



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

School of Histories and Humanities

Ancient and Medieval History and Culture

2024 – 2025 Sophister Handbook





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ANCIENT & MEDIEVAL HISTORY AND CULTURE

Welcome! This Handbook covers the third (Junior Sophister) and forth (Senior Sophister) years of study and provide you with essential information about your course in Ancient & Medieval History and Culture. More detailed information on each individual module is provided in the relevant module guide. If you are in any doubt about how regulations affect you, please consult the Programme Co-ordinator or your College Tutor.

We wish you all the best in your studies in what will be a challenging but, we hope, thoroughly rewarding year in your studies.

Programme Co-ordinator– Dr David Ditchburn – ditchbud@tcd.ie

Keeping in Touch

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

- **Email** – Information from the Course Co-ordinator and from individual lecturers and tutors will often be sent to your college email address. It is also the quickest way to contact a member of staff. You should check your college email daily. Please note that you should only use your TCD email address when corresponding with us. Get into the habit of checking this account regularly, even if you also use a different email address for personal use.
- **Blackboard** – this is where individual module details are posted. Details will be given for individual modules as appropriate.
- **Contact Details** Changes in contact details should be reported to the Programme Co-ordinator as well as to Academic Registry. Please keep your record up to date via the 'my.tcd.ie' portal (<https://my.tcd.ie>). The three Departments which provide modules to the programme are: Classics (Floor 6, Rm B6004); History of Art (Floor 5, Rm 5082); and History (Floor 3, Rm 3113). Please note that the Departmental offices may not be open all the time, so it is better to check before coming into College or going to offices; email staff and make an appointment and then you know there is someone to talk to. Both in person and Zoom meetings will be the normal way of communicating, depending on circumstances.
- **Website** - www.histories-humanities.tcd.ie/undergraduate/ancient-medieval



Trinity Graduate Attributes

Throughout an undergraduate degree programme students are provided with opportunities to develop and achieve the Trinity Graduate Attributes supporting their academic growth and shaping the contribution they will make to their field of study, profession and to society. The Trinity Graduate Attributes may be achieved through academic and co- and extra-curricular activities. The Trinity Graduate Attributes are:

- To think independently
- To act responsibly
- To communicate effectively
- To develop continuously

All moderatorship degree courses entail a broad base of knowledge of both a general and particular nature, and the intellectual skills that must be mastered are broadly similar in all areas.

For further and more detailed information see the College Calendar:

www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf

Programme Learning Outcomes

On successful completion of this course students will be able to:

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



Contacts and Teaching Staff

| Programme Administrators (3 rd Floor Rm 3133) | | E-mail address |
|---|--|--|
| Dr David Ditchburn | AHMC Coordinator & Columbia Joint Degree Coordinator | ditchbud@tcd.ie |
| Mr Stephen Galvin | Executive Officer | amhc@tcd.ie |
| Department of Classics (Floor 6, Rm B6004) | | |
| Dr Ashley Clements | Assistant Professor in Greek Literature and Philosophy, Head of Department of Classics | clementa@tcd.ie |
| Prof. Anna Chahoud | Professor of Latin | chahouda@tcd.ie |
| Ms Winifred Ryan | Executive Officer, Department of the Classics | ryanw1@tcd.ie |
| Dr Martine Cuypers | Assistant Professor in Greek | cuyperism@tcd.ie |
| Prof Ahuvia Kahane | Regius Professor of Greek & A.G. Leventis Professor of Greek Culture | kahanea@tcd.ie |
| Dr Christine Morris | Andrew David Professor in Greek Archaeology | cmorris@tcd.ie |
| Dr Sue O'Neill | Adjunct Assistant Professor | oneillsu@tcd.ie |
| Dr Giorgos Papantoniou | Assistant Professor in Ancient Visual and Material Culture | papantg@tcd.ie |
| Dr Rebecca Usherwood | Lecturer in Late Antique and Early Byzantine Studies | usherwor@tcd.ie |
| Dr Shane Wallace | Walsh Family Lecturer in Classics & Ancient History | swallace@tcd.ie |
| Department of History (3rd Floor Rm 3133) | | |
| Ms Joanne Lynch | Executive Officer, Department of History | histhum@tcd.ie |
| Prof. Ruth Mazzo Karras | Lecky Professor of History, Head of Department History | rkarras@tcd.ie |
| Prof. Sean Duffy | Professor in Medieval History | sduffy@tcd.ie |
| Dr Francis Ludlow | Assistant Professor in Environmental History | ludlowf@tcd.ie |
| Dr Philippa Byrne | Assistant Professor in Medieval History | phbyrne@tcd.ie |
| Dr Immo Warntjes | Ussher Assistant Professor in Medieval History | iwarntjes@tcd.ie |
| Department of History of Art & Architecture (Floor 5, Rm 5082) | | |
| Ms Aoife Jennings | Executive Officer | arthist@tcd.ie |
| Dr Timothy Stott | Head of Department, Associate Professor in Modern and Contemporary Art History | stott@tcd.ie |
| Dr Angela Griffith | Assistant Professor in the History of Art & Architecture | griffiam@tcd.ie |
| Dr Philip McEvansoneya | Assistant Professor in the History of Art & Architecture | pmcevans@tcd.ie |
| Dr Maria Elisa Navarro Morales | Assistant Professor in the History of Architecture | navarrme@tcd.ie |
| Dr Anna McSweeney | Assistant Professor in the History of Architecture | anna.mcsweeney@tcd.ie |
| Dr Ben Thomas | Associate Professor | bethomas@tcd.ie |
| Dr Rachel Moss | Associate Professor | rmoss@tcd.ie |
| Dr Catherine Lawless | Assistant Professor in Gender Studies | lawlessc@tcd.ie |



College Tutors

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

Trinity Careers Service

What do you want to do? How will you get there? We are here to support you in answering these and other questions about your career.

All students are welcome- whatever your grades, ambitions, abilities or work experience levels we are here for you.

Junior & Senior Sophisters

Get work experience: Apply for work experience and internships to get an insight into different sectors. Personalise your MyCareer profile to receive email alerts tailored to your preferences.

