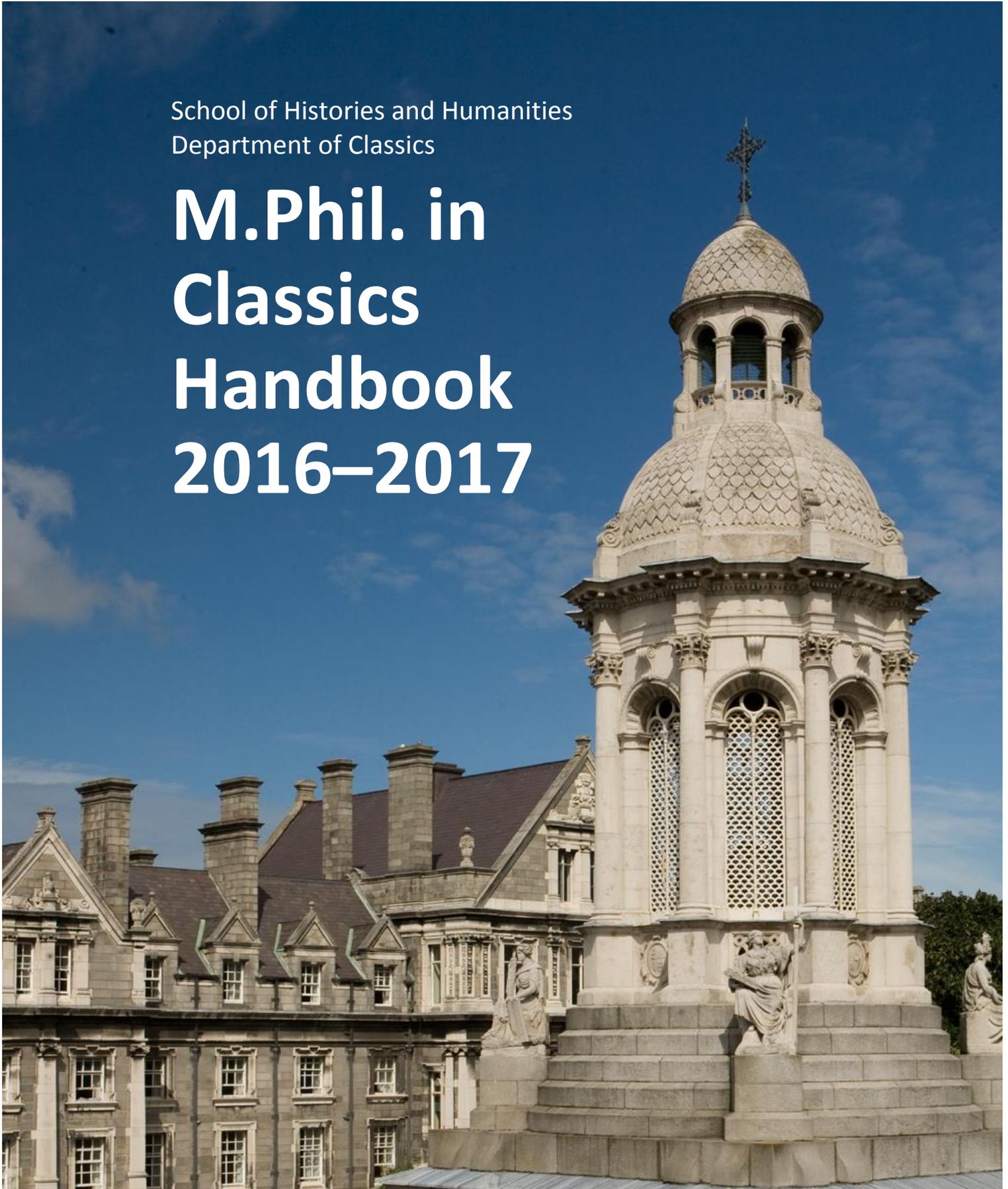
**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

School of Histories and Humanities  
Department of Classics

# M.Phil. in Classics Handbook 2016–2017



## Contents

Overview .....	3
General requirements.....	4
Essay submission .....	4
Regulatory notification.....	4
Contacts .....	5
Staff contact information and research interests: .....	5
Programme structure.....	7
Components .....	7
Credit System (ECTS) .....	7
Modules .....	8
Compulsory modules.....	8
CL7004 Classics: Research and Methods.....	9
HH7000 Dissertation.....	13
Taught modules (options) .....	18
Year-long modules.....	19
Elementary ancient language modules .....	19
CL7050 Modern Greek for Beginners .....	25
Semester long taught options – Michaelmas Term .....	26
Semester long taught options – Hilary Term.....	29
Other essential information.....	34
Plagiarism .....	34
Assessment.....	37
Grade Descriptors.....	37
Oral Examination .....	39
Part-time Pathway.....	40
Distinctions, prizes and grants.....	40
Travel Bursaries .....	40
Transcripts .....	40
Important dates.....	41
College Postgraduate Services .....	42
Appendix 1 – M.Phil. coursework submission sheet .....	43
Appendix 2 – late coursework submission coversheet .....	44

## Overview

The Taught Masters in Classics at Trinity College Dublin, the University of Dublin is one of 7 M.Phil. programmes delivered by academic staff in the School of Histories and Humanities. It is designed both for those who are already fully trained in the Classical languages, and for those who have completed non-language based degrees. The course aims to provide students with a grounding in postgraduate research skills in Classics and to hone the analytical, written, and verbal communication skills that are highly valued and effective in careers outside the university and education sectors. While the Research Skills modules offers instruction in the methodologies and approaches to the study of the ancient world, the Taught modules and the Dissertation offer students the opportunity to begin to specialise in a particular strand of Classical scholarship, literary, philosophical, historical or archaeological. The Taught Masters thereby provides an essential basis for further research in the discipline.

The course is **full-time** for the duration of one calendar year, commencing in September, and concluding the following September.

### Aims

- To ensure that students have a sound knowledge of the traditional and technical resources available to scholars in this field: specific library collections, IT, databases, specialised research resources for language/archaeology.
- To ensure that students acquire the necessary independent research skills: information retrieval, the ability to formulate research topics, to make oral presentations, and to present the results of their research in a sustained argument in the written format of a dissertation.
- To provide an introduction to the methodologies and theoretical approaches of the major strands of research in the Classical field i.e. literature, material culture, documentary records, history, philosophy.
- To offer students the opportunity, in taught courses or reading modules, to pursue one or more of these strands at the highest level of intellectual demand.
- To expose students to the scholarly process as evidenced in all departmental research seminars and special lectures.

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

## General requirements

Students are expected to attend all elements of the M.Phil. programme.

To be awarded the M.Phil. degree, students must have achieved an overall satisfactory result in *each* part of the assessments, i.e. in the assignments for the coursework component and in the dissertation.

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

### Essay submission

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

All students must submit their module essays in hard copy to the Department of Classics office (Room B6004, Arts Building) and in electronic form to the School of Histories and Humanities at [pghishum@tcd.ie](mailto:pghishum@tcd.ie) by the deadlines specified by module lecturers for each module.

### Regulatory notification

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

## Contacts

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

Telephone: 01 896 1208

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

Email: [classics@tcd.ie](mailto:classics@tcd.ie)

The Programme Coordinator (Dr Shane Wallace) will be available for consultation about matters relating to the programme by appointment. You are also welcome to consult any member of staff by making an appointment or checking their office hours.

