



**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

# MPhil in Medieval Studies Handbook 2024–2025



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## Welcome

Welcome to Trinity College Dublin and the MPhil in Medieval Studies.

Trinity is built on the site of a medieval abbey and Dublin is a Viking city, so you are in a very appropriate place to study the Middle Ages. The Library has over five hundred medieval manuscripts, giving you ample room to explore primary research materials. A short journey from Dublin are other major medieval sites, including the monastic city of Glendalough and Trim Castle.

This handbook provides an introduction to the programme, including its formal requirements as well as advice on transitioning to studying at master's level at Trinity.

We hope you will have an exciting, intellectually stimulating and productive time on the MPhil.

The programme is as much made by you as us, so do let us know at any stage if there is anything we can do to improve your experience.

**Peter Crooks** (Department of History), Director of the MPhil | Coordinator of 'Culture and Civilization' Strand

**Alice Jorgensen** (School of English), Coordinator of Language and Literature Strand

**Immo Warntjes** (Department of History), Coordinator for Michaelmas Term



TCD MS 92 (Latin psalter), fol. 22v (detail)

# Programme and Strand Coordinators

The MPhil in Medieval Studies is run by three people:

The Director of the MPhil in Medieval Studies is **Dr Peter Crooks** from the Department of History, School of Histories and Humanities. Peter also coordinates the '**Culture and Civilization**' strand. You can contact Peter through the college email address: [pcrooks@tcd.ie](mailto:pcrooks@tcd.ie)  
**Dr Alice Jorgensen** from the School of English coordinates the '**Language and Literature**' strand.

**Dr Immo Warntjes** from the Department of History in the School of Histories and Humanities coordinates the '**History**' strand.

You are welcome to consult either your strand coordinator or the Director about any issues you want to raise about the programme.

This is an interdisciplinary programme with contributions from four Schools and six departments. The administrative home for the MPhil in Medieval Studies is the School of

Histories and Humanities.

Address: School of Histories and Humanities, Trinity College, Dublin 2 Telephone:  
+353 (0) 1 896 1791

Web:

[https://histories-humanities.tcd.ie/postgraduate/mphil/medieval-studies/ind\\_ex.php](https://histories-humanities.tcd.ie/postgraduate/mphil/medieval-studies/ind_ex.php)

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

The administrator can be reached on [pghishum@tcd.ie](mailto:pghishum@tcd.ie).

Ultimate oversight of the programme is with the Director of Postgraduate Teaching & Learning in the School of Histories and Humanities, Dr Rachel Moss [RMOSS@tcd.ie](mailto:RMOSS@tcd.ie).

## Medievalists at Trinity

Trinity currently has over twenty medievalists on its staff, many of whom teach on the programme and particularly its core course, as well as contribute to the research seminar. Their contact details and main research interests are given below.

All are delighted to hear from students with similar interests to theirs and (depending on demand and other commitments) will be available to supervise dissertations in their areas of expertise. **A good way to meet them informally is at the Medieval History Research Seminar, held every week at 4 pm on Thursdays. Look out also for events organised by the [Centre for the History of the Book](#).**

Name	Department	Email address	Phone number
Dr Sarah Alyn Stacey	French	<a href="mailto:salynsta@tcd.ie">salynsta@tcd.ie</a>	+353 (0) 1 896 2686
Dr Pippa Byrne	History		
Dr. Igor Candido	Italian	<a href="mailto:candidoi@tcd.ie">candidoi@tcd.ie</a>	+353 (0) 1 896 1527
Prof. Anna Chahoud	Classics	<a href="mailto:chahouda@tcd.ie">chahouda@tcd.ie</a>	+353 (0) 1 896 1984
Dr Christina Cleary	Irish	<a href="mailto:clearych@tcd.ie">clearych@tcd.ie</a>	+353 (0) 1 896 1450
Dr Peter Crooks	History	<a href="mailto:pcrooks@tcd.ie">pcrooks@tcd.ie</a>	
Dr David Ditchburn	History	<a href="mailto:ditchbud@tcd.ie">ditchbud@tcd.ie</a>	+353 (0) 1 896 2399
Prof Seán Duffy	History	<a href="mailto:sduffy@tcd.ie">sduffy@tcd.ie</a>	+353 (0) 1 896 1801
Dr Mark Faulkner	English	<a href="mailto:mark.faulkner@tcd.ie">mark.faulkner@tcd.ie</a>	+353 (0) 1 896 1515
Dr Alice Jorgensen	English	<a href="mailto:jorgena@tcd.ie">jorgena@tcd.ie</a>	+353 (0) 1 896 2475
Dr. Catherine Lawless	Gender and Women's Studies	<a href="mailto:lawlessc@tcd.ie">lawlessc@tcd.ie</a>	+353 (0) 1 896 2225
Dr Francis Ludlow	History	<a href="mailto:ludlowf@tcd.ie">ludlowf@tcd.ie</a>	+353 (0) 1 896 3191
Dr. Eoin Mac Cártaigh	Irish	<a href="mailto:emaccart@tcd.ie">emaccart@tcd.ie</a>	+353 (0) 1 896 3516
Dr Anna McSweeney	History of Art	<a href="mailto:anna.mcsweeney@tcd.ie">anna.mcsweeney@tcd.ie</a>	+353 (0) 1 896 1995