Trinity Employability Bursary: Apply for the bursary, in place to support students finding it financially difficult to take up a career-related opportunity e.g. internship, job shadowing. The work experience you undertake must help you to develop your employability skills and prepare you for your future career.

Mentoring & Connecting: Message or meet with a Trinity graduate through Careers Mentoring.

Employability Awards: Apply for an award of interest to you. The awards combine industry-led training in highly transferable soft and technical skills with a university-led workshop to help you reflect on and articulate your learning.

Attend Employer Fairs: Book onto a fair to meet with employers. Fairs take place in Michaelmas Term.

Polish your CV: Book onto a CV/LinkedIn Clinic for a 15mins consultation through MyCareer.

Find a Job: Personalise your MyCareer profile to receive email alerts tailored to your interests.

Practice Interviews: Book a practice interview with a careers consultant or self-serve 24/7 using video interviews on Shortlist.me.

Further study: Research your options using the Careers Service website and book an appointment with your careers consultant through MyCareer to decide on your best course of action.

Need to chat about your future? Book an appointment with your careers consultant, Orlaith Tunney on MyCareer. No career query or concern too small!

More information on the above and lots more at Trinity Careers Service website
www.tcd.ie/careers



MyCareer

An online service that you can use to:






- Apply for opportunities which match your preferences - vacancies including research options
- Search opportunities
- View and book onto employer and Careers Service events
- Submit your career queries to the Careers Service team
- Book an appointment with your careers consultant

Simply login to MyCareer using your Trinity username and password and personalise your profile.

Trinity Careers Service

Trinity College Dublin, 7-9 South Leinster Street, Dublin 2

01 896 1705/1721 | Submit a career query through careers@tcd.ie or MyCareer

| | | |
|--|---|---|
|  MyCareer: mycareerconnect.tcd.ie |  Trinity.Careers.Service | |
|  www.tcd.ie/careers |  @TCDCareers |  trinity.careers.service/ |



Teaching, Attendance & Credit

European Credit Transfer and Accumulation System (ECTS)

The European Credit Transfer and Accumulation System (ECTS) is an academic credit system based on the estimated student workload required to achieve the objectives of a module or programme of study. It is designed to enable academic recognition for periods of study, to facilitate student mobility and credit accumulation and transfer. The ECTS is the recommended credit system for higher education in Ireland and across the European Higher Education Area.

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

The European **norm for full-time study over one academic year is 60 credits**. 1 credit represents 20-25 hours estimated student input, so a 10-credit module will be designed to require 200-250 hours of student input including class contact time, assessments and examinations.

The Academic Year

The College Academic Year is divided into two semesters, Michaelmas Term or 1st Semester (September-December) and Hilary Term or Second Semester (January-April). Both are twelve weeks long and in both there is a study week in Week 7, when no classes are held. You should use the study work to prepare for assessed work which are to be submitted in the following weeks, as well as catch up any reading. Examinations for some modules will be held at the end of each semester in December and April. Teaching is in the form of lectures for larger groups, and tutorials/seminars and language classes for smaller groups.

Lectures

Classes in 2024-25 are normally face-to-face. Lectures usually last 50 minutes, starting on the hour. Lectures are intended to provide analysis of selected topics, and an introduction to the issues raised in the reading set for each module. However, there is a wide variation between modules in the format of these sessions and amount of information conveyed, the depth of attempted analysis, and the style of presentation. While most students find it useful to take notes at lectures, many make the mistake of trying to take no notes, or too many notes. Those who take very few notes think they will remember what was said: you almost certainly won't! As for taking too many notes, a lecture is not an exercise in dictation! Rather, listen for the main points made by the lecturer – and if you do not understand any particular points, feel free to ask the lecturer after the class or in seminars. To get the most out of a lecture, however, it should be followed up by reading and discussion. Module handouts (usually posted on Blackboard) should be consulted in conjunction with this work, and these sometimes include suggestions for further reading on specific topics. Also, why not go for coffee with some fellow students after the lecture and have an informal discussion amongst yourselves? This, too, is an important learning



experience as it is often surprising that some students will pick up on points which others don't and *vice versa*.

Seminars/Tutorials

Not all modules include seminars or tutorials. Some of the tutorials/seminars are taught by members of the full-time academic teaching staff, some by teaching assistants who are often advanced research students with special expertise in the taught area. Just as you will find that lecturers have different styles, so you will discover that the format of tutorials/seminars can vary. Don't, however, expect to come away from a tutorial/seminar with 'the answer': tutorials/seminars are as much about asking questions as providing answers. Details of what you are required to do for tutorials/seminars are provided in the individual module guidelines. These may take place online or on campus; details will be available in your timetable and in individual module handbooks.

Attendance

Students should attend all classes; lectures in particular are designed to provide an introduction to key themes and topics. All tutorials/seminars are compulsory. Individual instructors may choose to track attendance during each class.

If you have problems with the timetable, please contact the Programme Co-ordinator, Dr David Ditchburn (ditchbud@tcd.ie) or the Course Administrator, Stephen Galvin (amhc@tcd.ie).

Obtaining Credit

In order to complete the year successfully and gain your degree, you must obtain credit for the academic year by satisfactory attendance at lectures and tutorials/seminars, by carrying out the required module work and by successful completion of examinations. You will take modules amounting to 60 credits over one academic year where one credit represents 20-25 hours estimated student input. Credits are assigned to course components/ modules in multiple units of 5. Credits accrue over the four-year cycle. The TCD four-year honours Bachelor degree is 240 ECTS. The pass mark is 40% (see [Marking System](#) for the Marking Scheme followed).



Junior Sophister (JS)

When selecting modules for the coming year, you must take the compulsory modules The Mediterranean in the Ancient and Medieval Worlds 1 & 2. These are both 5 ECTS modules, one in MT, the other in HT.

For the remainder of the curriculum, you must take a further 25 ECTS in each term. You may only take a maximum of ONE field trip module. The Field Trip will be to Cologne in Germany for 3 or 4 days during the w/b 13 January 2025. Your choice should include CL, HA and HI coded modules. Note the HH coded optional modules can be counted as CL, HA or HI.

Please note:

If you are planning to study abroad for any part of 24-25 you must still choose modules for the semester that you plan to be away; this is to make sure that you have places in case something goes wrong with your study abroad. You will be removed from them once term has started.