Dr Christine Morris is the current Director of Postgraduate Teaching & Learning for the School. She is available by appointment in Room B6012 or by email at [cmorris@tcd.ie](mailto:cmorris@tcd.ie).

### Staff contact information and research interests:

Name	Room no.	Email address	Phone number
Winifred Ryan	B6004	<a href="mailto:ryanw1@tcd.ie">ryanw1@tcd.ie</a>	+353 (0) 1 896 1208
Dr Shane Wallace	B6011	<a href="mailto:swallace@tcd.ie">swallace@tcd.ie</a>	+353 (0) 1 896 3471
Prof. Brian Mc Ging	B6006	<a href="mailto:bmcging@tcd.ie">bmcging@tcd.ie</a>	+353 (0) 1 896 1092
Prof. Anna Chahoud	B6003	<a href="mailto:chahouda@tcd.ie">chahouda@tcd.ie</a>	+353 (0) 1 896 1984
Dr Ashley Clements	B6017	<a href="mailto:clementa@tcd.ie">clementa@tcd.ie</a>	+353 (0) 1 896 4014
Dr Martine Cuypers	B6015	<a href="mailto:cuyperism@tcd.ie">cuyperism@tcd.ie</a>	+353 (0) 1 896 1930
Dr Hazel Dodge	B6010	<a href="mailto:hdodge@tcd.ie">hdodge@tcd.ie</a>	+353 (0) 1 896 1093
Prof. Monica Gale	B6016	<a href="mailto:mrgale@tcd.ie">mrgale@tcd.ie</a>	+353 (0) 1 896 1425
Dr Christine Morris	B6012	<a href="mailto:cmorris@tcd.ie">cmorris@tcd.ie</a>	+353 (0) 1 896 1424

#### **Ms Winifred Ryan, Executive Officer**

Administration for all students – submission of coursework

#### **Dr Shane Wallace, Walsh Family Lecturer in Classics & Ancient History**

Early Hellenistic political history and epigraphy; political freedom and Hellenistic Kingship; Greek historiography, esp. Diodorus Siculus

#### **Professor Brian McGing, Regius Professor of Greek**

Papyrology; Polybius; Hellenistic history; Jewish history

#### **Professor Anna Chahoud, Professor of Latin**

Early Latin literature; Roman satire; Latin language and the Latin grammatical tradition; transmission and reception of Latin texts and history of classical scholarship

**Dr Ashley Clements, Lecturer in Greek Literature and Philosophy**

Greek wisdom literature of the Archaic and Classical periods, esp. Greek literature and philosophy of the fifth and fourth centuries BC; Aristophanes; perception and the ancient senses; Anthropology & Classics

**Dr Martine Cuypers, Lecturer in Greek**

Greek epic; post-Classical Greek poetry; Hellenistic history; Second Sophistic; narratology & linguistics; Indo-European linguistics; reception of Classical texts

**Dr Hazel Dodge, Louis Claude Purser Senior Lecturer in Classical Archaeology**

The eastern provinces of the Roman Empire; Roman construction; ancient technology; the city of Rome; ancient spectacle

**Professor Monica Gale, Associate Professor of Classics and Head of Department**

Roman poetry of the Late Republican and Augustan periods (especially Lucretius, Catullus, Virgil, Propertius); Greek and Roman didactic poetry; Genre and intertextuality in classical literature

**Dr Christine Morris, Andrew A. David Senior Lecturer in Greek Archaeology & History  
Director of Postgraduate Teaching & Learning**

Aegean Bronze Age; Cypriot archaeology; Goddesses in ancient religion

## Programme structure

### Components

The course is full-time and lasts for 12 months, starting in September. Teaching will be spread over 24 weeks from September to the following April.

An M.Phil. degree within the School of Histories and Humanities consists of 90 ECTS.

The course consists of:

- |   |         |
|---|---------|
| 1. CL7004 Classics: Research and Methods  | 20 ECTS |
| 2. Taught modules:  | 40 ECTS |
| a. One language plus one taught module per semester<br>OR   |         |
| b. Two taught modules per semester<br>OR  |         |
| c. Three taught modules (3 x 10 ECTS, two in one semester, one in the other semester) AND CL7050 Modern Greek for beginners |         |
| 3. HH7000 Dissertation (up to 20,000 words)   | 30 ECTS |

### Credit System (ECTS)

The ECTS is an academic credit transfer and accumulation system representing the student workload required to achieve the specified objectives of a study programme. The ECTS weighting for a module is a measure of the student input or workload required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

In College, 1 ECTS unit is defined as 20-25 hours of student input so a 10-credit module will be designed to require 200-250 hours of student input including class contact time and assessments.

The College norm for full-time study over one academic year at Masters Level is 90 credits.

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

## Modules

The M.Phil. consists of two compulsory modules and three/four taught module options which students must attend.

### Compulsory modules

	Weighting	Contact hours	Module Co-ordinator	Teaching staff	Assessment
CL7004 Classics: Research and Methods	20 ECTS	1x2-hour seminar per week	Dr Shane Wallace <a href="mailto:swallace@tcd.ie">swallace@tcd.ie</a>	Staff from Department of Classics	Continuous assessment (80%) Portfolio (20%)
HH7000 Dissertation	30 ECTS	8x1-hour contact meeting with supervisors	Dr Shane Wallace <a href="mailto:swallace@tcd.ie">swallace@tcd.ie</a>	Supervisors selected appropriate to dissertation subject	Dissertation (15-20,000 words)

## CL7004 Classics: Research and Methods

Weighting: 20 ECTS

Contact hours: one 2-hour seminar per week.

Module Coordinator: Dr Shane Wallace ([swallace@tcd.ie](mailto:swallace@tcd.ie))

Teaching Staff: Members of Staff in the Department of Classics and visiting lecturers.

This module takes place each week over both semesters. It consists of two elements:

1. An introduction to the main strands of research in the Classical field (e.g. literary theory, historiography, manuscripts and textual methodology, archaeological and anthropological theories and method, epigraphy, and papyrology).
2. Departmental seminars and visiting lectures.

### Aims

- To ensure an understanding of what is involved in the totality of Classical scholarship, rather than just in students' own particular fields.
- To familiarise students with the most important Classical IT resources
- To enhance organisational and cooperative skills.
- To give students an opportunity to engage in intellectual discourse with their peers and practice basic skills of oral presentation and discussion in an unpressured context.
- To expose students to senior research seminars and teach them to assess the method, content and quality of the presentations they attend.

### Learning outcomes

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

- Understand and evaluate the methodologies and approaches that have been applied to the study of the ancient world.
- Extract information from ancient texts, materials and sites.
- Access and utilise the most important IT resources in Classics.
- Identify and use the most important bibliography of the main strands of Classical scholarship.
- Demonstrate proficiency in oral presentation and discussion.
- Analyse and assess the arguments of research papers, articles or books.

## Assessment

The course will be assessed by continuous assessment only. Students are required to produce a **portfolio** consisting of the following four elements:

Portfolio	Table of contents
	4 written task reports
	Research seminar journal
	End of year presentation

The portfolio accounts for **20%** of the overall programme mark, and is assessed as a whole. All components of the portfolio (the four marked written tasks, the unmarked research seminar journal, and end of year presentation) must be submitted by the end of the second semester (**noon Friday 8<sup>th</sup> April**).

