



**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

School of Histories and Humanities  
Department of History

# MPhil in Modern Irish History Handbook 2016– 2017



Image overleaf: Young girl reading newspaper beside ornate ironwork bollards,  
Parnell Monument, O'Connell Street, Dublin in the Wiltshire Photographic Collection.  
Dublin, National Library of Ireland, WIL 50[11].

By courtesy of the National Library of Ireland.

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## Overview

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

## Aims

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

## Learning Outcomes

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

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

## Regulatory notification

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

## Programme structure

The programme is full-time and lasts for 12 months, starting in September. Taught modules will be spread over 24 weeks from September to the following April. Part-time students must pass taught modules carrying at least 40 credits in their first year in order to progress to the second year. They must submit the dissertation by 31st August of the second year. Part-time students should discuss their pathway through the course with the programme co-ordinator.

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

1.	Two major subjects of study*	2 x 10 ECTS combination of available taught modules – options change annually; one 10 ECTS module per term	20 ECTS
2.	HI7100	Reading Irish History	20 ECTS
3.	HI7129	Dissertation preparation	10 ECTS
4.	HI7130**	Contemporary Irish/Early Modern History Research Seminar	10 ECTS
5.	HH7000	Dissertation	30 ECTS
<b>Total</b>			<b>90 ECTS</b>

\*Students must complete one major subject of study in both Michaelmas and Hilary Terms.

In Michaelmas Term students must choose one of the following modules, (a) or (b):

- (a) HI7016 Reform and Conquest: Politics and Society in Ireland 1540-1603 (Prof Ciaran Brady)
- (b) HI7123 Exploring the Irish civil war since 1922 (Prof Eunan O’Halpin)

In Hilary Term students must choose one of the following modules, (c), (d) or (e):

- (c) HI 7014 War and society in 17<sup>th</sup> century Ireland (Prof Jane Ohlmeyer)
- (d) HI7124 Society and culture in twentieth century Ireland: themes and debates (Dr Anne Dolan)
- (e) HI 7067: Institutions in Ireland: history, memory and public representation (Dr Georgina Laragy)

\*\*Students can elect to attend HI7124 Early Modern History Research Seminar with the programme co-ordinator’s permission

## Credit System (ECTS)

The ECTS is an academic credit transfer and accumulation system representing the student workload required to achieve the specified objectives of a study programme. The College norm for full-time study over one academic year at Masters Level is 90 credits. ECTS credits are awarded to a student only upon successful completion of the course year.

## Teaching Staff and their research interests

### **Dr Robert Armstrong**

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

### **Prof Ciarán Brady**

16th and 17th century Irish history (esp. political and intellectual); colonial North America; Irish historiography.

### **Dr Anne Dolan**

The nature and the legacy of the Irish civil war; violence and killing throughout the revolutionary period in Ireland; the nature of the two states in Ireland in the inter-war period; popular experience in twentieth century Ireland.

### **Prof David Dickson**

Ireland in the 17<sup>th</sup> and 18<sup>th</sup> centuries; social and economic history

### **Dr Patrick Geoghegan**

The Anglo-Irish Relationship; Ireland in the 18th century; the United States in the 19th Century.

### **Dr Carole Holohan**

Twentieth century Ireland; social history; history of youth; history of poverty

### **Dr Georgina Laragy**

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

### **Dr Richard Mc Mahon**

Modern Irish, Scottish and American history with a particular focus on the comparative and transnational history of violence and the law.

### **Prof Eunan O'Halpin**

Irish and British 20th century political and administrative history; unnatural infant death in Ireland; intelligence and terrorism in the twentieth century.

### **Prof Jane Ohlmeyer**

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

### **Dr Ciaran O'Neill**

Elites and elite education in 19th Century Ireland; Irish literature 1890-1940.