Dr Rachel Moss	History of Art	<a href="mailto:rmoss@tcd.ie">rmoss@tcd.ie</a>	+353 (0) 1 896 2055
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Dr Brendan O'Connell	English	<a href="mailto:aconneb2@tcd.ie">aconneb2@tcd.ie</a>	+353 (0) 1 896 2597
Dr. Fáinche Ryan	Loyola Institute	<a href="mailto:faryan@tcd.ie">faryan@tcd.ie</a>	+353 (0) 1 896 4791
Dr. Jürgen Uhlich	Irish	<a href="mailto:uchlichc@tcd.ie">uchlichc@tcd.ie</a>	+353 (0) 1 896 2600
Dr Immo Warntjes	History	<a href="mailto:iwarntje@tcd.ie">iwarntje@tcd.ie</a>	+353 (0) 1 896 1160
Dr Nicole Wolmering	History	<a href="mailto:VOLMERN@tcd.ie">VOLMERN@tcd.ie</a>	<i>On leave, 2023/4</i>

**Dr Sarah Alyn Stacey, Associate Professor in French**

French Language.

**Dr Philippa Byrne, Assistant Professor in Medieval History**

Crusades, intellectual history, Church, crime and society

**Dr Igor Candido, Associate Professor in Italian**

Dante; Petrarch; Boccaccio and the Latin Classics; Italian Renaissance humanism; Philology; Comparative Literature; the reception of Dante in the Anglophone world.

**Professor Anna Chahoud, Head of Department of Classics, Professor of Latin**

Latin language; transmission and reception of Latin texts.

**Dr Christina Cleary, Teaching Fellow, Department of Irish and Celtic Studies**

Old and early Modern Irish.

**Dr Peter Crooks, Director of the M. Phil in Medieval Studies and Associate Professor in Medieval History, Co-ordinator of the Culture and Civilisation strand**

Late medieval Ireland and Britain - especially politics, government, relations with England.

**Dr David Ditchburn, Associate Professor in Medieval History**

Later Medieval Scotland and its links with other countries. Commercial connections and migration, religious and cultural interactions.

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

City of Rome; ancient spectacles, constructions and technology.

**Prof Seán Duffy, Professor of Medieval Irish and Insular History**

History of Medieval Ireland; Political history of Ireland from the Viking Age to the Bruce Invasion; Irish relations with England, Scotland, and Wales during the same period; history and archaeology of medieval Dublin.

Late Medieval Irish and British history; Gaelic Ireland and Gaelic Scotland; warfare; politics and society.

**Dr Mark Faulkner, Ussher Assistant Professor in Medieval Literature**

Old English, early Middle English, manuscript studies and historical linguistics.

**Dr Alice Jorgensen, Assistant Professor in Old English and Coordinator of the Language and Literature strand**

Literatures of Anglo-Saxon England; Middle English literature; representations of violence; Vikings; women in medieval literature; historiography.

**Professor Ruth Mazo Karras, Lecky Professor in Medieval History, Head of Department of History,**

History of women, gender, and sexuality; social and cultural history; medieval religions (Christianity and Judaism).

**Dr Catherine Lawless, Director of the Centre for Gender and Women's Studies, Assistant Professor in Gender and Women's Studies**

Gender, religious devotion and representation in late medieval and Renaissance Italian art, with a particular emphasis on the representation of the holy gendered body, the relationships between religious belief and representation, text and image, hagiography and iconography, and representation and gender.

**Dr Francis Ludlow, Associate Professor in Environmental History**

Climate and the Irish Annals; the interdependency of violence and extreme weather.

**Dr Eoin Mac Cárthaigh, Head of Department of Irish and Celtic Languages, Associate Professor in Irish and Celtic Studies**

Irish and Scottish Gaelic language and literature. Dán Díreach.

**Dr Anna McSweeney, Assistant Professor in the History of Art and Architecture**

Art and architecture of the Islamic World.

**Dr Rachel Moss, Head of Department of History of Art, Associate Professor in Art History**

Art and architecture of medieval Ireland.