1. A table of contents
2. Four written tasks chosen from those specified by individual lecturers throughout the course

Each week students are required to perform a range of tasks in order to participate in the seminar (preparatory reading, literature reviews, artefact studies, use of electronic resources, etc.) as directed by individual lecturers. Of these tasks students must elect to develop four and submit them in written form (max word-count for each task = 1,500 words). These four (marked) task reports will be included in the final portfolio.

Please submit tasks to the Department Office along with an [M.Phil. coursework submission sheet](#) clearly stating the topic and lecturer. Tasks will be marked and returned during the relevant semester. The best four marked tasks can be included in the portfolio. (Please include original marked copies of tasks in the portfolio).

Deadline for each task write-up = two weeks after the final class of the relevant lecturer.

3. Research seminar journal

The Department holds regular research seminars ('Classics Research Seminar') throughout term to which we invite outside scholars to address us on their research. Attendance at research seminars is **compulsory** and as part of your portfolio you must submit a **seminar journal** containing a short critical synopsis (up to 400 words per seminar paper) of the arguments of five research papers presented as part of the Departmental research seminar. (Note: your synopses may not be of PhD presentations.)

Research Seminars take place on Wednesdays at 5.30pm in B6.002 (the Classics Seminar room).

## 2016/17 programme of Classics Research Seminars

### Michaelmas Term

Week	Date	Speaker	Home university	Title of seminar
4	19.10.16	Dr Carlos Machado	University of St Andrews	<i>Roman Aristocrats, Christian Charity, and the Economics of Salvation</i>
5	26.10.16	Dr Mairéad McAuley	University College London	TBC
10	30.11.16	Prof. Bernhard Palme	University of Vienna	<i>Officia of the Governors in Late Antique Egypt</i>
11	7.12.16	Dr Boris Kayachev	Trinity College Dublin	<i>Catullus 64: Narrative Tenses and Focalisation</i>

### Hilary Term

Week	Date	Speaker	Home university	Title of seminar
2	25.1.17	Doctoral presentations	Trinity College Dublin	Ellen Finn & Charlie Kerrigan to present current research
5	15.2.17	Dr Katy Saor	Royal Holloway, University of London	TBC
8	8.3.17	Dr Constanze Gaml	Ludwig-Maximilians-Universität München	<i>The Newly Identified Sanctuary of Artemis Soteira in the Kerameikos of Athens</i>
10	22.3.17	Dr Martine Cuypers	Trinity College Dublin	TBC

#### 4. End of year presentation

The presentation will be on the topic of your dissertation research. You will need to supply handouts/PowerPoint presentations as appropriate. A written version along with any supporting materials must be included in the portfolio.

### Syllabus

The module is taught over two terms; each session lasts for two hours and aims to familiarise students with different approaches and methodologies used by scholars of the ancient Greco-Roman worlds.

#### Michaelmas Term (Semester 1)

Week	Subject	Speaker
1	Introduction and Classics online resources	Shane Wallace Sean Hughes
2–3	Epigraphy	Shane Wallace
4–5	Written records I	Brian McGing

6	Dissertation workshop	Shane Wallace & others
7	Study week	
8-9	Written records II	Anna Chahoud
10-11	Literary theory	Monica Gale
Christmas Break		

### Hilary Term (Semester 2)

Week	Subject	Speaker
1-2	Visual and material culture I	Hazel Dodge
3-4	Visual and material culture II	Christine Morris
5-6	Anthropology	Ashley Clements
7	Study week	
8-9	Free sessions for independent presentation work	
10-11	Student presentations	

## HH7000 Dissertation

Weighting: 30 ECTS

Module Coordinator: Programme Coordinator

Teaching Staff: Students will be assigned a member of TCD staff to supervise their research. Supervisors will be selected as appropriate to the subject of the dissertation.

### Aims

The aim of the dissertation is to enable students to devise, develop and complete an original research project in a defined time frame which draws on the insights, skills and knowledge acquired during their study on the M.Phil. programme. While the dissertation process serves both developmental and scholarly purposes, the completed work will be assessed in terms of its scholarly rigour and its contribution to knowledge. Students must satisfy all of the requirements of their programme to proceed to the dissertation module. Dissertations should be between 15,000 and 20,000 words in length and must be submitted by the date specified in the programme handbook.

### Learning Outcomes

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

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

Students who fail either to submit the dissertations by the deadline, or to achieve a satisfactory assessment for the dissertation will be eligible for the award of a Postgraduate Diploma.

Students wishing to do further postgraduate work within the department (for which application must be made) should normally be required to achieve a mark of 65% in the dissertation and an average of at least 60% in the taught courses or directed reading modules.

## Dissertation requirements

Students are required to submit a dissertation of between 15,000 and 20,000 words on a topic of their choice.

There are 3 requirements that must be completed:

1. Proposal
2. Supervision
3. Presentation (as part of CL7004 Classics: Research and Methods)

### 1. Proposal

Students will be required to develop and refine proposals by the end of Michaelmas term (Semester 1). They should consult with members of staff for assistance. They will be asked to make class presentations of their dissertation proposals and to provide constructive criticisms of the dissertation proposals of fellow students.

Each student is required to submit a 500-word proposal to the Departmental Office by the first Friday in December. This should include a statement of the problem to be studied and methodological approach, an outline structure, a description of the primary sources used, and a brief description of the secondary literature to be consulted.

It is essential to discuss your ideas with the Programme Coordinator or another member of staff before the Christmas break.

### 2. Supervision

Supervisors will be assigned at the end of the first semester (Michaelmas term) according to the area of research selected by the student. They will be assigned from the Department of Classics, or, if circumstances warrant, from other Departments in the School of Histories and Humanities, according to available expertise.

Supervisors will give subject-specific guidance both on subject matter and on the process of completing a research project in a timely and scholarly manner appropriate to the discipline. They will discuss ideas with you at the outset of your project and read and offer feedback on written work (i.e. complete draft chapters) but your thesis is not a collaborative project and must represent your own work. A timetable for the submission of draft chapters should be established with the supervisor and students will be expected to meet the deadlines they have agreed.

A timetable for the submission of draft chapters should be established with the supervisor and students will be expected to meet the deadlines they have agreed. Remember that a supervisor cannot be expected to offer meaningful comment on work that he or she has just received. Supervisors will read and comment on one draft of a chapter; they will not continue to reread and comment on chapters already read before.

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

Students are expected to be in Dublin during for the duration of the three academic terms (for dates see the University Almanack: <http://www.tcd.ie/calendar/>), unless permission is given by the Coordinator.

### 3. Presentation

Students are required to present an aspect of their dissertation research in the Research in Classics module towards the end of semester 2 and make an appointment to consult with their supervisor in the week following their presentation (Week 12). Further details will be given in class.

#### Assessment

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

#### Length

Not less than 15,000 words; not more than 20,000 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. Images should be used as appropriate to the thesis topic. There should be margins of at least 4cm on the left and 3cm on the right of the page. Printing must be on one side only and the dissertation should be soft bound.

The presentation of the dissertation should follow a recognized style sheet. The Historical Journal style sheet is recommended as a default for all dissertations and can be consulted at *Instructions for authors of accepted papers* -

<http://journals.cambridge.org/action/displayMoreInfo?jid=HIS&type=ifc>

#### Layout

The dissertation should start with a title page, followed by 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 loose 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.