For information: CLU33119 you must complete the permission form sent separately by the Classics Department, giving details of the project/activity you are planning to use for the module; this requires approval from the Classics Department beforehand. Please contact the Classics Department with any queries on this.

| MT | Credits | HT | |
|--|---------|---|----|
| The Mediterranean in the Ancient and Medieval Worlds 1 | 5 | The Mediterranean in the Ancient and Medieval Worlds 2 | 5 |
| CLU33112 Democracy and Monarchy in Classical Greece | 5 | CLU33126 Alexandria | 5 |
| CLU33119 Archaeological Practice | 5 | CLU33131 Roman Archaeology | 10 |
| CLU33211 Explaining the World | 10 | CLU33134 Receptions and Re-imaginings of Classical Art and Architecture | 5 |
| CLU33135 Late Antiquity | 5 | Latin Historians Prerequisite: CLU22450 | 10 |
| CLU33213 Drama and Performance in the Ancient World | 5 | CLU33212 Social Media in the Ancient World | 5 |
| | | CLU33210 Humans and Other Animals | 10 |
| | | CLU33217 Visual and Material Culture in The Ancient World | 5 |
| HAU33023 Art, Piety and The Body in The Late Middle Ages and Early Renaissance | 10 | HAU33011 Islamic Art and Architecture of the Medieval Mediterranean | 10 |
| | | HAU33027 Renaissance Art | 10 |
| HIU33105 Froissart, Chivalry and Warfare. | 5 | HIU34572 Christians and Jews in The Middle Ages | 10 |
| HIU34506 Creating a Colonial Capital: Dublin Under the Anglo-Normans | 10 | HIU33108 – Reading the Queer Middle Ages | 5 |
| HIU34560 The World of The Crusades | 10 | HIU33109 Reading Marx | 5 |
| HHU33301 AMHC Field Trip (Semester 1) | 5 | HHU33302 AMHC Field Trip (Semester 2) | 5 |
| HHU33303 AMHC Field Trip (Semester 1) | 10 | HHU33304 AMHC Field Trip (Semester 2) | 10 |



Senior Sophister (SS)

SS 20 credit (two semester) modules

You will need to select 60 ECTS in total, 30 ECTS in each term. These must include the compulsory year-long Dissertation (20 ECTS, i.e. 10 ECTS per semester)

In addition, you must select at least ONE of the following year-long 20 ECTS modules, and not more than TWO of the following year-long 20 ECTS modules:

| | |
|---|-------|
| CLU44509/44510 Anthropology and the Greeks 1 & 2 | 10+10 |
| HAU44007/44008 Art and Architecture in Late Medieval Ireland | 10+10 |
| HAU44019/44020 Arts of Islamic Spain 1 & 2 | 10+10 |
| HIU34067/34068 Deviance and Dissent: Crime in Britain and Ireland, 1250-1450 | 10+10 |
| HIU34075/34076 Edward I, Edw. II and the Conquest of Britain, 1272-1329 1 & 2 | 10+10 |

SS 10 credit (one semester) modules

If you select two year-long modules, then you should not register for any other class.

If you take only one year-long module, then you must take two of the following term-long modules, one in each term.

SS FIELD TRIP (AMHC) – COLOGNE – 3-4-days during week 13-19 January 2025, exact days TBC (HT)

| MT | | HT | |
|--|----|---|----|
| CLU44552 Early Christianity | 10 | CLU44557 After Alexander | 10 |
| CLU44550 How to be Happy | 10 | CLU44590 Greek Lyric Poetry | 10 |
| CLU44548 Sacred Space and Identities in Cyprus | 10 | CLU44559 Goddesses in Context: Exploring the divine feminine in the Greek world | 10 |
| | | HHU44304 SS Field Trip (AMHC) – Cologne | 10 |



Assessed Coursework, Classwork, Examinations and Study Guidelines

During the course of the year, you will be required to complete a number of written exercises for each module; some of your modules will be examined solely by continuous assessment, some may include an examination at the end of the semester. These exercises will take a variety of different forms: formal essays, critical commentaries and exercises, slide tests etc. Full details are given in individual module guidelines, and you will be given further guidance by individual lecturers. It is your responsibility to ensure that you are familiar with the requirements and deadlines of each of your modules. Students may be asked to make oral presentations or hand in short pieces of written work in addition to their assessed work. Though these are not formally assessed, they are part of the expected exercises of the module.

PLEASE NOTE: All such written work and exercises are **COMPULSORY**. Failure to complete them without adequate explanation will result in a mark of zero and you will risk failing the module.

There are different regulations in each Department, but please note too that in order to pass any History module, students at all levels must also complete all the prescribed exercises. It is your responsibility to organise your time and manage your workload. This can be a challenge and you should not be afraid to seek help from your lecturers, from Hazel (the AMHC co-ordinator) or from your tutor.

Formatting your written work

Unless otherwise instructed or required for the particular module:

- All written work must be word-processed and printed out on A4 paper
- All written work must be accompanied by a completed AMHC cover sheet (these can be downloaded from module pages in Blackboard and will be sent to you by email to download)
- Please make sure you include your name/student number on the actual piece of work
- A word count must be given. Careful attention should be paid to the requirements of each exercise
- To allow room for comments, all essays must be double spaced and must have a wide margin
- Usually, you should provide a bibliography of works consulted at the end of your work (documentary sources, books, and articles used and referred to in your footnotes). Any quotations and substantive information taken from other works must be acknowledged by means of footnotes/references, formatted in a consistent way (see below). If unsure about anything, students should follow the advice of the module co-ordinator.



Presentation

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

Use of Quotations

Always think carefully when using quotations. If you use them, remember that they do not speak for themselves – you will need to make them relevant. Do not quote excessively unless you think it is appropriate.