### **Prof Micheál Ó Siochrú**

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

## Contacts

**Ms Jo Mc Namara, Senior Executive Officer, School of Histories and Humanities**

Administration for postgraduate students; submission of coursework; transcripts

**Dr Carole Holohan, Programme Co-ordinator**

**Dr Christine Morris, Director of Postgraduate Teaching and Learning**

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## Taught Elements

### 1 (a) – (e) Major Subjects of Study

#### 1 (a) HI7016 Reform and Conquest: Politics and Society in Ireland 1540-1603 (Michaelmas Term)

Weighting: 10 ECTS

Contact hours: 2 hours per week

Module Coordinator: Prof. Ciarán Brady; [cbrady@tcd.ie](mailto:cbrady@tcd.ie)

This module seeks to offer a new perspective on the course of events in sixteenth century Ireland, known familiarly as ‘the Tudor Conquest’. In contrast to the traditional view of the century as one which witnessed the steady and ultimately conclusive advance of English rule in Ireland, it will suggest that preceding and accompanying that well-known process were a number of independent concurrent developments which greatly complicated and reshaped the Tudor attempt at establishing English rule in Ireland. One lay in the continuing power-struggle among the great Anglo-Irish feudal houses to assert their ascendancy over the Gaelic lordships and their own lesser dependants. Another lay in the complex set of events taking place in Western Scotland and North-East Ulster consequent upon the crisis of the Scottish monarchy. A third lay in the gradual alienation of the traditional English-Irish colonial community from the English crown for religious and ideological reasons. Together these contending forces served to disrupt and undermine the official policy of centralisation and assimilation being directed in Ireland from Tudor government in Whitehall. And in doing so, they helped give rise to a further, unnoticed, piece-meal and utterly opportunist process of entrepreneurial conquest which was to prove the most effective of all. Though there will be a significant historiographical element in the module, especially at the outset, it will be heavily engaged with primary sources, enabling participants to engage directly with the complex and unfamiliar bodies of evidence on which all past interpretations have been based.

#### Learning Outcomes

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

- Demonstrate a familiarity with the principal interpretative modes and debates in the historiography of early modern Ireland
- Identify key political, social and cultural events and developments relating to the ‘Tudor Conquest’, as revealed by in-depth analysis of primary sources and secondary sources
- Place this knowledge in the context of a broader understanding of early modern Ireland and Britain
- Formulate research questions for the purposes of essay writing and oral presentations
- Engage critically and in-depth with primary texts and secondary literature
- Complete an intensive, self-motivated study of a relevant historical problem, with high quality research organization and presentation



## Assessment

You may be asked to submit a number of pieces of written work and to prepare presentations in advance of classes. This module is assessed by the submission of one term essay at the end of Michaelmas term. Essays should be between 4,000 and 5,000 words in length, excluding footnotes and bibliography, and students should discuss their choice of essay topic with the module coordinator in advance. Essays are due for submission by 5.00pm on the last Friday of Michaelmas term, 16 December. All coursework should be submitted as per the [essay submission guidelines](#) unless advised differently by the module coordinator.

## 1 (b) HI7123 Exploring the Irish Civil War since 1922 (Michaelmas Term)

Weighting: 10 ECTS

Contact hours: 2 hours per week

Module Coordinator: Prof. Eunan O’Halpin; [ohalpine@tcd.ie](mailto:ohalpine@tcd.ie)

This module explores the origins, conduct and impact of the civil war, from the treaty split of January 1922 to the summer of 1923, and thereafter in Irish political and popular discourse. Amongst key issues to be addressed will be ideological factors; the conduct and consequences of military operations by both sides; the personal impact on combatants and non-combatants in the immediate and the longer terms; the economic, social and cultural impact of the conflict on peoples’ lives; the policies of the governments of Northern Ireland and of the United Kingdom towards the conflict; foreign perspectives on the war and its outcome; and the historiography of the Irish and of other post-First World War civil wars, and wars of disaggregation.

The objectives of this module are to introduce students to the broad spectrum of historical sources available for the study of the Irish civil war, to enhance competence in the practical exploration and analysis of a range of such sources, to sharpen understanding of the nature of civil wars, and to identify issues, themes and problems which require further exploration and elucidation. Students completing this module will have a good knowledge of the underlying issues at play in the Irish civil war, and an awareness of both scholarly and popular perceptions of the conflict and its consequences. They will be familiar with a range of historical sources on the war and its domestic and external impact, including newspapers, film, oral testimony, and private and official collections of records.

