School of Histories and Humanities
Department of History

M.Phil. in Early Modern History
2016–2017
Contents

An Overview of the Course 3

Teaching Staff and School Contacts 4

Programme Structure 5
   1. Compulsory Core Module 5
   2. Sources and Methods in Early Modern History 6
   3. The Early Modern History Research Seminar 7
   4. Major Subjects of Study 8
   5. The Dissertation 12

Degree Requirements and Regulations 13

Grade Descriptors 14

Plagiarism 15

Important Dates 18

Useful College Services and Contacts 18

M.Phil Essay Submission Cover Sheet 21
An Overview of the M.Phil in Early Modern History

The M.Phil in Early Modern History offers well-qualified graduates in History, the Humanities and the Social Sciences an introduction to research in the political, social, cultural and religious history of Ireland, Britain and continental Europe across the Early Modern period. The course is designed to introduce students to a wide range of issues in, and approaches to, Early Modern History while also providing students with a rigorous training in research methods and relevant skills. The programme is built around Trinity College Library’s extensive research resources for the period from the Reformation to the French Revolution and reflects the full range of exciting new research currently being undertaken in Early Modern history within the Department of History. The course may also serve as an introduction to graduate study for students intending to pursue doctoral studies in Early Modern History.

Aims: The course aims to provide graduates with a critical awareness of key issues and questions in Early Modern history and a firm foundation in the research process. Students will be trained in the analysis and the presentation of their research findings and introduced to the methodological challenges of conducting research at postgraduate level. Each module within the degree programme introduces students to a defined theme or problem within Early Modern history, providing a tightly focused and in-depth introduction to a range of contemporary sources, interpretative problems and current debates. Through exploring these issues, approaches and methodologies, the M.Phil in Early Modern History is designed to equip students with both the analytical and practical skills required for independent historical research.

Learning Outcomes: On successful completion of the programme students should be able to:

• Demonstrate a detailed understanding of the political, intellectual and cultural history of the Early Modern period
• Engage with relevant theoretical and critical approaches, and to apply them to the study of Early Modern history
• Critically analyse a range of printed and archival sources from this period
• Verbally present and discuss research results in a scholarly fashion
• Conceive and carry out a programme of scholarly research, and write-up analysis of research results
• Engage in scholarly activity, either autonomously or as part of a research degree.

Programme Co-ordinator: Joseph Clarke (Room 3153)
e-mail: joseph.clarke@tcd.ie
Teaching Staff and their Research Interests

Robert Armstrong. 17th century British and Irish history, especially political, religious and imperial history, history of political thought.
email: robert.armstrong@tcd.ie

Ciaran Brady. 16th and 17th century Irish history (esp. political and intellectual), colonial North America, Irish historiography.
e-mail: cbrady@tcd.ie

Joseph Clarke. The long 18th century, the Enlightenment, the French Revolution and Napoleonic era.
e-mail: joseph.clarke@tcd.ie

David Dickson. Ireland in the 17th and 18th centuries; social and economic history
e-mail: ddickson@tcd.ie

Graeme Murdock. The European Reformation and the cultural history of religion; early modern France and the history of Central Europe.
e-mail: murdocg@tcd.ie

Jane Ohlmeyer. Irish history in the 17th century; military, diplomatic, social and political history. Ireland and Empire, Early Modern British history, the ‘Military Revolution’ in early modern Europe.
e-mail: jane.ohlmeyer@tcd.ie

Micheál Ó Siochru. Early modern Irish, Britain and colonial history. Political, military and urban history; constitutional and international law.
e-mail: m.osiochru@tcd.ie

School Contacts

Anne Dolan. Head of Discipline, History Department.
e-mail: adolan@tcd.ie

Christine Morris. Director of Postgraduate Teaching and Learning, School of Histories and Humanities
e-mail: cmorris@tcd.ie

Jo McNamara. Senior Executive Officer, School of Histories and Humanities
e-mail: pghishum@tcd.ie

Essay Submission
All students must submit their module essays in hard copy to the History department office (room 3133) and in electronic form to the School of Histories and Humanities at postgradhishum@tcd.ie by the deadlines specified for each module.
Programme Structure

The programme consists of the following elements:

1. A compulsory core module: HI7011. ‘From Reform to Revolution: Cultural Change and Political Conflict in Early Modern Europe’. 20 ECTS.
2. HI7020. Sources and Methods in Early Modern History. 10 ECTS
3. HI7021. Early Modern History Research Seminar. 10 ECTS
4. Two major subjects of study (one to be taken in each term). 2 x 10 ECTS
5. HH7000. The Research Dissertation. 30 ECTS

Methods of Study: For the taught components of this degree, students are required to attend seminars, participate in class activities, complete assigned tasks, and to make class presentations. They will also submit research-based essays. For full details on each modules, including module aims and learning outcomes, please consult the relevant module handbook and Blackboard web page. For the dissertation element of the degree, each student will be assigned a supervisor who will provide academic guidance on his or her research project.