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

Referencing Styles

There are several different ways of annotating sources, and a number of style guides are available for you to follow. Some Departments may recommend/require particular styles to follow – consult the individual module and/or Department Handbooks. Whichever style you choose you must be consistent and clear in your use. Handbooks for each department can be found at the following links:

<https://www.tcd.ie/history/undergraduate/handbooks.php>

<https://www.tcd.ie/classics/>

https://www.tcd.ie/History_of_Art/undergraduate/tsm/programme.php

Footnotes & Endnotes

Notes should be reasonably brief. You should use either footnotes or endnotes to provide supporting references for your argument; to refer to ancient or modern sources; to include additional evidence in support of your discussion (e.g. fuller list of passages or of references to scholarly views); to show awareness of studies that you have been unable to track down or you consider not directly relevant to your discussion. These details will vary, depending on the style guide you are following, but you should always include the page number for the particular information or argument. Further details about the book, including the full name of the author, the full title of the text, place and year of publication, should appear in the bibliography at the end of your work.

Footnotes are placed at the foot of a page. Endnotes appear at the end of your submission, before the bibliography. Notes should be reasonably brief. They may include more than one citation. There should be normally be no more than one note in each sentence. Both footnotes and endnotes should take the following form:

the first time you mention a source, book or article in a footnote, it is cited in complete form, with author's full name, title of work, publication details (place and date of publication) or journal volume number and date, and page number(s). In later citations of the same work these may be given in abbreviated form (even if the pages of citation change), but always remember to include the specific page references and be consistent. For full citations, see below, in the section on bibliography. An abbreviated article reference will look like this:



Ditchburn, 'The pirate, the policeman and the pantomime star', 56

or for a book like this

Usherwood, *Political memory*, 248-50

Most importantly of all: be consistent in the style you use.

Bibliography

A bibliography should include all of the publications that you have used and cited in your work. You can also include all of the texts that you have consulted in the preparation of your essay, but this requirement may vary from one module to another. (You may want to distinguish in your bibliography between 'Works Cited' and 'Other Works Consulted'.) You should list all of these texts, by author's surname, in alphabetical order. There are several ways of presenting a bibliography, but you must be consistent.

Citation of books should take the following form: surname of author, first name, *Title of Book* [NB italicised] (place of publication, year),

Example: McSweeney, Anna, *From Granada to Berlin: The Alhambra Cupola* (Dortmund, 2020)

If you are citing an individually authored chapter from an edited volume you should include the following information: surname of author, first name. 'Title of essay', in editor's name, ed. [or eds if more than one editor] *Title of Book* [NB italicised] (place of publication, year), page run of whole article/chapter.

Example: Wallace, Shane, 'Alexander the Great and Democracy in the Hellenistic World', in Mirko Canevaro and Benjamin Gray (eds), *The Hellenistic Reception of Classical Athenian Democracy and Political Thought* (Oxford, 2018), 46–72

For an individually authored article in a journal: include: surname of author, first name, 'title of essay', *Title of Journal* [NB italicised], volume number (year), page run of whole article.

Example: Lawless, Catherine, 'The Virgin's grandmother', *Journal of Medieval History*, 36 (2010), 359–73.

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

Submitting your written work

Follow the guidelines in module handbooks, but most work will be submitted as a digital copy through Turnitin in Blackboard. You should make sure that an AMHC coversheet is included as well with your name and student number. Deadlines will be in programme and module handbooks; you must familiarise yourself with them and make sure that you submit your work by the assigned date (full details are given in individual module guidelines, or in departmental guides). The onus lies on each student to establish the format of assessment for each module and the submission dates for assessed work. If there are any difficulties, you should contact the course co-ordinator and/or your tutor for help and advice.

Written work should **NEVER** be handed/sent to lecturing staff or tutorial/seminar teachers or left in staff offices or put under any office door. Non-submission of work for assessment runs the risk of a mark of zero.



Deadlines

All deadlines for Classics and History of Art modules can be found in individual module handbooks. Deadlines for assessed work in JS and SS History modules are as follows (Note: all essays for History are due via Blackboard at 11:00 on the relevant date).

Academic Prizes

Senior Sophister: The Annette Jocelyn Otway-Ruthven Prize is an annual award of €100 for the best Senior Sophister dissertation in medieval history.

DRAFT



Section 4: Important dates

Department of History - Junior & Senior Sophister Students

All essays due via BlackBoard before 11am on the relevant date

| WEEK | DATE | MICHAELMAS TERM 2023 |
|------|-------------|---|
| 1 | Mon 11 Sept | Classes begin in all Sophister modules |
| 5 | Mon 14 Oct | Submission of source analysis or other written exercise in List I module |
| 7 | w/b 21 Oct | READING WEEK |
| 8 | Tues 29 Oct | Submission of essay in List II modules that have two essays or essay and exam |
| 12 | Fri 29 Nov | TEACHING ENDS |
| 12 | Fri 29 Nov | Submission of essay in List I modules |
| | Mon 09 Dec | Submission of essay in List II modules that have two essays or one long essay |
| | Mon 09 Dec | Assessment period |
| WEEK | DATE | HILARY TERM 2024 |
| 1 | w/b 20 Jan | Classes begin in all Sophister modules |
| 6 | Mon 24 Feb | Submission of essay in List I modules |
| 7 | w/b 03 Mar | READING WEEK |
| 8 | Mon 10 Mar | Submission of essay in List II modules that have two essays or essay and exam |
| 12 | Fri 11 Apr | Teaching ends |
| 12 | Fri 11 Apr | Submission of essay in List II modules that have two essays or one long essay |



Requesting a Revised Deadline

If revised deadlines are required, you should contact the relative sophister coordinator in the department that you are taking your module in. As a student of three Departments within the School it is your responsibility to make yourself aware of who these are. Supporting evidence (e.g., medical certificate or a tutor's communication) will be necessary and for revised deadline to be considered. Contact your College Tutor if you need further help and advice in these situations. Late submission of work without prior permission carries with it varying degrees of penalties depending on the department, again, it is up to you to make yourself aware of these penalties.

In case of difficulties, personal or family crisis or illness you should contact the **Programme Co-Ordinator, Dr David Ditchburn** (ditchbud@tcd.ie).