## Learning Outcomes

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

- Identify key events and issues relating to the civil war, as revealed by in-depth analysis of relevant sources
- Place this knowledge in the context of a broader knowledge and understanding of comparable developments elsewhere
- Formulate research questions for the purposes of essay writing and oral presentations

- Assess the various historiographical approaches and methodologies applied to this area of Irish history
- Engage critically and in-depth with primary texts and secondary literature
- Complete an intensive, self-motivated study of a relevant historical problem, with high quality research organization and presentation

### Assessment

You may be asked to submit a number of pieces of written work and to prepare presentations in advance of classes. This module is assessed by the submission of one term essay at the end of Michaelmas term. Essays should be between 4,000 and 5,000 words in length, excluding footnotes and bibliography, and students should discuss their choice of essay topic with the module coordinator in advance. The term essay is due for submission by 5.00pm on the last Friday of Michaelmas term, 16 December. All coursework should be submitted as per the [essay submission guidelines](#) unless advised differently by the module coordinator.

### 1 (c) HI7014 War and Society in Early Modern Ireland and Europe (Hilary Term)

Weighting: 10 ECTS

Contact hours: 2 hours per week

Module Coordinator: Prof. Jane Ohlmeyer; [ohlmejei@tcd.ie](mailto:ohlmejei@tcd.ie)

This module introduces students to the key debates and issues relating to war and society in seventeenth-century Ireland, especially the colonization associated with the early and mid-decades of the century and the civil wars of the 1640s. Throughout events in Ireland are examined in the wider context of Britain, Europe and the Atlantic world as we explore historiographical debates surrounding the 'Military Revolution' and the 'New British and Irish Histories'. Though there will be a significant historiographical element in the module, it will engage heavily with primary sources – especially the 1641 Depositions – enabling participants to engage directly with what have been dubbed the 'most controversial records in Irish history'. Special attention will be given to how technology and access to digital resources, such as the 1641 Depositions and the Down Survey, can enable historical research.

### Learning Outcomes

Upon successful completion of the module students will be able to:

- Identify key events and developments relating to war and society in early modern Ireland, Britain and Europe
- Assess the various historiographical approaches and methodologies applied to this area of Irish history
- Interpret and analyse primary source materials and especially the 1641 Depositions
- Formulate research questions for the purposes of essay writing and oral presentations
- Appreciate how technology can enable historical research

## Assessment

You may be asked to submit a number of pieces of written work and to prepare presentations in advance of classes. This module is assessed by the submission of a term essay at the end of Hilary term. Essays should be between 4,000 and 5,000 words in length, excluding footnotes and bibliography, and students should discuss their choice of essay topic with the module coordinator in advance. Essays are due for submission by 5.00pm on the last Friday of Hilary term, 7 April. All coursework should be submitted as per the [essay submission guidelines](#) unless advised differently by the module coordinator.

## 1(d) HI7124 Society and culture in 20<sup>th</sup> Century Ireland: themes and debates (Hilary Term)

Weighting: 10 ECTS

Contact hours: 2 hours per week

Module Coordinator: Dr Anne Dolan; [adolan@tcd.ie](mailto:adolan@tcd.ie)

This module introduces students to the key debates and methodologies in modern Irish social and cultural history. Moving away from the dominant political narrative of the century, it will consider a variety of experiences in Ireland from a number of different perspectives.

The module will examine the interpretative challenges of social and cultural history in an Irish context, consider the value of a more comparative approach, and will examine some of the new certainties that seem to be emerging in the growing literature on various aspects of Irish experience. It will explore how and when some of Ireland's 'secret histories' emerged, and will evaluate the way in which wider historiographical debates have influenced, at various stages, the nature of the research undertaken.

The module will also consider the approaches future researchers might adopt given the often sensitive nature of much of the subject matter, and also the wealth of potential sources for this period. Through engaging with primary materials, the module aims to critically examine our sense of life as it was lived in twentieth-century Ireland.