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.

Taught Elements

1. HI7011 - From Reform to Revolution: Cultural Change and Political Conflict in Early Modern Europe

Co-ordinator: Joseph Clarke
Teaching Staff: Robert Armstrong, Ciaran Brady, Joseph Clarke, Linda Kiernan, Philip McEvansoneya, Graeme Murdock, Jane Ohlmeyer, Micheál Ó Siochru.

Duration: Michaelmas and Hilary Terms (Sept-Dec and Jan-April)
Contact hours: 2 hours per week. Thursday, 12.00-2.00pm, room 6009, Arts Building.
Weighting: 20 ECTS

Description: This compulsory module is team-taught in weekly two-hour seminars over two semesters. The course examines key themes in the study of Early Modern political, social and cultural history while also evaluating the methodologies used to analyse them. Current themes include ‘Courts and nobilities’, ‘Politics and the state’, ‘States and churches’, and ‘The Public Sphere’.

Assessment: This module will be assessed by the submission of a term essay at the end of both Michaelmas and Hilary terms. 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. Term essays are due for submission by 5.00pm on the last Friday of each term, 16
December and 7 April. Please note that staff may also ask you to prepare presentations in advance of classes.

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

- Identify and assess key themes and developments in the historiography of the Early Modern period
- Analyze relevant primary sources
- Reflect upon the various methodologies and approaches scholars use in writing Early Modern history
- Critically engage with interpretations and debates in Early Modern history.

## 2. HI7020 - Sources and Methods in Early Modern History

**Co-ordinator:** Joseph Clarke  
**Teaching Staff:** Team-taught  
**Duration:** Michaelmas and Hilary Terms (Sept–Dec and Jan-April)  
**Contact hours:** 1 hours per week. Introductory meeting, Monday 26 September 2016, 2.00pm, room 6002, Arts Building. See the module handbook for details of subsequent meetings.  
**Weighting:** 10 ECTS

**Description:** This module guides students through the process of formulating and refining an independent research project. Through regular meetings, library visits and/or seminars, it introduce students to some of the principal research repositories and resources they may use in their own research and considers some of the historiographical and methodological problems the research process gives rise to. It will also introduce students to some of the specific research skills that early modern historians employ in their research, e.g. paleography. The module asks students to reflect critically upon different kinds of evidence and consider the diverse approaches that historians have employed to engage with that evidence as they design their own research strategies in preparation for their dissertation research.

**Assessment:** This module will be assessed by the submission of a research proposal by the beginning of Hilary term (the last date for submission is 13 January) and the delivery of a research presentation outlining each student’s dissertation project at the end of Hilary term. For further details, see the module handbook.

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

- design a dissertation research proposal and develop a research strategy for its implementation  
- identify and evaluate the principal primary sources they will use in their dissertation research  
- engage with the relevant secondary literature and critically consider their research’s relationship to that existing scholarship  
- reflect upon the theoretical and methodological issues their research gives rise to  
- deliver a presentation outlining their research project.
3. HI7021. The Early Modern History Research Seminar

Coordinator: Joseph Clarke
Duration: Michaelmas & Hilary Terms
Contact Hours: 2 hours per week. Monday, 5.00pm, Neill/Hoe Lecture Theatre, Trinity Long Room Hub Building.

Weighting: 10 ECTS

Description: Students are required to attend the Trinity Centre for Early Modern History’s weekly research seminars in order to obtain as broad a perspective as possible on current research, debates and methods in early modern history. These weekly seminars will allow students to engage with research currently being conducted by historians both in Trinity College and internationally and to reflect on the diversity of approaches to historical research.

Assessment: This is a pass/fail module assessed on the basis of regular attendance at seminars and the completion of a seminar report.

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

• assess a range of ongoing research in early modern history
• consider critically questions of research methodology and historiography
• engage in discussion and analysis of research sources and outcomes
• reflect on diverse approaches to academic presentation and commentary.