## 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.

## Appendices

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

If you have any queries about the appropriate form of footnotes or questions about presentation of bibliographies and any appendices, please direct those to your supervisor in the first instance.

## 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

Students are required to submit one electronic copy by email to Ms. Winifred Ryan on [ryanw1@tcd.ie](mailto:ryanw1@tcd.ie) and two soft-bound hard copies of the dissertation to the Classics Office by 31st August.

## Taught modules (options)

Students take 40 ECTS from the following modules:

- One elementary ancient language (20 ECTS over 2 semesters) plus one taught module (10 ECTS) per semester  
**OR**
- Two taught modules (2 x 10 ECTS) per semester  
**OR**
- Three taught modules (3 x 10 ECTS, two in one semester, one in the other semester), plus CL7050 Modern Greek for beginners (10 ECTS over 2 semesters)

Year-long modules	Michaelmas term	Hilary term	Total
1 x 20 ECTS elementary ancient language module (CL7051/2/3 or CL7071/2/3)	1 x 10 ECTS taught module	1 x 10 ECTS taught module	40 ECTS
	2 x 10 ECTS taught module	2 x 10 ECTS taught module	40 ECTS
1 x 10 ECTS CL7050 Modern Greek for Beginners	1 or 2 x 10 ECTS taught module	1 or 2 x 10 ECTS taught module	40 ECTS

Students with no prior experience of the ancient languages are encouraged to take up either Greek or Latin. **It is not possible to study both languages as a beginner.**

Elementary ancient language modules amount to a total of 20 ECTS and last for two semesters.

All modules will be taught as a series of student-led discussion seminars. Guidance for reading and topics will be given in class.

### Assignments

Each module requires the completion of assignments as directed by the lecturer. All assignments are compulsory. All assignments must be typed/word-processed and submitted by the end of the semester in which the Module has been taken. Students **MUST** keep a copy of all submitted assignments.

In all modules, including the dissertation, the passing grade is 50%.

Late submissions of written assignments must be accompanied by a late submission coversheet, clearly stating the reason for lateness.

## Year-long modules

### Elementary ancient language modules

#### CL7051/2/3 PG Elementary Greek I/II/III

Weighting: 20 ECTS

Contact hours: 3 hours per week (both terms)

Module Coordinator: Dr Shane Wallace ([swallace@tcd.ie](mailto:swallace@tcd.ie))

Teaching Staff: Language Instructor

Textbook: Joint Association of Classical Teachers, *Reading Greek*, 2 volumes, Cambridge University Press

#### **CL7051, CL7052 & CL7053 must be taken together.**

These modules are designed for students with no previous experience of Greek. They consist of three compulsory modules, amounting to three contact hours per week in both semesters.

The modules are taught in small groups through four weekly classes throughout the year. Attendance and preparation for each class are **compulsory**.

#### Aims

- To offer a comprehensive instruction in the Greek language
- To bring students to a good reading knowledge of Greek prose and poetry
- To develop language study skills
- To complement the study of Classical topics and methodologies
- To facilitate progression to research at Ph.D. level on literary or historical subjects

#### Learning outcomes

On successful completion of all three modules students should be able to:

- Manage a substantial Greek vocabulary
- Identify and analyse all main grammatical forms
- Identify and analyse all main syntactical structures
- Translate unseen passages of adapted and unadapted Greek
- Translate and analyse extensive sections of original Greek texts
- Examine texts in their literary and historical contexts

#### Assessment

This module will be assessed by grammar quizzes and translation tests during the year (20%), and by two one-and-a-half hour written examinations in June (80%). The resulting mark will account for 20% of the overall programme mark.

## CL7051 PG Elementary Greek I

Weighting: 10 ECTS

Contact hours: 3 hours per week (Michaelmas term)

Module Coordinator: Dr Shane Wallace ([swallace@tcd.ie](mailto:swallace@tcd.ie))

Teaching Staff: Language Instructor

Textbook: Joint Association of Classical Teachers, *Reading Greek*, 2 volumes, Cambridge University Press

This module provides beginners with the foundations of the Greek language. The study of a traditional grammar textbook integrated with e-learning tools prepares students for the reading of unadapted Greek texts.

### Learning outcomes

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

- Manage a basic a Greek vocabulary
- Identify and analyse all main grammatical forms and basic syntax
- Translate passages of Greek into idiomatic English with some vocabulary aid

### Assessment

This module will be assessed by four written tests under exam conditions in weeks 3, 6, 9 and 12 (100% continuous assessment).

## CL7052 PG Elementary Greek II

Weighting: 10 ECTS

Contact hours: 2 hours per week (Hilary term)

Module Coordinator: Dr Shane Wallace ([swallace@tcd.ie](mailto:swallace@tcd.ie))

Teaching Staff: Language Instructor

Textbook: Joint Association of Classical Teachers, *Reading Greek*, 2 volumes, Cambridge University Press

Prerequisites: either CL7051 Elementary Greek I or previous experience of Greek (subject to Coordinator's approval)

In this module students complete the study of the textbook and study less common morphology, more complex syntax and pragmatics, and expand their vocabulary. Translation skills will be practiced through closely monitored and supervised reading of increasingly less adapted Greek texts.

### Learning outcomes

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

- Manage a substantial Greek vocabulary
- Recognise and analyse all the main features of Greek grammar and syntax
- Translate and analyse seen Greek texts with no vocabulary aid
- Translate short passages of English prose into Greek with minimum vocabulary aid

### Assessment

This module will be assessed by four written tests under exam conditions in weeks 3, 6, 9 and 12 (20% continuous assessment) **and** a one-and-a-half-hour written examination - two passages for translation and analysis and one short prose composition - at the end of the term (80% exam mark).

### CL7053 PG Elementary Greek III

Weighting: 5 ECTS

Contact hours: 1 hour per week (Hilary term)

Module Coordinator: Dr Shane Wallace ([swallace@tcd.ie](mailto:swallace@tcd.ie))

Teaching Staff: Language Instructor

Textbook: Joint Association of Classical Teachers, *Reading Greek*, 2 volumes, Cambridge University Press

Prerequisites: either CL7052 Elementary Greek II or previous experience of Greek (subject to Coordinator's approval)

This module requires independent study of original texts of limited difficulty with the aid of e-learning tools and a single contact hour to address difficulties and questions. Building on previously acquired elementary language skills, this module aims to consolidate grammar and syntax and to bring students to an intermediate level of proficiency in the reading of Greek literary texts.

### Learning outcomes

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

- Manage an extensive Greek vocabulary
- Recognise and analyse complex grammatical and syntactical structures
- Translate and analyse unseen original Greek texts with minimum vocabulary aid

### Assessment

This module will be assessed by four written tests under exam conditions in weeks 3, 6, 9 and 12 (20% continuous assessment) **and** a one-and-a-half-hour written examination - two passages for translation and analysis and one short prose composition - at the end of the term (80% exam mark).

## CL7071/2/3 PG Latin language for beginners

Weighting: 20 ECTS

Contact hours: 3 hours per week (both terms)

Module Coordinator: Prof. Anna Chahoud [chahouda@tcd.ie](mailto:chahouda@tcd.ie)

Teaching Staff: Language Instructor

Textbook: *Wheelock's Latin*, revised by R. A. LaFleur (Harper)

### **CL7071, CL7072 & CL7073 must be taken together.**

These modules are designed for students with no previous experience of Latin. They consist of three compulsory modules, amounting to three contact hours per week in both semesters.