Academic Integrity

Upholding the principles of academic Integrity should be central to all of your work at Trinity College. Plagiarism is an extremely serious matter which carries severe penalties for students. The College has drafted a definition of plagiarism and some rules and guidelines which must be followed, which can be accessed here, [Academic Integrity Homepage](#)

College now requires **all** students to complete an online tutorial on maintaining academic integrity and avoiding plagiarism, the 'Ready, Steady, Write' tutorial, at [Ready Steady Write](#)

All essay cover sheets now include a statement confirming that students have read the College regulations and taken the online tutorial. You can find the text of this declaration at [Coversheet Declaration](#)

Failure to comply with these regulations will result in serious penalties and/or disciplinary steps in accordance with College Regulations. The consequences may be found here [Levels and Consequences](#)

If you are unsure of what the plagiarism regulations require, please contact your tutorial teacher, your module coordinator, your College Tutor, the Junior Fresh Coordinator or the Head of Department.

The official College position is set out in the [Calendar](#) and the principal points are as follows:

96. General

It is clearly understood that all members of the academic community use and build on the work and ideas of others. However, it is essential that we do so with integrity, in an open and explicit manner, and with due acknowledgement.

Any action or attempted action that undermines academic integrity and may result in an unfair academic advantage or disadvantage for any member of the academic community or wider society may be considered as academic misconduct. Examples of academic misconduct include, but are not limited to:

- (i) plagiarism - presenting work/ideas taken from other sources without proper acknowledgement. Submitting work as one's own for assessment or examination, which has been done in whole or in part by someone else, or submitting work which has been created using artificial intelligence tools, where this has not been expressly permitted;
- (ii) self-plagiarism - recycling or borrowing content from the author's own previous work without citation and submitting it either for an assignment or an examination;



- (iii) collusion - undisclosed collaboration of two or more people on an assignment or task, or examination, which is supposed to be completed individually;
- (iv) falsification/fabrication;
- (v) exam cheating - action or behaviour that violates examination rules in an attempt to give one learner an unfair advantage over another;
- (vi) fraud/impersonation - actions that are intended to deceive for unfair advantage by violating academic regulations. Using intentional deception to gain academic credit;
- (vii) contract cheating - form of academic misconduct in which a person uses an undeclared and/or unauthorised third party to assist them to produce work for academic credit or progression, whether or not payment or other favour is involved. Contract cheating is any behaviour whereby a learner arranges to have another person or entity ('the provider') complete (in whole or in part) any assessment (e.g. exam, test, quiz, assignment, paper, project, problems) for the learner. If the provider is also a student, both students are in violation.
- (viii) Further examples of the above available at www.tcd.ie/teaching-learning/academic-integrity.

97. Academic misconduct in the context of group work

Students should normally submit assessments and/or examinations done in co-operation with other students only when the co-operation is done with the full knowledge and permission of the lecturer concerned. Without this permission, submitting assessments and/or examinations which are the product of collaboration with other students may be considered to be academic misconduct.

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, or that any other academic misconduct has taken place. In order to avoid academic misconduct in the context of collaboration and group work, it is particularly important to ensure that each student appropriately attributes work that is not their own.

Should a module co-ordinator suspect academic misconduct in a group assignment, the procedure in cases of suspected academic misconduct must be followed for each student.

98. Avoiding academic misconduct

Students should ensure the integrity of their work by seeking advice from their module coordinator, tutor or supervisor on avoiding academic misconduct. 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 academic misconduct is available at <https://libguides.tcd.ie/academic-integrity>.

99. Procedure in cases of suspected academic misconduct

If academic misconduct as referred to in §96 above is suspected, in the first instance, the module co-ordinator may choose to arrange an informal meeting with the student to discuss the instance of concern. Following this informal meeting, or if a meeting is not necessary, the module co-ordinator must complete the academic integrity form (accessed via www.tcd.ie/teachinglearning/academic-integrity), which will provide an indicative score and level, as below.

- (i) Level 1: (0 - 200) poor academic practice/conduct
- (ii) Level 2: (201 - 350) academic misconduct (minor)
- (iii) Level 3: (351 - 500) academic misconduct (major)
- (iv) Level 4: (501+) academic misconduct (severe)

Levels 1 - 3 are normally managed by the School, and all level 4 cases will be referred directly to the Junior Dean.

Level 1 (0 - 200): Scores in the range 0 - 200 are considered to reflect poor academic practice and level 1 consequences should apply. The module co-ordinator must inform their School's Director of Teaching and Learning (Undergraduate), or their designate, who will either approve the outcome, or if they form the view that the misconduct is more serious, agree an alternative level with the module co-ordinator.



Levels 2 - 3 (201 - 500): The module co-ordinator must inform their School's Director of Teaching and Learning (Undergraduate), or their designate, of the suspected infringement and proposed consequence. If the Director or designate approves the recommended consequences, the module co-ordinator will write to the student advising them of the suspected infringement of academic integrity, offering them the option of an appropriate consequence should they admit that misconduct has taken place.

If the Director or designate forms the view that the alleged misconduct requires further investigation, or if the student disputes the academic misconduct or the consequence, it will proceed to the academic integrity meeting.

100. Academic integrity meeting

The Director of Teaching and Learning (Undergraduate), or their designate, writes to the student and the student's tutor indicating the nature of the suspected academic misconduct and the evidence for it, and inviting the student to:

- (i) respond to the suspicions by completing and submitting the academic integrity response form (accessed via www.tcd.ie/teaching-learning/academic-integrity) within an appropriate timeline determined by the School;
- (ii) indicate whether or not they (and a representative) plan to attend an academic integrity meeting on a specified date. If the student and or/representative is unable to attend, or chooses not to attend, the meeting will take place as planned.

The academic integrity response form will be the student's submission to the meeting. The academic integrity meeting is attended by a Director of Teaching and Learning (Undergraduate) or their designate (Chair); two academic colleagues from the School (at least one from the discipline to which the module belongs); the student and their tutor (or a representative of the Students' Union), if they wish; the co-ordinator of the module, if they wish, but only to present additional evidence.

The academic integrity meeting considers the assessment or examination(s) in question; the academic integrity form (and any verbal submissions by the module co-ordinator, if present); the student's academic integrity response form (and any verbal submissions by the student and/or tutor, if present).

The academic integrity meeting assesses the abovementioned evidence in order to determine at what level (if at all) academic misconduct has occurred and selects a consequence appropriate to that level, giving due consideration to any mitigating circumstances. Minutes of the meeting must be recorded.