Michaelmas Term Seminar Programme

3 October  Trinity College’s Early Modern Historians

10 October  Mathieu Ferradou (Université Paris 1), Irish patriots in Paris under the early French Republic (1792-1794): the boundaries of citizenship.

17 October  Timothy Murtagh (TCD), The Politics of State Breakdown: Ireland in the Late Eighteenth Century.

24 October  David Brown (TCD) Pirates from the Caribbean - The Sea Adventure to Ireland of 1642.

31 October  Bank Holiday (no seminar)

7 November  Reading Week (no seminar)

14 November  James Hanrahan (TCD), Writing Enlightenment contemporary history: Voltaire’s Précis du siècle de Louis XV.

21 November  Sarah A. Covington (City University of New York), The Old Man who lived in a Ruin: Land, Memory, and Oliver Cromwell’s Afterlife in Ireland.

5 December Brid McGrath (TCD), Sex, lies and rigged returns: the 1634 Kerry election and its consequences.

12 December David Dickson (TCD), Who were the ‘cottiers’? Social class in eighteenth-century Ireland.

Hilary Term Seminar Programme


30 January Robert Appelbaum (Uppsala University), Early Modern Terrorism: an Introduction.

6 February William O’Reilly (University of Cambridge), The emperor who wanted to be king. HRE Charles VI in Spain and Germany, 1685-1740.

13 February Joel Halcomb (University of East Anglia), The Dublin Convention of 1658 and the Fall of the Protectorate

20 February Aileen Douglas (TCD), Round Hand Character: script, commerce, and nation, 1690-1750.

27 February Reading Week (no seminar)

6 March Alexander Wilkinson (University College Dublin), Book History and the Digital Humanities.

13 March Malcolm Gaskill (University of East Anglia), Witchcraft, Emotion and Social Change in Seventeenth-Century New England.

20 March Michael Braddick (Sheffield University), The sufferings of John Lilburne (1615-1657): martyrology and the freeborn Englishman.


4. Major Subjects of Study

Students must complete one major subject of study in both the Michaelmas and Hilary terms. Each subject will be taught by means of a weekly two-hour seminar and guidance for readings and topics will be given in class and in the module handbooks. Please note that staff may also ask you to prepare presentations in advance of classes.

In Michaelmas Term (September-December), students must choose one of the following modules:

In Hilary Term (January-March), students must choose one of the following modules:
HI7016 - Elizabethan Ireland: Contending Conquests - The Struggle for Mastery in Sixteenth Century Ireland

Co-ordinator: Ciaran Brady
Duration: One Semester (Michaelmas Term)
Contact hours: 2 hours per week. Wednesday, 2.00-4.00pm, room 6009.
Weighting: 10 ECTS

Description: 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.

Assessment: 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. Please note that staff may also ask you to prepare presentations in advance of classes.

Learning Outcomes: On successful completion of the 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.
HI7007 - Religious Tolerance and Intolerance in Early Modern Europe
Co-ordinator: Graeme Murdock
Duration: One Semester (Michaelmas Term)
Contact Hours: (2 hours per week). Tuesday, 2.00-4.00pm, room 3124.
Weighting: 10 ECTS
Description: What is the history of religious tolerance? How did Europeans respond to religious diversity after the Reformation? Christians proved capable of both religious tolerance and intolerance in different forms and combinations. This course analyses the changing practices of tolerance and intolerance in communities across early modern Europe during the sixteenth and seventeenth centuries.
Assessment: 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. Please note that staff may also ask you to prepare presentations in advance of classes.
Learning Outcomes: On successful completion of the module students should be able to:
• understand the practice of religious tolerance and intolerance in early modern Europe
• become acquainted with the relevant historical sources
• become acquainted with relevant historical debate and interpretations, and learn to communicate their findings to an interested audience.

In Hilary Term (January-April), students must choose one of the following modules.

HI7014 - War and Society in Early Modern Ireland and Europe
Co-ordinator: Jane Ohlmeyer
Duration: One Semester (Hilary Term)
Contact Hours: (2 hours per week). Tuesday, 9.00-11.00am, room 3124.
Weighting: 10 ECTS
Description: 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.
Assessment: 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. Please note that staff may also ask you to prepare presentations in advance of classes.

Learning Outcomes: On successful completion of the module students should 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 analyze 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.