**Dr Philip Nothaft, Marie Curie Fellow, Department of History**

Time, astronomy, astrology and calendars in medieval and early modern Europe.

**Dr Brendan O'Connell, Assistant Professor in Medieval Literature**

Middle English Literature, especially Chaucer and his early modern reception; beast literature.



**Dr Fáinche Ryan, Director of Loyola Institute, Assistant Professor in Systematic Theology**

New thinking in the theology of leadership and ordination, Medieval theology and the theology of Thomas Aquinas, Eucharistic theology.

**Dr Jürgen Uhlich, Assistant Professor**

Old and Middle Irish Language and texts, Comparative Celtic Linguistics and Comparative Indo-European philology.

**Dr Rebecca Usherwood, Assistant Professor in Late Antique and Early Byzantine Studies**

Roman Imperial or Late Antique history.

**Dr Immo Warntjes, Ussher Assistant Professor in Early Medieval Irish History, Coordinator of the History strand (Hilary Term)**

Early medieval scientific thought; the use of the vernacular in monastic teaching and intellectual debate in medieval times; central and late medieval burial practices.

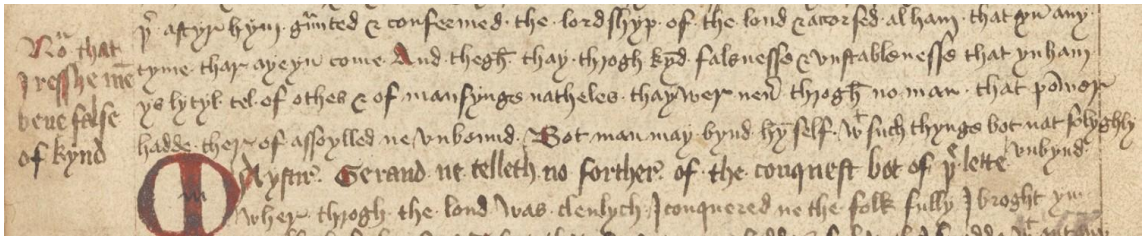
# Adjusting to Studying at Trinity

Studying at Trinity may be different from what you're used to, particularly if you are an international student. The biggest difference is likely to be the independent nature of the work. You will be assigned a relatively small amount of required reading for your modules each week. You are expected to have read that carefully. But you are also expected to do other reading on your own. The module coordinator will probably give you a list of recommended reading. You are not expected to do all of it, but you should do some of it, at your choice, in order to be able to contribute productively to class discussion. Your essays will also be pieces of independent work—you will not be given assigned titles—as will, of course, your dissertation.

Another major difference you may find between studying for a master's degree and your work as an undergraduate is that seminars exist not so much to convey a particular body of knowledge about a particular topic, but to help you interrogate that knowledge, understand where it came from and the extent to which it is contingent, and explore the kinds of arguments that can soundly be built on it. As a consequence, the strongest written work will not just rehearse discussion from seminars but develop it, interrogate it and make it your own. **Independent reading and thinking are key to this.**

That does not mean that you are on your own. The staff listed above are available to help you. Due to Covid-19 they may be working from home for some of the week so you may not be able to drop into their office, but you can and should email them if you are working on an essay relevant to their interests. This is especially true of those teaching on the core modules, whom you will meet, but also holds for others. Your module coordinators will inform you of their availability whether through regular virtual office hours or by appointment, and you should not hesitate to make an appointment to speak with other members of staff.

Many resources are available to you at Trinity. Independent work means that you are the one who must take the initiative to access them, but the strand coordinators and others are here to help.



TCD MS. 592 (Middle English translation of Gerald of Wales, *Expugnatio Hibernica*), fol. 25v (detail)

# The Strands

The course offers students the choice of three strands:

- ❖ History
- ❖ Language and Literature
- ❖ Culture and Civilization

All students take four core modules of 5 ECTS:

- ❖ **MVP12003**: Introduction to Medieval Books and Documents (Michaelmas Term, Weeks 2–6)
- ❖ **MVP12001**: Sources for Medieval Studies I (Michaelmas Term, Weeks 1, 8–12)
- ❖ **MVP12004**: Reading Medieval Books and Documents (Hilary Term, Weeks 1–6)
- ❖ **MVP12002**: Sources for Medieval Studies II (Hilary Term, 8–12)

The core modules are taught in alternate blocks throughout the year. All students also write a dissertation worth 30 ECTS (weighted at 60%).