The Chair completes the academic integrity meeting decision form (accessed via www.tcd.ie/teaching-learning/academic-integrity), which is submitted for approval to the Senior Lecturer/Dean of Undergraduate Studies. The Senior Lecturer may approve, reject, or vary the recommended consequence, or seek further information before making a decision. If the Senior Lecturer considers that the consequences provided for under the above procedure are inappropriate given the circumstances of the case, he/she may also refer the matter directly to the Junior Dean who will interview the student and may implement the procedures as referred to 50 Calendar 2024-25 under CONDUCT AND COLLEGE REGULATIONS §2. If the Senior Lecturer/Dean of Undergraduate Studies approves the recommended consequence, the Chair communicates the decision to the student and their tutor.

101. Consequences in cases of suspected academic misconduct

If the instance of concern can be dealt with under the above procedure, one of the following consequences will be recommended:

- (i) Level 1: (0 - 200): poor academic practice/conduct
 - Mandatory academic integrity training is required
 - Informal warning – a record is kept for the duration of the learner's enrolment on the programme of study to inform any future instances of concern
 - The work must be corrected. The student is required to amend all elements identified as poor academic practice. Other content may or may not be altered as appropriate to the assessment and as determined by the School. The corrected work will be assessed. In the case of examinations, the work



must be reassessed. The mark for the component/ assessment/examination may or may not be reduced;

(ii) Level 2: (201 - 350): academic misconduct (minor infringement)

- Mandatory academic integrity training is required

- Formal warning – a written warning is issued by the Director of Teaching and Learning (Undergraduate) or designate, and the instance of academic misconduct is recorded for the duration of the learner's enrolment on the programme of study

- The work must be resubmitted. The student is required to amend all elements identified as breaching academic integrity. Other content may or may not be altered as appropriate to the assessment and as determined by the School. The resubmitted work will be assessed. In the case of examinations, the work must be reassessed. The component/assessment/ examination mark will be reduced or capped at the pass mark and might not be confirmed until the reassessment Court of Examiners;

(iii) Level 3: (351 - 500): academic misconduct (major infringement)

- Mandatory academic integrity training is required

- Formal warning – a written warning is issued by the Director of Teaching and Learning (Undergraduate) or designate, and the instance of academic misconduct is recorded for the duration of the learner's enrolment on the programme of study

- The work must be resubmitted at the reassessment session. The student is required to amend all elements identified as breaching academic integrity. Other content may or may not be altered as appropriate to the assessment and as determined by the School. In the case of examinations, the work must be reassessed. The mark for the module will be capped at the pass mark and will not be confirmed until the reassessment Court of Examiners;

(iv) Level 4: (501 - 615): severe academic misconduct

- The case will be referred directly to the Junior Dean.

102. If the facts of the case are in dispute, or if the Director of Teaching and Learning (Undergraduate), or designate, feels that the consequences provided for under the academic misconduct procedure are inappropriate given the circumstances of the case, they may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under under CONDUCT AND COLLEGE REGULATIONS §2. Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 [Consolidated Statutes](#)

Return of Written Work

Written work will be returned by individual class teachers. Please consult the relevant Departments.



Requirements for the successful completion of your JS and SS year

Examinations and Assessment

Assessment in the JF and SF years will be taken the form of a combination of examinations, submitted coursework, and other exercises which form part of continuous assessment (details are given in individual module handbooks). You should be registered for 60 credits, 30 in each semester. If you are not, you should contact the Programme Co-ordinator David Ditchburn (ditchbud@tcd.ie) as soon as possible.

The pass mark for all written work and examinations is 40%. An average of 40% must be attained for a pass to be awarded in a module. Please note too that in order to pass any History module, students at all levels must also complete all the prescribed exercises. In order to gain a degree, students must achieve an overall pass in the annual examinations. 10 ECTS may be accumulated at 'Qualified Pass' (i.e. marks between 35-39% where the pass mark is 40%).

If a student has achieved both Fail and Qualified Pass grades in modules completed in semester 1 and semester 2, they will be required to present for reassessment in **all failed components in all modules** for which they obtained either a fail grade or Qualified Pass. The reassessment session usually occurs at the end of August to coincide with the start of Semester 1 of the next academic year.

Studying Abroad

It is possible to study abroad for a semester or full year in your 3rd (JS) year. This can be done through Erasmus, ELAN (European Liberal Arts Network) and Non-EU exchanges (eg the US). See the information on the College website here on:

<https://www.tcd.ie/study/study-abroad/outbound/>

<http://www.tcd.ie/study/non-eu/study-abroad/from-trinity/erasmus>

<http://www.tcd.ie/study/non-eu/study-abroad/from-trinity/college-exchanges/>

AMHC Students may take advantage of any of the exchange programmes concluded by the Departments of Classics, History and History of Art. But PLEASE keep the AMHC office informed of your plans. The AMHC office must sign off on module choices.

Departmental Study Abroad Co-ordinators:

Classics Dr Martine Cuypers cuypers@tcd.ie

<https://www.tcd.ie/classics/undergraduate/abroad.php>

History Professor Sean Duffy sduffy@tcd.ie

<https://www.tcd.ie/history/international/outgoing-erasmus.php>

History of Art Dr Vanessa Portugal vanessa.portugal@tcd.ie

https://www.tcd.ie/History_of_Art/undergraduate/tsm/study.php

Please consult the Programme Co-ordinator, Dr David Ditchburn (ditchbud@tcd.ie), in the first instance if you are interested. Please make sure that you copy any applications you make for Study Abroad to Stephen (amhc@tcd.ie).



Marking System

The marking scheme for College continuous assessment and examinations is as follows:

- First class: 70%+
- Upper Second class: 60-69%
- Lower Second class: 50-59%
- Third class: 40-49%
- Pass mark: 40%
- Failure (F1 category): 30-39%
- Failure (F2 category): 0-29%

A more detailed breakdown of the marking system in operation for the Moderatorship in Ancient and Medieval History and Culture can be found on pages 20-21. This gives brief descriptions of the criteria used for assessing your work.