HI7013 - Gender, Identity and Authority in 18th Century France
Co-ordinator: Joseph Clarke
Duration: One Semester (Hilary Term)
Contact Hours: 2 hours per week. Thursday, 3.00-5.00pm, room 6009.
Weighting: 10 ECTS
Description: For many historians, the 18th century was a defining moment in the making of modern gender relations. This course introduces students to some of the major themes in the history of gender in 18th century France and asks why the Enlightenment and the French Revolution have proved so pivotal in the modern historiography of gender. By exploring questions such as the cultural construction of gender during the French Enlightenment and the rôle gender played in French Revolutionary politics, this module will consider the different methods historians have used to analyse the relationship between gender, identity and authority in an 18th century context.

Assessment: 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. Please note that staff may also ask you to prepare presentations in advance of classes.

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

• interpret the evolving nature and representation of gender relations in ancien régime and Revolutionary France
• identify and engage with a range of significant historical sources
• critically evaluate relevant methodologies, interpretations and debates
• communicate their research conclusions in seminar presentations and essays.
5. **HH7000 - The Research Dissertation**

The M.Phil programme is designed to encourage independent historical research within a supportive academic environment. Students seeking the M.Phil in Early Modern History are required to submit a dissertation of between 15,000 and 20,000 words based on primary research and on a review of the relevant modern historical literature. Those who opt not to submit a dissertation may be considered for the award of the postgraduate diploma.

**Dissertation Supervision:** Following the submission of research proposals in January, 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. Written work should be presented in an appropriate manner well in advance of a supervision meeting to allow supervisors adequate time to read and reflect on submitted work. Remember that a supervisor cannot be expected to offer meaningful comment on work that he or she has just received. Final drafts of dissertation material requiring feedback and comment should be submitted to your supervisor well in advance of the dissertation’s final submission, ideally by early August.

**Dissertation Submission:** The requirements for the dissertation are as follows:

- It must be between 15,000 and 20,000 words in length, excluding notes, appendices and a full bibliography.
- It must be accompanied by a two hundred word abstract, which should include five key words to facilitate indexing. One copy of the abstract, printed on a single sheet of A4 paper, must be submitted loose with each copy of the thesis.
- Your dissertation must be word processed, and its presentation should follow a recognized style sheet. The *Historical Journal* style sheet is recommended as a default for all dissertations and can be consulted at [http://journals.cambridge.org/action/displayMoreInfo?jid=HIS&type=ifc](http://journals.cambridge.org/action/displayMoreInfo?jid=HIS&type=ifc)
- Three copies of the work must be submitted, of which two may be ring bound in soft covers. 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). Remember to leave sufficient time to bind your thesis at this busy time of year.
- On other questions of presentation, the font used must be 12 point and line spacing should be either one and a half or double spacing. Your work should be without any handwritten amendments. All copies of your dissertation must be identical. Use one side only of A4 paper, number the pages, and leave decent size margins. Start each chapter, and the bibliography and any appendices on a new page. Supply a table of contents, and an introductory note declaring that ‘this dissertation is entirely my own work’ which you
should sign. On the title page give the title of your dissertation, your name and your supervisor’s name. A formal statement of acknowledgements must be included in the thesis.

- 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.
- **Dissertations must be submitted to the Department of History office in the stipulated form and number of copies not later than 5.00pm on 31 August 2017.** You should also submit an electronic copy of your dissertation as a PDF file to postgradhishum@tcd.ie. No extensions to this deadline will normally be granted.
- If required a *viva voce* examination will be held.

**Degree Requirements and Regulations**

**Degree Requirements.** The M.Phil in Early Modern History degree is awarded on the basis of an aggregate of marks- 40% from the core course and two major subjects of study and 60% on the basis of the mark awarded for the dissertation.

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. 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.

**Part-time Pathway.** Part-time students must pass taught modules carrying 40 credits in their first year in order to progress to the second year, pass taught modules carrying 20 credits in the second year and submit the dissertation by 31 August of the second year. Part-time students should discuss their pathway through the course with the course co-ordinator.

**Essay Submission.** All assessed essays must be submitted in hard copy to the History department office (room 3133) by 5.00pm on the last Friday of each term, and in electronic form to the School of Histories and Humanities at postgradhishum@tcd.ie by the same deadline. You must submit a completed copy of the School’s M.Phil essay submission form with each essay. You can find a copy of this form at the end of this handbook.

**Re-assessment.** Students who fail to pass taught modules may present for re-examination or resubmit work for re-assessment as instructed by the Course Director within the duration of the course. Re-assessment for Michaelmas term
modules must be completed by 1 June. Re-assessment for Hilary term modules must be completed by 31 August. Each assessed component can only be re-assessed once.