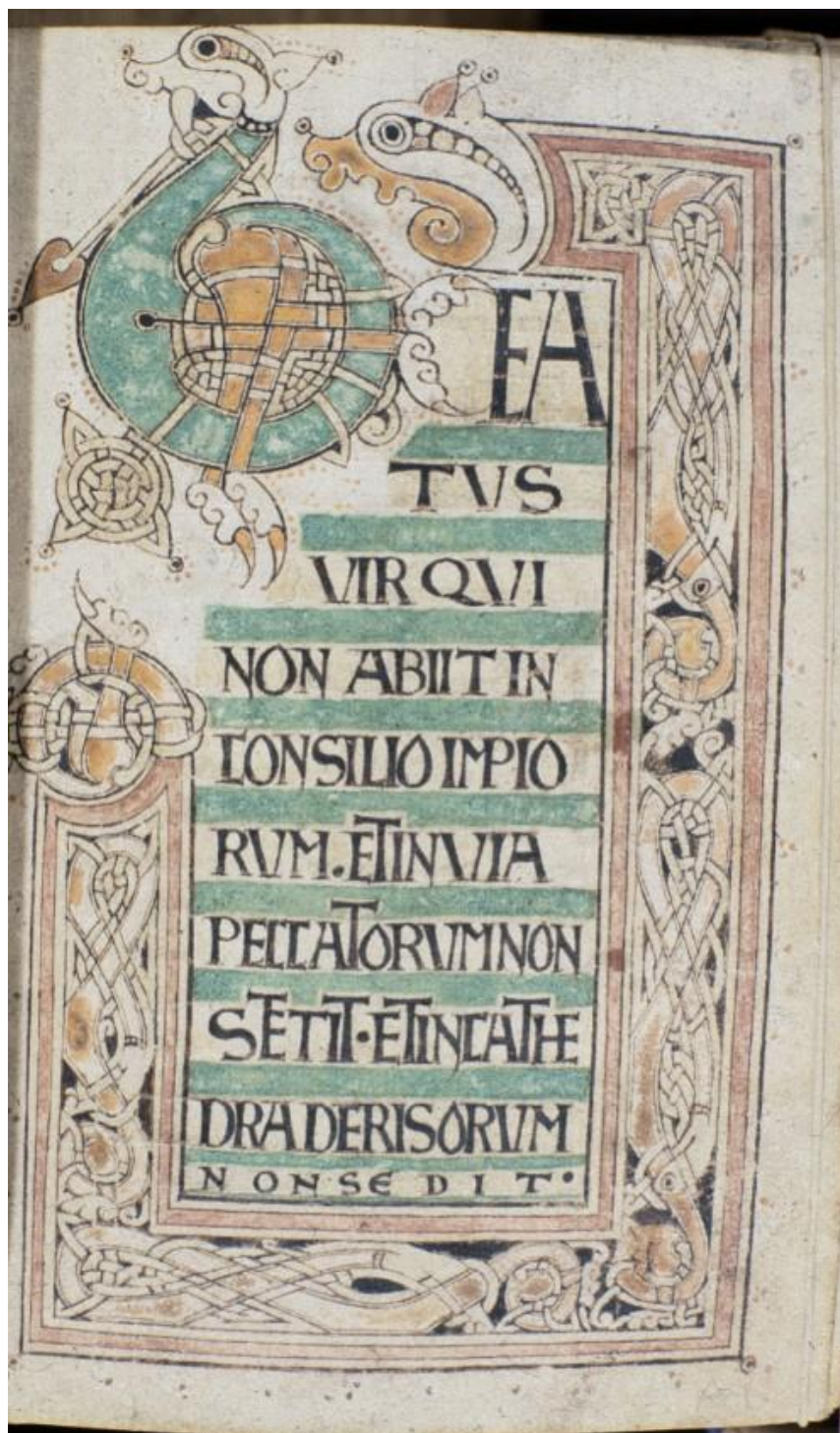
While you will primarily write your dissertation over the summer, preparation begins in Michaelmas Term, with an informational meeting, discussions with the Course Director and possible supervisors, and the submission of a brief proposal before Christmas.

Further requirements depend on the choice of strand.

**History:** students study Latin at an appropriate level in Michaelmas (10 ECTS), then choose 30 ECTS of optional modules, including, if they wish, another, more advanced, Latin module.

**Language and Literature:** students study a medieval language in Michaelmas (10 ECTS), then choose 30 ECTS of optional modules, including, if they wish, a second medieval language.