## Aims

- To investigate debates and methodologies in the social and cultural history of modern Ireland

## Learning Outcomes

Upon successful completion of the module students will be able to:

- Identify key events and developments in the social and cultural history of modern Ireland, as revealed by in-depth analysis of relevant sources
- Place this knowledge in the context of a broader knowledge and understanding of relevant historiographical approaches and methodologies

- Formulate research questions for the purposes of essay writing and oral presentations
- Assess the various historiographical approaches and methodologies applied to this area of Irish history
- Engage critically and in-depth with primary texts and secondary literature
- Complete an intensive, self-motivated study of a relevant historical problem, with high quality research organization and presentation

### Assessment

You may be asked to submit a number of pieces of written work and to prepare presentations in advance of classes. This module is assessed by the submission of a term essay at the end of Hilary term. Essays should be between 4,000 and 5,000 words in length, excluding footnotes and bibliography, and students should discuss their choice of essay topic with the module coordinator in advance. The term essay is due for submission by 5.00pm on the last Friday of Hilary term, 7 April. All coursework should be submitted as per the [essay submission guidelines](#) unless advised differently by the module coordinator.

### 1 (e) HI 7067: Institutions in Ireland: history, memory and public representation (Hilary Term)

Weighting: 10 ECTS

Contact hours: 2 hours per week

Module Coordinator: Dr Georgina Laragy; [laragy@tcd.ie](mailto:laragy@tcd.ie)

This module seeks to examine the role of carceral institutions in Irish society since the eighteenth century. Focusing on a variety of institutions students will explore Foucault's theory of the 'great confinement' in the context of Ireland through prisons, lunatic asylums, workhouses and other institutions. This will lead to a greater understanding of the role such institutions played in Irish society, examining increasing levels of government inspection and investigation, as well as the emergence of both the legal, welfare and medical professions. As a strategy for dealing with problematic individuals and groups, institutions reveal much about concepts of deviance in Irish society. Students will examine how these institutions are understood by contemporaries through museums, interpretive centres and public inquiries, and explore the role of the historian in evaluating the lives of those who found themselves incarcerated. Case studies including Kilmainham Gaol (Dublin) and Crumlin Road Gaol (Belfast), alongside Portumna Workhouse (Galway) and the project 'World within Walls' (Monaghan District Lunatic Asylum) will be used to understand how these institutions are remembered today. The role of public inquiries in understanding how such institutions operated will also feature in discussions.

### Assessment

TBC

## 2. HI7100 Reading Irish History (Michaelmas and Hilary Terms)

Weighting: 20 ECTS

Contact hours: 2 hours per week

Module Coordinator: Dr Carole Holohan; [holohaca@tcd.ie](mailto:holohaca@tcd.ie)

This team-taught module, which runs throughout Michaelmas and Hilary terms, introduces students to the issues and debates in modern Irish historiography. The module focuses on key texts in modern Irish history and uses them as avenues into some of the most contentious and controversial questions, which have been, and continue to be debated within the discipline. It will consider how those questions have evolved and will look at the main developments within the wider discipline to see how they have influenced and been expressed within the Irish context.

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

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

In Hilary Term students will participate in group projects exploring key themes which they have identified of relevance to their own research interests. The module concludes with group presentations.

### Aims

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

### Learning outcomes

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

- Debate on a wide range of historical issues, drawing on the work of the key researchers in the various fields of Irish history
- Discuss the development of methods and techniques of historical research and analysis over time, and deploy them in ongoing historical debate
- Analyse the theoretical and methodological challenges facing historians working in various periods or themes within Irish history
- Critically appraise Irish historiography

- Explore the forces that have shaped the writing of Irish history and identify gaps in the existing literature
- Place their individual research interests in a wider historiographical context

### Assessment

This module is assessed in Michaelmas Term by an essay (60%) and in Hilary Term by a combination of active participation in the group project (10%) and a paper based on an individual presentation at the final workshop (30%). Essay titles should be formulated in conjunction with the module lecturers. The essay for Michaelmas Term must be submitted by 5.00pm on Monday 16th January 2017. The paper based on your individual presentation should be submitted by 5.00pm on 14<sup>th</sup> April 2017. All coursework should be submitted as per the [essay submission guidelines](#).