The modules are taught in small groups through four weekly classes throughout the year. Attendance and preparation for each class are **compulsory**.

### Aims

- To offer a comprehensive instruction in the Latin language
- To bring students to a good reading knowledge of Latin prose and poetry
- To develop language study skills
- To complement the study of Classical topics and methodologies
- To facilitate progression to research at Ph.D. level on literary or historical subjects

### Learning outcomes

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

- Manage a substantial Latin vocabulary
- Identify and analyse all main grammatical forms
- Identify and analyse all main syntactical structures
- Translate unseen passages of adapted and unadapted Latin
- Translate and analyse extensive sections of original Latin texts
- Examine texts in their literary and historical contexts

### Assessment

This module will be assessed by grammar quizzes and translation tests during the year (20%), and by two one-and-a-half hour written examinations in June (80%). The resulting mark will account for 20% of the overall programme mark.

## CL7071 PG Elementary Latin

Weighting: 10 ECTS

Contact hours: 3 hours per week (Michaelmas term)

Module Coordinator: Prof. Anna Chahoud [chahouda@tcd.ie](mailto:chahouda@tcd.ie)

Teaching Staff: Language Instructor

Textbook: *Wheelock's Latin*, revised by R. A. LaFleur (Harper)

This intensive module provides beginners with a comprehensive instruction in the Latin language. The study of a traditional grammar textbook integrated with e-learning tools prepares graduates for the reading of unadapted Latin texts.

### Learning outcomes

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

- Manage a substantial Latin vocabulary
- Identify and analyse all main grammatical forms
- Identify and analyse all main syntactical structures
- Translate passages of Latin prose and verse into idiomatic English with some vocabulary aid
- Translate short passages of English prose into Latin with some vocabulary aid

### Assessment

This module will be assessed by four written tests under exam conditions in weeks 3, 6, 9 and 12 (100% continuous assessment).

### CL7072 PG Reading Latin

Weighting: 10 ECTS

Contact hours: 2 hours per week (Hilary term)

Module Coordinator: Prof. Anna Chahoud [chahouda@tcd.ie](mailto:chahouda@tcd.ie)

Teaching Staff: Language Instructor

Textbook: *Wheelock's Latin*, revised by R. A. LaFleur (Harper)

Prerequisites: either CL7071 Elementary Latin or previous experience of Latin (subject to Coordinator's approval)

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.

### Learning outcomes

By the end of the course students should be able to:

- Manage an extensive Latin vocabulary
- Recognise and analyse all the main features of Latin grammar and syntax
- Translate and analyse seen Latin texts with no vocabulary aid
- Translate short passages of English prose into Latin with minimum vocabulary aid

### Assessment

This module will be assessed by four written tests under exam conditions in weeks 3, 6, 9 and 12 (20% continuous assessment) **and** a one-and-a-half-hour written examination - two seen passages for translation and analysis and one short Latin prose composition - at the end of the term (80% exam mark).

## CL7073 PG Latin Language

Weighting: 5 ECTS

Contact hours: 1 hour per week (Hilary term)

Module Coordinator: Prof. Anna Chahoud [chahouda@tcd.ie](mailto:chahouda@tcd.ie)

Teaching Staff: Language Instructor

Textbook: *Wheelock's Latin*, revised by R. A. LaFleur (Harper)

Prerequisites: either CL7072 Reading Latin or previous experience of Latin (subject to Coordinator's approval)

This module requires independent study of original texts of limited difficulty with the aid of e-learning tools and a single contact hour to address difficulties and questions. Building on previously acquired elementary language skills, this module aims to consolidate grammar and syntax and to bring students to an intermediate level of proficiency in the translation of unseen Latin texts.

### Learning outcomes

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

- Manage an extensive Latin vocabulary
- Recognise and analyse complex grammatical and syntactical structures
- Translate and analyse unseen original Latin texts with minimum vocabulary aid

### Assessment

This module will be assessed by four written tests under exam conditions in weeks 3, 6, 9 and 12 (20% continuous assessment) **and** a one-and-a-half-hour written examination - two passages for translation and analysis and one short prose composition - at the end of the term (80% exam mark).

## CL7050 Modern Greek for Beginners

Weighting: 10 ECTS

Contact hours: 1.5 hours per week (both terms)

Module Coordinator: Dr Christine Morris [cmorris@tcd.ie](mailto:cmorris@tcd.ie)

Teaching Staff: Language Instructor

This module is designed for students with no previous knowledge of Modern Greek. You will develop a basic knowledge of Greek vocabulary and grammar, and develop skills in speaking, listening, reading and writing at a basic level. Students will also be introduced to some key features of Greek culture. The course is taught by a Greek native-speaker.

### Learning outcomes

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

- Read, write and pronounce modern Greek script
- Communicate information and converse using everyday vocabulary and basic grammatical structures
- Read and understand simple Greek sentences and passages
- Translate simple English sentences into modern Greek

### Assessment

This module will be assessed by 100% continuous assessment comprised of 20% written tests during the semester and 80% assessment test sat under exam conditions at the end of the second semester.

## Semester long taught options – Michaelmas Term

### CL7020 The Eternal City: the archaeology of the city of Rome

Weighting: 10 ECTS

Contact hours: 2 hours per week

Module Coordinator: Dr Hazel Dodge ([hdodge@tcd.ie](mailto:hdodge@tcd.ie))

This module provides an introduction to the history and archaeology of the City of Rome, from her earliest foundation until the early medieval period. The City of Rome has been a centre of power and religious ritual throughout its existence, and the course aims to provide a guide through the topography of the modern as well as of the ancient city, making students aware of contemporary controversies concerning urban development and the conservation of antiquities. A wide variety of forms of evidence will be drawn upon, including literary, epigraphic and iconographic sources, alongside the results of centuries of antiquarian study and archaeological excavation.

#### Learning Outcomes

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

- Demonstrate familiarity with the topography and urban development of the City of Rome
- Evaluate analytically and critically different types of evidence
- Demonstrate the acquisition of visual skills to analyse in particular archaeological evidence
- Demonstrate an awareness of the modern controversies concerning urban development and the conservation of antiquities
- Demonstrate oral presentation skills

#### Assessment

This module will be assessed by the submission of a research paper of approximately 5,000 words in length, excluding footnotes and bibliography. Research papers are due for submission by 12.00pm on the last Friday of Michaelmas term as per the [essay submission guidelines](#).

## CL7030 Gender and genre in Augustan poetry

Weighting: 10 ECTS

Contact hours: 2 hours per week

Module Coordinator: Prof. Monica Gale [mrgale@tcd.ie](mailto:mrgale@tcd.ie)

This module will explore the importance of genre theory for the study of Augustan poetry, and the ramifications of generic choices with particular reference to the representation and discourses of gender in Augustan Rome. Recent scholarship on Latin poetry suggests that genre is far from constituting a purely formal, academic system for the classification of literary texts; rather, generic conventions and hierarchies offer a field for the expression and exploration of cultural and political values. Close reading of poetic texts from a range of genres will form the basis for an exploration of models of masculinity and femininity in Augustan Rome.