**Culture and Civilization:** students choose 40 ECTS of optional modules, including, if they wish, a medieval language.



TCD MS 50 (Psalter), fol. 35r

# Core Modules

## MVP12003 - Introduction to Medieval Books and Documents (5 ECTS, MT)

Module Coordinator: Dr Mark Faulkner

### Aims

This module has the following key aims:

- To introduce students to the variety of formats in which medieval texts are preserved
- To show students some of the main types of evidence manuscripts and documents offer for their production, use and preservation
- To explore some of the deductions that can be made from this evidence about manuscripts and documents
- To encourage students to reflect critically on the editorial methods underlying the primary texts they use in their research

### Learning Outcomes

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

- Identify and describe, according to appropriate descriptive protocols, a range of features of medieval books and documents
- Use photographs and descriptions of manuscripts to make deductions about the likely production history of medieval books and documents
- Critically evaluate the reliability of editions of manuscript texts for use in a range of research projects

### Module Content

This module introduces students to medieval writing in its material form, making especial use of Trinity's world-class holdings of medieval books and documents, both in their surviving form and in electronic surrogate. Students learn how to describe, date and analyse the production, use and preservation of medieval texts. Students are also introduced to the processes by which texts are edited and the extent to which edited texts may be relied upon in various kinds of research.

### Assessment

2000-2500 word essay on medieval book / document of the student's choice. *Further details of the assessment and deadlines for submission are available through the module handbook*

# MVP12001 - Sources for Medieval Studies I (5 ECTS, MT)

Module Coordinator: Dr. Peter Crooks

## Aims

This module has the following key aims:

- To introduce students to some of the sources available to medievalists
- To introduce students to some of the key manuscripts in Trinity's holdings
- To encourage critical thinking through source analysis
- To help students begin to formulate research questions in medieval studies, preparatory to their choosing a suitable topic for their dissertations

## Learning Outcomes

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

- Identify and describe characteristics of a wide range of historical genres
- Assess the way in which a medieval source is transmitted (external source criticism)
- Evaluate the reliability of a source by analysis of author and content (internal source criticism)
- Formulate research questions for the purposes of essay writing and oral presentations
- Complete an intensive, self-motivated study of a relevant text or artefact, with good research organization and presentation

## Module Content

The class will meet in-person at 10am to 12 noon on every other Thursday (i.e. alternating with the Books and Documents core module) in Phoenix House PX 2.1. (Medieval History Seminar Room). Any updates to bibliography / reading materials / seminar plans will be posted up on Blackboard as the year goes on.

You are expected, each term, to produce an extended commentary or systematic critical analysis of a single source, addressing its potential to answer a particular research question(s) (2,000-2,500 words). The choice of source can be made independently by you, or through consultation with the medievalists teaching on the module. It is expected that you will select a source related to one of the genres explored through the seminars.

In these modules, a strong answer will typically:

- Address itself to, and using secondary readings comment upon, the 'genre' or category of source material in general terms, and the problems of interpretation and evaluation scholars face when using this genre of material.
- Proceed to the systematic critical analysis of a single source (as required in the module handbook).
- Consider basic issues of transmission, context, audience when addressing the potential of a source to answer a particular research question (rather than simply commenting on its thematic content)

## MVP12004 - Reading Medieval Books and Documents (5 ECTS, HT)

Module Coordinator: Dr. Mark Faulkner [Aims](#)

This module has the following key aims:

- To introduce the range of scripts used during the medieval period
- To provide, through a wide range of examples, a grounding in the working practices of medieval scribes and readers and how a knowledge of these helps understand medieval textuality.
- To give students extensive practice in the recognition, transcription and dating of medieval hands

### Learning Outcomes

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

- Identify the script(s) used in previously-unseen medieval manuscripts
- Recognize the abbreviations most frequently used in writing medieval texts and correctly expand, with appropriate aids, those less frequently used.
- Transcribe accurately a wide range of medieval hands, according to appropriate conventions
- Date, within a century, a range of examples of medieval script

### Module Content

This module introduces students to the range of scripts used to write medieval manuscripts, making special use of Trinity's world-class holdings of medieval books and documents, both in their surviving form and in electronic surrogate. Students learn how to read the major scripts used during the medieval period and transcribe them according to appropriate conventions. They are also introduced to the ways in which scribal hands may be dated.

### Assessment

End-of-term library paper comprising transcriptions from three manuscripts or documents of different periods and dating exercise, requiring students to place a range of previously-unseen scribal hands in chronological sequence and justify their ordering.

*Further details of the assessment and deadlines for submission are available through the module handbook*



## MVP12002 - Sources for Medieval Studies II (5 ECTS, HT)

Module Coordinator: Dr. Peter Crooks [Aims](#)

This module has the following key aims:

- To introduce students to a wider variety of sources available to medievalists
- To introduce students to more of the key manuscripts in the Trinity Library's holdings
- To encourage deeper critical thinking through detailed source analysis
- To help students develop research questions in medieval studies, preparatory to their choosing a suitable topic for their dissertations.