### 3. HI7129 Dissertation preparation (Michaelmas and Hilary Terms)

Weighting: 10 ECTS

Contact hours: 2 hours per week

Module Coordinator: Dr Carole Holohan; [holohaca@tcd.ie](mailto:holohaca@tcd.ie)

This team-taught module, which runs in both Michaelmas and Hilary terms, introduces students to a selection of the disparate range of sources and methods used by professional historians, to the interpretative problems these sources may pose and to the ways in which they have been used by historians. The objective is to encourage lateral thinking about the identification and utilisation of ranges of sources for any area of inquiry, as well as to prepare students for the practical aspects of dissertation planning and preparation.

As part of this process of source identification and exploration, the module introduces students to the libraries and archives, the collections and repositories and the curatorial environments which underpin research in modern Irish history. The module includes 'field trips' to major libraries and archives in Dublin. Through these visits and through interaction with key personnel involved in the acquisition, conservation, cataloguing, digitization and management of such collections, students will gain an insight into the environment in which custodians of historical materials operate, together with a clear understanding of the professional and ethical frameworks within which research is conducted.

The module will address some of the following areas:

- using libraries and archives
- locating source materials for the purposes of historical research
- using online finding aids
- using online collections
- using contemporary and emerging techniques for gathering and organising historical materials
- the challenges and issues facing archivists and other custodians of historical materials

- the accepted requirements of scholarship relating to the conventions governing access to historical records

The holdings of the following libraries and archives will be explored through site visits\*:

- Trinity College Library
- Trinity College Manuscripts Department
- National Library of Ireland
- National Archives of Ireland
- UCD Archives Department
- Royal Irish Academy Library
- Dublin Diocesan Archives
- Irish Military Archives
- Dublin City Library and Archive
- Marsh's Library

\*Students are reminded that they may need to allow extra time for travel to visits to selected libraries and archives. Every effort will be made to arrange these 'field trips' in accordance with the course timetable, but it is possible that some visits may have to be scheduled at other times if required by our hosts. Where necessary maps will be provided on Blackboard to guide you to archives and libraries.

During Hilary Term the module includes individual meetings with supervisors and the presentation of papers to an audience of other M.Phil. students and staff. These presentations are normally related to dissertation chapters. Presenters are required to engage in dialogue with the audience, and students in the audience are required to participate.

### Aims

- To analyse some of the wide range of sources and methods used by professional historians
- To apply these sources and methods selectively in dissertation preparation

### Learning outcomes

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

- Identify institutions and source materials available for the purposes of historical research in the Dublin area and further afield, and in printed collections and online
- Identify and discuss the challenges and issues facing archivists and other custodians of historical materials
- Recognise and work in accordance with the rules and conventions governing access to and use of historical records from the perspective of the holding institutions as well as of the individual researcher
- Plan and manage their individual research activities so as to bring their individual research projects to completion
- Identify, acquire, organise and interrogate historical evidence appropriate to their emerging research interests

- Identify key primary and secondary sources to be used in the dissertation
- Reflect critically upon these sources
- Discuss appropriate methodological and theoretical approaches
- Outline in an oral presentation key issues to be addressed in the dissertation
- Respond coherently and authoritatively to questions posed by an academic audience about the oral presentation

### Assessment

This module will be assessed on a pass/fail basis for each element. In Michaelmas Term, a 400-word dissertation proposal must be submitted on **2 December 2016**. In Hilary Term students will give a dissertation presentation to the class. An essay **or** a satisfactory archival/heritage placement + report is due at 5.00pm on **31 March 2017**. The essay (2,000-2,500 words) should identify and discuss the appropriateness of the sources, approach and research techniques chosen for your dissertation. All coursework should be submitted as per the [essay submission guidelines](#).

## 4. HI7130 Contemporary Irish History Research Seminar (Michaelmas & Hilary Terms)

Weighting: 10 ECTS

Contact hours: 2 hours per week

Module Coordinator: Dr Carole Holohan; [holohaca@tcd.ie](mailto:holohaca@tcd.ie)

Attendance at departmental research seminars is required throughout the two terms. These 90 minute seminars take place once a week in term time and each week students must attend the series devoted to Contemporary Irish History (HI1730). Scheduled seminars may be viewed at the 'Events' page on the departmental website or on the modules' Blackboard pages.