### Learning Outcomes

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

- Demonstrate familiarity with genre theory and its application to the texts under study
- Demonstrate understanding of the texts under study, and ability to analyse them with particular reference to the issues of gender and genre
- Analyse and assess scholarly interpretations of the texts under study
- Display an awareness of the theoretical bases of their own and other scholars' interpretations of Classical texts
- Demonstrate proficiency in oral presentation and discussion and in written argument and analysis

### Assessment

This module will be assessed by the submission of a research paper of approximately 5,000 words in length, excluding footnotes and bibliography. Research papers are due for submission by 12.00pm on the last Friday of Michaelmas term as per the [essay submission guidelines](#).

## CL7034 Greeks and Barbarians

Weighting: 10 ECTS

Contact hours: 2 hours per week

Module Coordinator: Dr Shane Wallace [swallace@tcd.ie](mailto:swallace@tcd.ie)

How did the Greeks view non-Greek cultures? Similarly, how did those cultures in their turn view Greeks? Was the interaction between Greeks and non-Greeks simply one of conflict? Were non-Greeks just uncultured barbarians?

This module will explore the long tradition of cross-cultural interaction between Greeks and non-Greek 'barbarians' from Homer to the Hellenistic period. It will trace the numerous mythological, historical, religious, and economic connections that underlined relations between Greek and barbarians. Questions of identity and ethnicity will be raised throughout and focus will continually be placed on the means by which Greek identity was simultaneously enforced by yet adaptive to engagement with non-Greek 'barbarians'.

The seminars within this module will draw upon a wide variety of literary, archaeological, numismatic, art-historical, epigraphic, and papyrological sources.

### Aims

- To introduce students to the depth and sophistication of Greek interactions with and perceptions of non-Greek cultures.
- To explore Greek influence on non-Greek cultures and non-Greek influence on Greek culture.
- To examine the different ways and contexts in which the ancient Greeks defined self and other.
- To engage with ancient Greek ethnographic writing on its own terms.
- To query the application of modern conceptions of ethnicity and identity to ancient evidence.

### Learning Outcomes

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

- Present a sophisticated knowledge of Greek engagement with non-Greeks cultures.
- Trace how the Greek conception of non-Greek cultures developed over time.
- Analyse critically modern readings of the past, particularly ideas of orientalism and otherness.
- Engage in independent research and formulate an original argument.
- Present their ideas effectively in both written and oral form.
- Integrate and analyse numerous different types of evidence and assess critically their relative strengths and weaknesses.

### Assessment

This module will be assessed by the submission of a research paper of approximately 5,000 words in length, excluding footnotes and bibliography. Research papers are due for submission by 12.00pm on the last Friday of Michaelmas term as per the [essay submission guidelines](#).

## Semester long taught options – Hilary Term

### CL7021 Curiosity and Crisis in the Late Fifth Century: Receptions of the Sophists

Weighting: 10 ECTS

Contact hours: 2 hours per week

Module Coordinator: Dr Ashley Clements [clementa@tcd.ie](mailto:clementa@tcd.ie)

This module examines some of the key intellectual figures that challenged traditional values and received wisdom in Athens during the late fifth century BC and traces the popular reception of their ideas against the backdrop of the events of the last decades of the fifth century. It aims to provide students with a broad survey of the main themes of sophistic debate and to present them as a crucial intellectual context for our understanding of both our major literary sources for this period, and the social and political phenomena to which they allude. From those writers who vilified the new intellectuals, to those who exploited the issues that they raised, receptions of the sophists during the late fifth century were made in dialogue with the political events of Athens' history. By exploring that dialogue, this course situates key works of Greek literature in their crucial intellectual context and considers how intellectual trends and political history may elaborate each other.

#### Aims

- To introduce students to the surviving work of the key intellectual figures influential during the late fifth century, and to the broad themes of sophistic debate in which they participated.
- To develop an understanding of the intellectual context of our main historical sources for the last decades of the fifth century and of their interaction with sophistic ideas.
- To assess the role of intellectual inquiry as a catalyst of social change during the fifth century BC.

#### Learning Outcomes

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

- Understand and evaluate ancient and modern, popular and literary, receptions of the sophists.
- Demonstrate proficiency in evaluating our fragmentary evidence for sophistic thought and reconstruct historically and philosophically plausible positions for the sophists studied.
- Evaluate the relationship between intellectual history and political events by relating particular receptions of sophistic thought to specific historical moments.
- Demonstrate proficiency in oral presentation and discussion.
- Analyse and assess the arguments of research papers, articles or books.

## Assessment

This module will be assessed by the submission of a research paper of approximately 5,000 words in length, excluding footnotes and bibliography. Research papers are due for submission by 12.00pm on the last Friday of Hilary term as per the [essay submission guidelines](#).

## CL7023 Classics and European Identity

Weighting: 10 ECTS

Contact hours: 2 hours per week

Module Coordinator: Prof. Anna Chahoud ([chahouda@tcd.ie](mailto:chahouda@tcd.ie)); Dr Ashley Clements [clementa@tcd.ie](mailto:clementa@tcd.ie)

What do we mean by 'Classics'? What is the role of the Ancient Greek and Roman past in the construction of contemporary national and cultural identities? What is the relationship between antiquity, authority, and identity? What is 'identity', and why does it matter? What are the boundaries of 'Europe'? What diversity underlies the word 'Europe'? These are some of the broad questions we raise in our exploration of the legacy of Greco-Roman antiquity. We will discuss the role of Classical heritage in the shaping of cultural and national identities and in political developments such as nationalism, imperialism, colonialism and postcolonialism. A series of interconnected seminars will encourage in-depth examination of the ways in which classical myths and ideas, texts and artefacts have been approached and appropriated in specific cultural and political contexts. The focus is on the reception of Classics from the 19th century to the present day.

## Aims

- Analyse and discuss the concepts of 'Classics', 'Europe', and 'identity'
- Identify and analyse the contextual reasons behind specific interpretations and uses of classical texts and artefacts
- Understand and evaluate key methodologies involved in the study of the classical past
- Apply and critically discuss key methodologies in the areas of reception studies, cultural heritage studies, and the history of ideas
- Articulate informed views on key primary sources and scholarship
- Conduct independent research and present the results clearly and professionally both orally and in writing

## Learning Outcomes

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

- Detail the development of Classical education from Antiquity to modern-time Europe
- Identify and analyse the contextual reasons behind the interpretation of Classical texts
- Engage critically with primary texts and secondary literature
- Understand and evaluate the methodologies involved in Classical scholarship, ranging from textual criticism to contemporary theoretical approaches
- Demonstrate proficiency in oral presentation and critical thinking

## Assessment

This module will be assessed by the submission of a research paper of approximately 5,000 words in length, excluding footnotes and bibliography. Research papers are due for submission by 12.00pm on the last Friday of Hilary term as per the [essay submission guidelines](#).

## CL7041 The Usable Past: imagining and consuming the Aegean Bronze Age

Weighting: 10 ECTS

Contact hours: 2 hours per week

Module Coordinator: Dr Christine Morris [cmorris@tcd.ie](mailto:cmorris@tcd.ie)

The rediscovery of Aegean Bronze Age civilisation (at the end of the 19th century) captured the public imagination. The visually rich imagery of Minoan snake-wielding goddess and bull-leapers was considered 'modern' and 'European', and interpretations of the archaeological record were, from the beginning, shaped by modern preoccupations and ideologies within Europe and beyond. This course takes the material culture of the Aegean Bronze Age as a case study of the 'usable past', exploring how it has been continuously recreated, imagined and consumed since its rediscovery.