### Learning Outcomes

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

- Identify and describe, in detail, characteristics of a wide range of historical genres
- Critically assess the way in which a medieval source is transmitted (external source criticism)
- Critically evaluate the reliability of a source by analysis of author and content (internal source criticism)
- Refine research questions for the purposes of essay writing and oral presentations
- Complete an intensive, self-motivated study of a relevant text or artefact, with high quality research organization and presentation

### Module Content

This module introduces students to a further five different genres of medieval sources. Each session will discuss one or more key representatives of the respective genre. If the source under discussion is textual, the analysis will include an assessment of one of its medieval copies, in many cases from the Trinity Library's holdings. Some sessions may be co-taught by lecturers from different disciplines in order to introduce the students to a variety of approaches to the respective source. The focus of this module will be on source criticism, i.e. on testing the reliability and assessing the importance of the respective source.

### Assessment

Extended commentary or systematic critical analysis of a single source, addressing its potential to answer a particular research question (2,000-2,500 words). *Further details of the assessment and deadlines for submission are available through the module handbook*

# MVP12005 – Dissertation (30 ECTS, TT)

Module Coordinator: Dr Peter Crooks

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

## Aims

The aim of the dissertation is to enable students to devise, develop and complete an original research project in a defined time frame which draws on the insights, skills and knowledge acquired during their study on the M.Phil. programme. While the dissertation process serves both developmental and scholarly purposes, the completed work will be assessed in terms of its scholarly rigour and its contribution to knowledge. Students must satisfy all of the requirements of their programme to proceed to the dissertation module. Dissertations should be 15,000 words in length and must be submitted **via Blackboard** by 5pm on 29 August.

## Learning Outcomes

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

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

## Assessment

Dissertation of 15,000 words on a topic of the student's choice.

## Additional Information

### 1. Proposal

Students will be required to develop and refine proposals by the end of Michaelmas term (Semester 1). Preliminary guidance on formulating an appropriate dissertation topic will be offered as part of **Sources for Medieval Studies I**.

Students are required to discuss their ideas with their strand convenor or the course director prior to submitting their proposal; they are also encouraged to consult other staff with appropriate interests.

Each student is required to submit a 500-word proposal to the Programme Director by **Friday 22 November**. This should include:

- ❖ statement of the problem to be studied and methodological approach
- ❖ an outline structure
- ❖ a description of the primary sources to be used
- ❖ a brief description of the secondary literature to be consulted.

The purpose of the proposal is to help us match your interests to a supervisor with relevant expertise.

The proposal is the **start of a research journey**. We anticipate that all proposals will develop significantly, and in exciting and fruitful ways, during the independent research in consultation with your supervisors. The proposals are not for assessment.

## 2. Supervision

Supervisors will be assigned in January according to the area of research selected by the student. They will be assigned from across the Schools and disciplines involved in the teaching of this programme, according to available expertise.

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

Remember that a supervisor cannot be expected to offer meaningful comment on work that he or she has just received. Supervisors will not generally give feedback on written work in the last two weeks before the due date.

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

## 3. Presentation

The text of the dissertation should be word-processed, and printed on good quality A4 white

paper. The type must be black and at least 12 point. Line spacing must be double spacing, though single spacing may be used for notes and quotations, bibliography etc. Images should be used as appropriate to the thesis topic. There should be margins of at least 4cm on the left and 3cm on the right of the page. Printing must be on one side only and the printed copies of the dissertation should be soft bound.

The presentation of the dissertation should follow a recognized style sheet, appropriate to the discipline(s) in which the dissertation situates itself. Your supervisor will be able to advise on an appropriate choice.

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

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

An additional abstract must be submitted loose with each copy of the dissertation. This should contain the title of the dissertation and the author's name, and a succinct summary of the aims and findings of the dissertation. It should be contained on one side of a single A4 page.

#### 4. References, footnotes and bibliography

Students should choose a referencing style appropriate to the subdiscipline of Medieval Studies in which their dissertation is situated in consultation with their supervisor. Once chosen, it should be used consistently throughout the dissertation. In general, a reference must include the author's name, title of text, year of publication, location of publication, and may also include publisher. Articles (book chapters) must include the title of the article (chapter) and the journal (book), and the relevant page numbers of the article (chapter).

Students should use footnotes briefly to qualify or elaborate a point made in the text, and to identify sources of facts/opinions referred to that originate in other material. The latter must be fully referenced, including page number of the text from which it came. Footnotes must be numbered consecutively, and should appear at the bottom of the page.

All references must appear in a bibliography at the end of the dissertation, in strict alphabetical order by author.

Footnotes and bibliography do not contribute to the word count of the dissertation.