Students are expected to attend the seminar series in order to obtain as broad a perspective as possible on current research methods, debates and discoveries in Modern Irish History. Students are also encouraged to attend related events such as conferences, symposia and meetings of learned societies, and to include their reflections on such proceedings in their written work.

A reflective and analytical journal exercise is required for each semester.

Students will be expected to bear in mind the following general considerations:

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

Unless otherwise indicated, all seminars take place on Wednesdays at 4.00pm in the Neill/ Hoey Lecture Theatre of the Long Room Hub, TCD.



## Aim

The aim of this module is to introduce students to full length research presentations and the ensuing discussions.

## Learning outcomes

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

- Appraise a wide range of relevant academic research
- Engage in discussion and analysis of research sources and outcomes
- Reflect on diverse approaches to academic presentation and commentary

## Assessment

This module is assessed on the basis of regular attendance at seminars and submission of a satisfactory analytical 2000-2,500 word journal. This assignment is due on 16<sup>th</sup> December for Michaelmas Term and 7<sup>th</sup> April for Hilary term. All coursework should be submitted as per the [essay submission guidelines](#).

## 5. HH7000 – The Research Dissertation (Year long)

Weighting: 30 ECTS

Module Coordinator: Dr Carole Holohan; [holohaca@tcd.ie](mailto:holohaca@tcd.ie)

Students seeking the M.Phil. will be required to submit a dissertation of between 15,000 and 20,000 words based on primary sources and on a review of relevant modern historical writing. Those who opt not to submit a dissertation may be considered for the award of postgraduate diploma.

Students are strongly advised to give some thought to possible dissertation topics from the beginning of the M.Phil. programme. They should indicate possible areas of inquiry, and explain why these areas particularly interest them in the light of published material that they have consulted. They should also indicate the kinds of primary sources they would envisage using, and say in what libraries and archives such material might be found. Students will not be bound by initial suggestions. The aim of the exercise is, rather, to facilitate systematic reflection about possibilities for independent research. Many of the modules throughout Michaelmas Term are intended to guide students towards potential topics.

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

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

### Aim

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

### Learning Outcomes

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

- Devise, develop and complete a substantial, intellectually challenging and independent research project relating to their field of study
- Identify, access and interpret appropriate source materials, methods, concepts and terminology in the light of existing scholarship
- Develop a coherent and clearly structured argument that engages with original sources and interpretative issues in a critically informed and constructive manner

- Relate the specifics of their research topic to wider issues and debates within their discipline
- Demonstrate project management skills

## Dissertation requirements

### Assessment

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

### Length

It must be between 15,000 and 20,000 words in length, excluding notes, appendices and a full bibliography.

### Presentation

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

Three copies of the dissertation need to be submitted. Two copies of the dissertation should be soft bound. One must be bound in hard covers with the student's name, year of submission and the degree sought printed on the spine. The Thesis Centre on 65 Camden Street Lower, Dublin 2 is familiar with the format needed for Trinity; see [www.thesiscentre.com](http://www.thesiscentre.com).

### Layout

The dissertation should start with a title page, followed by declaration page, a formal statement of acknowledgements, an abstract, and a table of contents, in that order. The table of contents should list the numbers and titles of chapters and appendices, and the relevant page numbers.

### Title

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

### Abstract

An additional abstract must be submitted 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.

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

<http://journals.cambridge.org/action/displayMoreInfo?jid=HIS&type=ifc> -  
<http://www.irishhistoricalstudies.ie/rulesforcontribs.pdf>

## Declaration

The dissertation must contain the following signed declaration 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 [pghishum@tcd.ie](mailto:pghishum@tcd.ie) . Students also need to submit two soft-bound copies and one hard-bound copy of the dissertation to the Department of History Office by 5pm on 31st August 2017. No extensions to this deadline will normally be granted.

## Essay submission

All coursework should be typed or word-processed. Pages should be single-sided and numbered consecutively, 1.5 or double-spaced with generous left- and right-hand margins. Font size should be 12 point with 10 point footnotes. Quotations longer than three lines should be separated from the text and indented. An M.Phil. Coursework Submission Form must be attached to all essays submitted (see appendix one). All students must submit their module essays in hard copy to the Department of History office (Room 3133, Arts Building) and in electronic form to the School of Histories and Humanities at [pghishum@tcd.ie](mailto:pghishum@tcd.ie) by the deadlines specified by module co-ordinators for each module. In your email, insert your name and the module title and code in the subject box.