Themes will include: the construction of the Minoans as 'the first Europeans'; Evans' controversial creation of a 'modern ruin' at the palace of Knossos; modern forgeries and issues of imitation and authenticity; gender and the 'myth of matriarchy'. It will also explore the reception, consumption and social biographies of Aegean material culture in the modern world. Topics may include the influence of Cycladic art on modern artists such as Picasso and Brancusi, the uses of Minoan imagery in tourism and in political and ideological contexts, and the re-imaginings of the Aegean past in popular culture from modern dance to poetry, from gender identity to anim .

As part of the module, students will have the opportunity to contribute to an ongoing research project that aims to collect and contextualise modern uses and re-interpretations of Aegean material.

## Aims

- To introduce students to the material culture of the Aegean Bronze Age
- To examine critically how scholarly and popular perceptions of the Aegean Bronze Age have been shaped by the context of rediscovery, and by modern social, historical and ideological factors
- To explore through case studies how the Aegean Bronze Age has been used, consumed and re-imagined in the creative, visual and literary arts

## Learning Outcomes

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

- Present a sound and sophisticated knowledge of Aegean Bronze Age material culture
- Evaluate critically the impact of the modern contexts of rediscovery on the characterisation of the Aegean Bronze Age
- Identify, contextualise and discuss the re-use and appropriation of Aegean Bronze Age material within modern culture
- Communicate ideas and arguments effectively both in oral presentations and discussion, and in written work

## Assessment

This module will be assessed by a combination of oral presentations, practical exercises and written assignments. Research papers of approximately 5,000 words are due for submission by 12.00pm on the last Friday of Hilary term as per the [essay submission guidelines](#).

## CL7042 The Argonautic Tradition: Mythography, Poetry, History and Art

Weighting: 10 ECTS

Contact hours: 2 hours per week

Module Coordinator: Dr Martine Cuypers [cuypersm@tcd.ie](mailto:cuypersm@tcd.ie)

In this module we will explore the story of the quest of Jason and the Argonauts for the Golden Fleece in its many incarnations from the Archaic period until the Roman Empire. Our point of departure will be Apollonius of Rhodes' epic *Argonautica* (3rd c. BCE), which offers what became, more or less, the 'canonical' version of the myth, as well as the commentary notes (scholia) preserved in our Medieval manuscripts on this poem, which preserve much of our information about earlier treatments of the myth by poets, mythographers and (local) historians whose work is no longer extant. Student research in this module will feed directly into a project to produce critical notes on a translation of the Apollonius-scholia (of which a draft will be made available).

In addition to Apollonius' *Argonautica*, the Apollonius-scholia, and fragmentary preserved poets, mythographers and historians, texts and topics likely to be covered (selectively) include: the influence of Argonautic myth on the *Odyssey*; Argonautic topics in Athenian drama (*Medea* and other, lost, tragedies, satyr-plays and comedies); the Argonauts in Hellenistic poetry (Callimachus' *Aetia* and Theocritus' *Idylls* 13 and 22); Diodorus Siculus' *Historical Library*, Apollodorus' *Library of Greek Mythology* and the 'handbook' tradition; Valerius Flaccus' *Argonautica*; representation of the Argonautic myth in art (esp. Attic and South-Italic vase-painting).

The module will provide students with an opportunity to make a direct contribution to research in progress while learning to handle not only 'standard' Greek and Latin authors but also less easily accessible evidence (such as fragment collections, scholia, and ancient lexica) and key scholarly resources and tools (*RE*, *LIMC*, *FGrH/BNJ*, etc.).

### Learning Outcomes

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

- Discuss in outline the development of the 'Argonautic tradition' from the Archaic period to the Roman Empire
- Identify and analyse the contextual reasons behind specific interpretations, selections and uses of the Argonautic myth in ancient texts and art
- Identify and critically discuss key methodological issues concerning the diachronic study of myth
- Confidently use less accessible textual sources such as scholia, ancient commentaries and lexica and fragments
- Identify and critically use key scholarly resources for the study of ancient myth such as fragment collections, encyclopedias, handbooks and online tools
- Conduct independent research, with proper consideration of sources and scholarship, on a selected topic in the area of Argonautic myth, and present the results of this research clearly and professionally both orally and in writing, with proper use and citation of primary sources and secondary literature

### Assessment

This module will be assessed by the submission of a research paper of approximately 5,000 words in length, excluding footnotes and bibliography. Research papers are due for submission by 12.00pm on the last Friday of Hilary term as per the [essay submission guidelines](#).

## Other essential information

### Plagiarism

The University considers plagiarism to be a major offence, and subject to the disciplinary procedures of the University. A central repository of information about Plagiarism and how to avoid it is hosted by the Library and is located at <http://tcd-ie.libguides.com/plagiarism>

It is a University requirement that all TCD students must complete the Online Tutorial on avoiding plagiarism 'Ready, Steady, Write', located at <http://tcd-ie.libguides.com/plagiarism/ready-steady-write>

The University's full statement on Plagiarism for Postgraduates can be found in the University Calendar, Part III 1.32: <http://tcd-ie.libguides.com/plagiarism/calendar>

### Calendar Statement on Plagiarism for Postgraduates - Part III, 1.32

#### 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 <http://tcd-ie.libguides.com/plagiarism>.

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.

## Assessment

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

Students failing to pass taught modules may present for supplemental examination or re-submit required work within the duration of the course as specified in the course handbook.

In the calculation of the overall M.Phil. mark the weighted average mark for the taught components carries 40% and the mark for the dissertation carries 60%.

To qualify for the award of the M.Phil. with Distinction students must achieve a final overall mark for the course of at least 70% and a mark of at least 70% in the dissertation. A distinction cannot be awarded if a candidate has failed any credit during the period of study.

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

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

## Grade Descriptors

### **70>** – Distinction

Excellent work in every respect

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

Marks Range:

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

**50-69% – Pass**

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

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

Marks Range:

- 65-69 = approaching excellence in some areas; analysis and argument demonstrate a high level of critical reasoning and independent evaluation; may contain elements of originality; appropriate range of theoretical approaches and solid command of relevant methods and techniques; complex work and ideas clearly presented; effective use of language and syntax with few or no errors;
- 60-64 = well developed relevant argument and good use of methods but weaker in some areas; key terms used effectively; most important methods and techniques applied; concise and explicit argument, with coherent account of practical work
- 55-59 = approaching merit; satisfactory, appropriate and accurate but exhibiting significant shortcomings in one or more areas
- 50-54 = for the most part satisfactory, appropriate and accurate; argument may lack evidence of originality or full insight; analysis may demonstrate weaknesses in fluency, depth or persuasiveness

**0-49% – Fail**

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

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

### Marks Range:

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

### Oral Examination

Where failure of a dissertation is contemplated graduate students are entitled to an oral examination. The candidate must be informed that the reason for the oral examination is that the examiners are contemplating failure of the dissertation. The following guidelines apply:

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

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

## Part-time Pathway

Part-time students must pass taught modules carrying 40 credits, including the compulsory module CL7004 Classics Research Skills (20 credits), in their first year in order to progress to the second year, and pass taught modules carrying 20 credits in the second year and submit the dissertation by 31st August of the second year. Part-time students should discuss their pathway through the course with the course co-ordinator.

## Distinctions, prizes and grants

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

The Huxley Prize will be awarded to the best dissertation completed by the deadline in September.