#### 5. Appendices

Appendices should be used for material that the student feels is essential to the dissertation, but which would interrupt the flow of the analysis if placed in the body of the text. Appendices can be identified numerically or alphabetically. These should follow the list of references, at the end of the dissertation. If you have any queries about the appropriate form of footnotes or questions about presentation of bibliographies and any appendices, please direct those to your supervisor in the first instance.

Appendices will generally be considered as part of the word count of the thesis, unless prior permission has been obtained from the Course Director.

## 6. Declaration

The dissertation must contain the following signed declaration immediately after the title page:

'This thesis is entirely my own work and has not been submitted as an exercise for a degree at this or any other university. Trinity College may lend or copy the dissertation upon request. This permission covers only single copies made for study purposes, subject to normal conditions of acknowledgement. Signed: [insert signature]'

## 7. Submission

You are required to include the following when submitting your dissertation:

- (i) 1 x Coursework submission form ([Appendix 1](#))
  - a. Module title = Dissertation
  - b. Module code = MVP12005
  - c. Module co-ordinator = your dissertation supervisor
- (ii) The dissertation should include a title page followed by an abstract

Students are required to submit one electronic copy using Turnitin via Blackboard by 5pm on 31st August.



TCD MS 177 (Life of St Alban, copied by Matthew Paris), fol. 53r (detail)

## Optional Modules

Along with your compulsory modules, you will also be able to enrol in the following optional modules across the Schools of Histories & Humanities, English, Languages, Literature and Culture and Religion.

These modules vary from year to year and are subject to demand.

Fuller descriptions of these may be obtained from the module coordinators. The administration of these modules is generally based in the Schools or Departments to which the coordinators belong, so be aware procedures (regarding assessment for instance) may differ from that of the programme as a whole.

*Please note that while we make every effort to run all listed modules each year and to place you in your first preference, we cannot guarantee this outcome. Some modules have a quorum. This means there is a minimum threshold for the module to run in a given academic year. Some modules are also shared with other MPhil programmes, and have a maximum capacity limit.*

## Themes Michaelmas Term

### HI \*\*\*\* | The Making of Ireland in the Middle Ages: Religion, Politics, Cultural Identity

Peter Crooks\*, Seán Duffy, Immo Warntjes

This module draws on a unique concentration of historical expertise at Trinity College Dublin to explore the history of medieval Ireland from the arrival of St Patrick to the dawn of the Tudor era. Across this millennium, life in Ireland was repeatedly transformed through cultural interactions with the wider world, as well as outside incursions and waves of invaders. Yet Ireland was not 'made' by outside forces: throughout the period, it retained distinct forms of social organization and culture, which need to be understood on their own terms. The module is organized thematically, rather than chronologically, within three interwoven strands: religion, politics and cultural identity. Topics will vary each year, but may include:

- ❖ **Religion:** St. Patrick and the Beginnings of Irish Christianity (5th cent.); Reform of the Irish Church (12th cent.); Sorcery Trial of Alice Kyteler (14th cent.).
- ❖ **Politics:** Rise of Dynastic Politics and the Framing of Irish history (8th cent.); Era of Brian Boru (11th cent.); Conquest, Law and Government (13th cent.).
- ❖ **Cultural Identity:** Irish in Europe (9th cent.); Ireland Imagined (Book of Leinster, 12th cent.); Cultural Exchange on the Colonial Frontier (15th cent.).

Each week, we critically assess seminal secondary works and key historiographical debates and interpretations. Class discussions are grounded in selected textual sources. The module may also include a site visit outside of Dublin. The principal categories of narrative and record sources (in translation), with which any student of medieval Ireland should become conversant, will be examined, equipping you for further independent research and interpretation and themes of your own choosing. Written work includes a portfolio of three source-based analyses, which should range across the major themes and chronology of the module. The summative assessment is based on a major research essay.

\*Module Coordinator in 2024/5



## **WS7050 | Gender Theories [10 ECTS]**

**Dr Catherine Lawless (Centre for Gender and Women's Studies, School of Histories and Humanities)**

This module examines gender theory with an emphasis on the historical and cultural unfolding of key debates on sex, power, essentialism, cultural and psychological construction, race, class, and identity.

## **LY7005 | Christianity of the Celtic World [10 ECTS]**

**Dr Fáinche Ryan (School of Religion)**

In this module the student is introduced to the historical, ecclesiastical and political context of the Church in the Medieval Insular World. The theological art of the Book of Kells is an important component of the module. The students will be introduced to the iconography of the High Crosses in their distinctive schools. A study of the relationship and influence of the insular world in the wider European context of the period will form an important part of this module.