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Marking System

Examination and essay marking criteria

| Class | | Description |
|-------|-----------|--|
| I | Above 80% | This is an exceptional grade. Written work in this range demonstrates all of the strengths of I (75- 80%) but to a greater extent |
| | 75 – 80% | <ul style="list-style-type: none"> ▪ Outstanding evidence throughout of independent thought and ability to ‘see beyond the question’ ▪ Critical, analytical and sophisticated argument making effective use of primary and secondary material ▪ Constructive engagement with relevant scholarly debates ▪ Exemplary structure & organisation ▪ Evidence of exceptionally wide reading ▪ Full command of technical vocabulary where appropriate ▪ Fluent and engaging written style ▪ Professional presentation ▪ Exemplary referencing and bibliographical formatting |
| | 70 - 75% | <ul style="list-style-type: none"> ▪ Excellent focus on question ▪ Excellent knowledge based on independent reading ▪ Exemplary structure & organisation ▪ Excellent analysis and argument ▪ Critical use of relevant primary and secondary material ▪ Independence of mind/imagination ▪ Consistent performance ▪ Excellent written style ▪ Skilful use of supporting references and bibliography correctly used and formatted ▪ Consistently accurate presentation |
| II. 1 | 60 - 69% | <ul style="list-style-type: none"> ▪ Aware of full implications of question ▪ Very good structure and presentation ▪ Very good analytical ability ▪ Thorough knowledge of subject/text ▪ Competent use of primary and secondary sources ▪ Very good written style ▪ Appropriate use of supporting references and bibliography ▪ Accurate presentation |
| II. 2 | 50 - 59% | <ul style="list-style-type: none"> ▪ Adequate focus on question ▪ Aware of implications of question ▪ Good knowledge of subject/text ▪ Good structure and presentation ▪ Evidence of some relevant secondary reading ▪ Inclusion of some relevant primary material ▪ Limited analysis ▪ Written style could be improved ▪ Limited/inaccurate use of supporting references and bibliography ▪ Evidence of careless presentation |



| | | |
|------|----------|---|
| III | 40 - 49% | <ul style="list-style-type: none">▪ Basic understanding of the question▪ Modest level of engagement with question▪ Evidence of some relevant knowledge▪ Lack of analysis▪ Poor relevant secondary reading▪ Poor use of relevant primary material▪ Lacking in style and clarity▪ Inadequate use of supporting references and bibliography▪ Careless/inaccurate presentation |
| F. 1 | 30 - 39% | <p>A student may fail because of:</p> <ul style="list-style-type: none">▪ Serious misunderstanding of question▪ Failure to answer the question▪ Minimal knowledge of subject/text▪ Lack of structured argument▪ Lack of relevant secondary reading▪ Little/no use of relevant primary material▪ Incoherence▪ Lack of supporting references and bibliography▪ Careless/inaccurate presentation |
| F. 2 | 0 – 29% | Written work in the F2 range will reveal some or all of the weaknesses noted under F1, but to a greater, perhaps extreme, extent. |



Help When You Need It

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

Programme Director Dr. David Ditchburn, ditchbud@tcd.ie

You can get help with problems specifically relating to the course from the Programme Director or other members of the team listed on [pg6 - 7](#). The Course Administrators (amhc@tcd.ie) located in Room 3133 is also an invaluable point of contact. Staff are here to help – so please feel free to approach us!

College Tutors

You will have been assigned a College Tutor. Your tutor is your main advisor on both general academic issues and personal matters. Tutors are appointed by the College and should not be confused with module tutors in Ancient and Medieval History and Culture who may be able to help on module specific matters.

Library

Assistance on matters relating to the Library is available from the counter staff in the main library, and from the duty librarian, whose desk is to the left of the main counter. You can also contact the subject librarian for the School of Histories & Humanities, Sean Hughes hughesse@tcd.ie

Student Services

There are a number of supports for students in College. The Handbook for student services can be found here [Student Supports](#). Student Counselling services offers important supports – check out their page at https://www.tcd.ie/Student_Counselling/

Student 2 Student

This is a specific service run by Student Counselling and provides support in all matters to do with life in College for 1st year students. The two student mentors will keep in regular touch with you throughout your first year and invite you to events on and off campus. Mentors are students who have been through first year and know exactly what it feels like, so you never have to worry about asking them a question or talking to them about anything that's worrying you.

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

<http://student2student.tcd.ie>

E-mail: student2student@tcd.ie

Phone: + 353 1 896 2438



Security

In the event of an emergency on campus, dial Security Services on extension 1999.

Security Services provide a 24-hour service to the college community, 365 days a year. They are the liaison to the Fire, Garda and Ambulance services and all staff and students are advised to always telephone extension 1999 (+353 1 896 1999) in case of an emergency.

Should you require any emergency or rescue services on campus, you must contact Security Services. This includes chemical spills, personal injury or first aid assistance.

It is recommended that all students save at least one emergency contact in their phone under ICE (In Case of Emergency).

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Academic Year Calendar 2024/25