Post-Graduate students may apply for funds to assist with travel to the Mediterranean world or to attend an accredited course or pursue a project of academic value from:

The Basil Wilson Fund

The Stanford Travelling Scholarship

For further information seek advice from the Head of Department.

## Travel Bursaries

The Irish Institute of Hellenic Studies at Athens awards bursaries for travel and research in Greece that are open to students studying any aspect of Greek civilization at an Irish University. Preference will be given to students at final year undergraduate or at postgraduate pre-PhD level (taught M.A./M.Litt.), working on a thesis or extended essay. For further details see:

<http://www.iihsa.ie/IIHSABursaries.htm>

## Transcripts

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

## Important dates

12-16.9.16	Postgraduate Orientation <a href="http://www.tcd.ie/orientation">www.tcd.ie/orientation</a>
19-23.9.16	Freshers' Week / Registration
Thursday 22.9.16	M.Phil. in Classics orientation meeting (course participants only) - 10.30am Classics Seminar Room
Monday 26.9.16	Michaelmas Term (Semester 1) teaching begins
7-11.11.16	Reading Week
Friday 2.12.16	Submission of dissertation proposal
Friday 16.12.16	Michaelmas Term (Semester 1) teaching ends
Monday 16.1.17	Hilary Term (Semester 2) teaching begins
27.2-3.3.17	Reading Week
Friday 7.4.17	Hilary Term (Semester 2) teaching ends
Friday 15.8.17	Last day to submit written work to dissertation supervisors
30.6.17	End of statutory term
Thursday 31.8.17	Submission of dissertation
<b>Note that College is closed on the following dates 2016–17:</b>	
Monday 31.10.16	Public Holiday
23.12.16 – 2.1.17	Christmas Period
Friday 17.3.17	St Patrick's Day
Friday 14.4.17	Good Friday
Monday 17.4.17	Easter Monday
Monday 1.5.17	Public Holiday
Monday 5.6.17	Public Holiday

## College Postgraduate Services

Service	Website	Email/Phone
Department of History	<a href="http://www.tcd.ie/history">www.tcd.ie/history</a>	<a href="mailto:histhum@tcd.ie">histhum@tcd.ie</a> +353 1 896 1020
School of Histories and Humanities	<a href="http://www.histories-humanities.tcd.ie/">http://www.histories-humanities.tcd.ie/</a>	<a href="mailto:pghishum@tcd.ie">pghishum@tcd.ie</a> +353 1 896 1791
Accommodation Advisory Service	<a href="https://www.tcdsu.org/accommodation">https://www.tcdsu.org/accommodation</a>	
Alumni Office	<a href="http://www.tcd.ie/alumni">www.tcd.ie/alumni</a>	
Careers Advisory Service	<a href="http://www.tcd.ie/careers/">http://www.tcd.ie/careers/</a>	+353 1 896 1721/1705
Chaplaincy, House 27	<a href="http://www.tcd.ie/Chaplaincy/">http://www.tcd.ie/Chaplaincy/</a>	+353 1 896 1402/1901/1260
Clubs & Societies	<a href="http://www.tcd.ie/students/clubs-societies/">http://www.tcd.ie/students/clubs-societies/</a>	
College Health Centre, House 47	<a href="http://www.tcd.ie/collegehealth/">http://www.tcd.ie/collegehealth/</a>	+353 1 896 1591/1556
Counselling Service	<a href="http://www.tcd.ie/student_counselling">www.tcd.ie/student_counselling</a>	
Day Nursery, House 49	<a href="http://www.tcd.ie/about/services/daynursery/">http://www.tcd.ie/about/services/daynursery/</a>	+353 1 896 1938/2277
English for Academic Purposes	<a href="http://www.tcd.ie/slscs/english/index.php">www.tcd.ie/slscs/english/index.php</a>	<a href="mailto:clcsinfo@tcd.ie">clcsinfo@tcd.ie</a>
Graduate Students' Union	<a href="http://tcdgsu.ie/">http://tcdgsu.ie/</a>	
Graduate Studies Office	<a href="https://www.tcd.ie/Graduate_Studies/">https://www.tcd.ie/Graduate_Studies/</a>	+353 1 896 2722
IT Services, Áras an Phiarsaigh	<a href="http://www.tcd.ie/itservices/">http://www.tcd.ie/itservices/</a>	+353 1 896 2000
IT Training Courses	<a href="http://www.tcd.ie/itservices/training/index.php">http://www.tcd.ie/itservices/training/index.php</a>	
Mature Students Office, Room M36, Goldsmith Hall	<a href="http://www.tcd.ie/maturestudents/index.php">http://www.tcd.ie/maturestudents/index.php</a>	+353 1 896 1386
Orientation	<a href="http://www.tcd.ie/orientation/">http://www.tcd.ie/orientation/</a>	
Postgraduate Advisory Service, House 27	<a href="http://www.tcd.ie/Senior_Tutor/postgraduate">www.tcd.ie/Senior_Tutor/postgraduate</a>	<a href="mailto:pgsupp@tcd.ie">pgsupp@tcd.ie</a>
Student Counselling Service, 7-9 South Leinster Street	<a href="http://www.tcd.ie/Student_Counselling/">http://www.tcd.ie/Student_Counselling/</a>	+353 1 896 1407
Student Learning Development	<a href="https://www.tcd.ie/Student_Counselling/student-learning/">https://www.tcd.ie/Student_Counselling/student-learning/</a>	
TCD Sports Centre	<a href="http://www.tcd.ie/Sport/">http://www.tcd.ie/Sport/</a>	

## 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.

I have submitted an electronic copy to [pghishum@tcd.ie](mailto:pghishum@tcd.ie).

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

**Scoil na Staire agus na nDaonnachtaí**  
*Stair / Na Clasaicí / Stair na hEalaíne agus na hAiltireachta / Léann na n-Inscní agus na mBan*

**Scoil na Staire agus na nDaonnachtaí**  
Coláiste na Tríonóide Baile Átha Cliath,  
Ollscoil Átha Cliath,  
Baile Átha Cliath 2,  
Éire

**School of Histories and Humanities**  
*History / Classics / History of Art and Architecture / Gender and Women's Studies*

**School of Histories and Humanities**  
Trinity College Dublin,  
the University of Dublin,  
Dublin 2,  
Ireland

T: +353 1 896 2625  
[www.histories-humanities.tcd.ie](http://www.histories-humanities.tcd.ie)

## Appendix 2 – late coursework submission coversheet



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. Late 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.

I have submitted an electronic copy to [pghishum@tcd.ie](mailto:pghishum@tcd.ie).

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

**Scoil na Staire agus na nDaonnachtaí**  
*Stair / Na Clasaicí / Stair na hEalaíne agus na hAiltireachta / Léann na n-Inscní agus na mBan*

**Scoil na Staire agus na nDaonnachtaí**  
Coláiste na Tríonóide Baile Átha Cliath,  
Ollscoil Átha Cliath,  
Baile Átha Cliath 2,  
Éire

**School of Histories and Humanities**  
*History / Classics / History of Art and Architecture / Gender and Women's Studies*

**School of Histories and Humanities**  
Trinity College Dublin,  
the University of Dublin,  
Dublin 2,  
Ireland

T: +353 1 896 2625  
[www.histories-humanities.tcd.ie](http://www.histories-humanities.tcd.ie)