Extensions. An extension on the submission date for any essay or dissertation can only be granted on medical or ad misericeordiam grounds. Students seeking such an extension must contact the Course Director in advance of the submission date and must provide documentary evidence, e.g. medical certification, in support of their request.

Grade Descriptors

70-100 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; references and bibliography consistently formatted using a recognized style

Marks Range:
85-100 marks above 85 are only awarded in exceptional circumstances
80-85 of publishable quality, with striking insights and significant results
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 demonstrating satisfactory research and understanding of key principles
• Understanding: a developed capacity to reason critically with words and tools
• 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, compensatable 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; poor presentation.

College Policy on 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.
Important Dates

22 Sept. 2016  Introductory Meeting for all new M.Phil students
26 Sept. 2016  Michaelmas Term teaching begins
17 Dec. 2016  Michaelmas Term teaching ends.
17 Dec. 2016  Essay Submission Deadline for both the Core and Special Subject Modules
13 Jan. 2017  Deadline for the Submission of Dissertation Proposals
16 Jan. 2017  Hilary Term teaching begins
3 April 2017  M.Phil Dissertation Presentations
7 April 2017  Hilary Term teaching ends.
7 April 2017  Essay Submission Deadline for both the Core and Special Subject Modules
31 Aug. 2017  Deadline for the Submission of M.Phil dissertations

Some Useful College Services and Contacts

The Postgraduate Advisory Service
The Postgraduate Advisory Service is a confidential service available to all registered postgraduate students at Trinity College. It offers a comprehensive range of academic, pastoral, and professional supports dedicated to enhancing your student experience. The Postgraduate Student Support Officer provides ‘frontline’ support for all postgraduate students at Trinity College Dublin and will act as a first point of contact and a source of support and guidance, both on your arrival in College and at any time during your stay.

In addition to the dedicated Postgraduate Student Support Officer, each Faculty has three members of their academic staff, with substantive experience of research supervision, designated to provide local support to the postgraduate students for whom the Faculty is responsible. If you require specific advice, or would like to arrange a confidential meeting with the dedicated Student Support Officer, you can make an appointment by phoning +353 1 896 1417, or by e-mailing pgsupp@tcd.ie

The service is located on the second floor of House 27 in the Senior Tutor’s Office. For further details, see www.tcd.ie/senior_tutor/postgraduate
Useful Contacts in College

Accommodation Office
West Chapel
http://www.tcd.ie/accommodationandcatering/
+353 1 896 1177

Careers Advisory Service,
East Chapel
http://www.tcd.ie/Careers/
+353 1 896 1721/1705

Chaplaincy, House 27
http://www.tcd.ie/Chaplaincy/index.htm
+353 1 896 1260/1402/1901

Day Nursery, House 49
http://www.tcd.ie/info/services/daynursery/
+353 1 896 2277/2938

Department of History
Arts Faculty Building
http://www.tcd.ie/history/
+353 1 896 1791/1020

English for Academic Purposes
www.tcd.ie/slscs/english/index.php

Graduate Students’ Union,
14 Westland Row
http://www.gsu.tcd.ie/
+353 1 896 1169

Graduate Studies Office
https://www.tcd.ie/Graduate_Studies/
+353 1 896 2722

Health Centre,
House 47
http://www.tcd.ie/College_Health/
+353 1 896 1556/1591

IT Services
http://www.tcd.ie/itservices/
+353 1 896 2000

IT Training Courses
http://isservices.tcd.ie/training/index.php

Mature Students Office,
Room M36, Goldsmith Hall
http://www.tcd.ie/maturestudents/index.php
Ph: 896 1386

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Postgraduate Advisory Service, House 27
www.tcd.ie/Senior_Tutor/postgraduate
e-mail: pgsupp@tcd.ie

New Trinity Students
http://www.tcd.ie/orientation/

School of Histories and Humanities
http://www.histories-humanities.tcd.ie/
+353 1 896 1791

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<thead>
<tr>
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<td>Student Counselling Service</td>
<td><a href="http://www.tcd.ie/Student_Counselling/">http://www.tcd.ie/Student_Counselling/</a></td>
<td>+353 1 896 1407</td>
</tr>
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<td><a href="http://www.tcd.ie/home/cs/cstudent.htm">http://www.tcd.ie/home/cs/cstudent.htm</a></td>
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Appendix 1 – M.Phil. coursework submission sheet

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.

Signed: ___________________________________________

Date: ___________________________________________