## Assessment

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%.

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

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

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

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

Any assignment that is not submitted will be graded as 0 (zero). Late submission of assignments, without permission from the Programme co-ordinator, or without a medical certificate in the event of illness, will be graded as 0%. This is to ensure fairness to those who do not avail of extra time to complete their work. We recognize that from time to time there are unforeseen circumstances and genuine cases will be considered sympathetically if contact is maintained with the module and/or Programme co-ordinator. Exemptions will be granted only in exceptional circumstances, and only with the agreement of the Executive Committee of the School of Histories and Humanities, and the Dean of Graduate Studies.

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

**Students are strongly advised to keep copies of every piece of work which they submit for assessment.**

UNLESS OTHERWISE STIPULATED, ALL COURSE WORK SUBMITTED MUST BE PREPARED IN MS WORD OR A COMPATIBLE WORD PROCESSING PROGRAMME. WHERE STIPULATED, WORK MUST BE SUBMITTED IN HARD COPY.

## 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.



## 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.

## 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.

## 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>	

## Useful general information

### Access to Computer Equipment

On registration, students will be provided with a username and password to access their TCD computer account. Students will then be able to access computer facilities throughout College subject to the IT Services code of conduct. IT Services provide computer purchasing advice to students -

<https://www.tcd.ie/itservices/students/purchasing.php>

Many modules on the M.Phil. programme will provide class materials and make announcements through Blackboard, TCD's online learning environment. Your TCD username and password allow you to access Blackboard. Blackboard is available on the Student Homepage at <http://www.tcd.ie/students/>

### IT Services Training Courses

Each term IT Services offers a wide range of free short IT training courses for postgraduate students. Course timetables are updated regularly on the IT Services web site <https://www.tcd.ie/itservices/training/index.php>

The full catalogue of courses includes training in the Microsoft Office suite of applications (Word, Excel, Access and PowerPoint) together with more specialised courses in areas such as SPSS (statistical analysis), Photoshop (image manipulation) and web design. Places on these courses may be booked via the online course booking form and are free of charge. Most are half-day courses but some, including SPSS for statistics and Web Publishing, are held over a number of sessions.

### Careers Advisory Service

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

### Language Courses

The TCD Centre for Language and Communication Studies offers students a range of free language courses at introductory, intermediate and advanced levels in Irish, German, French, Italian, Spanish, Turkish and Korean. These courses fill up quickly so apply as soon as you can. For full details see <https://www.tcd.ie/slscs/clcs/>

### Advice on equipment and data back up

Students generally have their own PCs or laptops. For research purposes, a digital camera is extremely useful as public and private archives increasingly allow their use. If conducting oral history interviews, students are advised to use an appropriate digital recording device. Students are very strongly advised to back up all their course materials, assignments, research notes, drafts, and anything else created or stored in digital media, and to keep such safe copies in a separate location or in the cloud.

## 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 / General Orientation
22.9.16	School Postgraduate Orientation meeting Classics Seminar Room, 5pm
26.9.16	Michaelmas Term (Semester 1) teaching begins
7.11.16	Study Week
2.12.16	Submit dissertation proposal (HI7129)
16.12.16	Michaelmas Term (Semester 1) teaching ends Term essays due for HI7016; HI7123 Assignment due for HI7130
16.1.17	Hilary Term (Semester 2) teaching begins Term essay due for HI7100
27.2.17	Study Week
20-24.3.17	Group presentations (HI7100) take place this week – date TBC
31.3.17	Archival assignment/ essay due for HI7129
7.4.17	Hilary Term (Semester 2) teaching ends Term essays due for HI7124; HI7014; HI7067 TBC Assignment due for HI7130
10-14.4.17	Individual presentations on dissertation topics (HI7129) take place this week – date TBC
14.4.17	Individual presentation paper (group presentation) due for HI7100
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

## 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

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Dublin 2,  
Ireland

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[www.histories-humanities.tcd.ie](http://www.histories-humanities.tcd.ie)