| Academic Calendar Week | Week beginning | 2024/25 Academic Year Calendar | | Term / Semester |
|------------------------|----------------|---|--|---|
| | | UG continuing years / PG all years | UG new first years | |
| 1 | 26-Aug-24 | Reassessment * (Semesters 1 & 2 of 2023/24) | | ←Michaelmas Term begins/Semester 1 begins |
| 2 | 02-Sep-24 | Orientation (Postgraduate, Visiting & Erasmus); Marking/Results | | |
| 3 | 09-Sep-24 | Teaching and Learning | | ←Michaelmas teaching term begins |
| 4 | 16-Sep-24 | Teaching and Learning | Orientation (JF UG) | |
| 5 | 23-Sep-24 | Teaching and Learning | Teaching and Learning | |
| 6 | 30-Sep-24 | Teaching and Learning | Teaching and Learning | |
| 7 | 07-Oct-24 | Teaching and Learning | Teaching and Learning | |
| 8 | 14-Oct-24 | Teaching and Learning | Teaching and Learning | |
| 9 | 21-Oct-24 | Study/Review | Study/Review | |
| 10 | 28-Oct-24 | Teaching and Learning (Monday, Public Holiday) | Teaching and Learning (Monday, Public Holiday) | |
| 11 | 04-Nov-24 | Teaching and Learning | Teaching and Learning | |
| 12 | 11-Nov-24 | Teaching and Learning | Teaching and Learning | |
| 13 | 18-Nov-24 | Teaching and Learning | Teaching and Learning | |
| 14 | 25-Nov-24 | Teaching and Learning | Teaching and Learning | |
| 15 | 02-Dec-24 | Revision * ¹ | Revision * ¹ | |
| 16 | 09-Dec-24 | Assessment * ¹ | Assessment * ¹ ~ | ←Michaelmas term ends Sunday 15 December 2024/Semester 1 ends |
| 17 | 16-Dec-24 | Christmas Period - College closed | Christmas Period - College closed | |
| 18 | 23-Dec-24 | 24 December 2024 to 1 January 2025 inclusive | 24 December 2024 to 1 January 2025 inclusive | |
| 19 | 30-Dec-24 | | | |
| 20 | 06-Jan-25 | Foundation Scholarship Examinations ^ | | |
| 21 | 13-Jan-25 | Marking/Results | Marking/Results | ←Hilary Term begins/Semester 2 begins |
| 22 | 20-Jan-25 | Teaching and Learning | Teaching and Learning | ←Hilary teaching term begins |
| 23 | 27-Jan-25 | Teaching and Learning | Teaching and Learning | |
| 24 | 03-Feb-25 | Teaching and Learning (Monday, Public Holiday) | Teaching and Learning (Monday, Public Holiday) | |
| 25 | 10-Feb-25 | Teaching and Learning | Teaching and Learning | |
| 26 | 17-Feb-25 | Teaching and Learning | Teaching and Learning | |
| 27 | 24-Feb-25 | Teaching and Learning | Teaching and Learning | |
| 28 | 03-Mar-25 | Study/Review | Study/Review | |
| 29 | 10-Mar-25 | Teaching and Learning | Teaching and Learning | |
| 30 | 17-Mar-25 | Teaching and Learning (Monday, Public Holiday) | Teaching and Learning (Monday, Public Holiday) | |
| 31 | 24-Mar-25 | Teaching and Learning | Teaching and Learning | |
| 32 | 31-Mar-25 | Teaching and Learning | Teaching and Learning | |
| 33 | 07-Apr-25 | Teaching and Learning | Teaching and Learning | |
| 34 | 14-Apr-25 | Revision (Friday, Good Friday) | Revision (Friday, Good Friday) | ←Hilary Term ends Sunday 20 April 2025 |
| 35 | 21-Apr-25 | Assessment * ² (Monday, Easter Monday) | Assessment * ² (Monday, Easter Monday) | ←Trinity Term begins |
| 36 | 28-Apr-25 | Trinity Week (Monday, Trinity Monday) * ² | Trinity Week (Monday, Trinity Monday) * ² | |
| 37 | 05-May-25 | Marking/Results (Monday, Public Holiday) | Marking/Results (Monday, Public Holiday) | |
| 38 | 12-May-25 | Marking/Results | Marking/Results | |
| 39 | 19-May-25 | Marking/Results | Marking/Results | |
| 40 | 26-May-25 | Research | Research | ←Trinity Term ends Sunday 1 June 2025/Semester 2 ends |
| 41 | 02-Jun-25 | Research (Monday, Public Holiday) | Research (Monday, Public Holiday) | |
| 42 | 09-Jun-25 | Research | Research | |
| 43 | 16-Jun-25 | Research | Research | |
| 44 | 23-Jun-25 | Research | Research | |
| 45 | 30-Jun-25 | Research | Research | |
| 46 | 07-Jul-25 | Research | Research | |
| 47 | 14-Jul-25 | Research | Research | |
| 48 | 21-Jul-25 | Research | Research | |
| 49 | 28-Jul-25 | Research | Research | |
| 50 | 04-Aug-25 | Research (Monday, Public Holiday) | Research (Monday, Public Holiday) | |
| 51 | 11-Aug-25 | Research | Research | |
| 52 | 18-Aug-25 | Research + | Research + | |

* Note: additional/contingency days may be required outside of the formal assessment/reassessment weeks.

~ Note: it may be necessary to hold a small number of JF examinations/assessments outside of semester 1.

^ Note: it may be necessary to hold some examinations/assessments in the preceding week.

¹ Note: semester 1 Assessment session: 09-Dec-24 to 14-Dec-24 inclusive (contingency dates during week beginning 02-Dec-24 TBC)

² Note: semester 2 Assessment session: 22-Apr-25 to 02-May-25 inclusive (includes Council approved contingency dates: 29-Apr-25 to 02-May-25)

+ Note: the academic year structure is due to be reviewed during 2024/25 - any changes will be notified should Council approve any change.



NITELINE IS A LISTENING SERVICE, FOR STUDENTS, RUN BY STUDENTS

Free to contact via phone or
instant messaging, we are open
from 9 pm-2:30 am every night of
term

There is no problem too big or too
small - we just give our callers space to talk

We are also an information service, meaning
we can direct callers to more specific
services - including services specific to their
college

NiteLine Dublin is founded
on four key pillars:

Anonymous
Confidential
Non-Directive
Non-Judgemental



11

Calls averaged per night in
the 2019/20 academic year

The most common call
topics were college,
mental health, and
loneliness - but we are
here to listen to whatever
is on your mind

103

Volunteers in NiteLine in the
2020/21 academic year

Aside from our Public Faces
(pictured above) all of our
volunteers are anonymous.
Volunteers go through 24 hours
of rigorous training in active
listening and much more. Apply
to be a volunteer at niteline.ie

103,000

Students covered by NiteLine,
supported by 150 Staff Ambassadors

NiteLine relies on the help of affiliate
Student Unions, counselling services
and other staff to reach and support
students. To become a staff
ambassador, or to register interest in
affiliating with NiteLine, visit
niteline.ie

Our Affiliate Colleges:



PHONE US: 1800 793 793
INSTANT MESSAGE US: [NITELINE.IE](https://niteline.ie)
FIND OUT MORE INFO: [INFO@NITELINE.ORG](mailto:info@niteline.org)
FIND US ON INSTAGRAM: @NITELINEDUBLIN



**WINNER OF THE
CARMICHAEL CENTRE
GOOD GOVERNANCE
AWARD**