## **History of the Irish Language / Early Irish Saga [2 x 5 ECTS modules, taken as a bundle]**

**IR7013 Early Irish Saga (5 ECTS) 1 x 1hr lecture per week. Assessed by essay.**

**Prof. Damian MacManus (Department of Irish and Celtic Studies)**

A course in early (i.e. pre twelfth-century) Irish saga literature in which a variety of texts, mainly from the Ulster, Mythological and King cycles will be read in translation and discussed in class. Sagas to be read will include the tragic story of Deirdre's love for Naoise, the story of Niall Frasach's judgement regarding the lesbian mother of a 'fatherless' child, and Sínn's cold-blooded determination to exact revenge on her 'lover' for the slaughter of her family.

**IRP70161 Medieval Irish chronicles and historical tales (5 ECTS) 1 x 1hr lecture. Assessed by essay.**

**Dr Mícheál Hoyne (Department of Irish and Celtic Studies)**

Fierce fighting men, wars and cattle-raids, politics and propaganda. These are the things we expect to encounter in the chronicles and historical tales that were compiled for the Irish nobility in the Middle Ages and Early Modern period. We also meet greedy poets, sensitive servants and fairy women. We find sea monsters, hidden treasure and unrequited love. We are taken around Ireland and Scotland and as far as the mythical 'Isle of the Blest'. This historical lore makes for entertaining reading – but it raises big questions as well, which we will tackle in the course of this module. Why were these chronicles compiled? How were the sources behind them manipulated and why? What

do these texts tell us about contemporary life? What kind of world-view do they reveal? What sort of attitudes towards women and 'common' people inform their narratives? Who does literature in this period really belong to?

## Languages, Michaelmas Term

### CL7071 | [Postgraduate] [Elementary Latin I](#) [10 ECTS]

**Dr Charlie Kerrigan (Department of Classics, School of Histories and Humanities)**

This module provides beginners with the foundations of Latin, an ancient and influential European language. You will learn fundamental aspects of Latin grammar (phonology, morphology, syntax, semantics, pragmatics) and read simple original Latin texts that will enable you to acquire a substantial vocabulary. You will start to consider approaches to analysis and translation, and receive a taste of how Latin was used in different literary and non-literary contexts and genres. Latin is famous for its literature (Cicero, Virgil, and others), and this module is the first step towards your being able to read that literature in its original form; but Latin was also for many centuries an everyday language spoken by ordinary people, and we will uncover some of that Latin too.

### HI7175 | Medieval Latin [Intermediate Level: 10 ECTS]

**Dr Immo Warntjes (Department of History, School of Histories and Humanities)**

This module will introduce students to the major genres of writing in Latin in the Middle Ages in Western Europe. Each week, students will translate and analyze an extract of medieval Latin, both in edited and in manuscript form. Classes will take a workshop-based approach and students will develop practical skills to read and translate medieval Latin in a variety of genres for their own research. The value of critical resources and tools for dealing with medieval Latin texts (including dictionaries, critical editions and full-text databases) will be explored and students will have opportunities to examine texts of their own choosing in the second half of the module. Students should have a basic grasp of Classical Latin grammar and vocabulary (the equivalent of 1 academic year of study at university level) in order to take this module.

### ENP77138 | Old English [10 ECTS]

**Dr Alice Jorgensen (School of English)**

In the earlier part of the term we introduce basic Old English grammar, using a textbook and exercises. As early as possible we begin to apply this by reading simple texts, which also helps to build vocabulary. As the module progresses we spend an increasing proportion of time

reading original texts, both prose and poetry, and there is some scope for student choice in the selection of material. Texts are taken from the textbook and will generally include 'The Fall of Man', samples of both Alfredian and Ælfrician prose, and one or more of the elegies, usually 'The Wanderer' and/or 'The Seafarer'.

## **IR7021 | Old Irish Grammar (10 ECTS)**

**Dr Christina Cleary (Department of Irish and Celtic Studies)**

Learn to read and translate some basic classical Old Irish, discuss the orthography of Old Irish and how it differs from its modern counterpart, and analyze the grammatical structure of very basic Old Irish sentences with the appropriate terminology. 2 x 1hr classes and 1 x 1hr tutorial per week. Assessed by continuous assessment (homework exercises, 34%) and end-of-term exam (66%).

# Hilary Term

Students in all strands pick 2 x 10 ECTS from the list of Themes or a Language, and should nominate a reserve choice or choices. Part-time students select a 10-ECTS module.

## Themes, Hilary Term

### HI \*\*\*\* | Christianity and Islam in the Medieval Mediterranean, c.1000–c.1300

Dr Philippa Byrne

This module invites students to explore concepts of religious identity, conversion, and cultural exchange in the medieval Mediterranean. This was a period of intense religious conflict and repeated confrontation: in Iberia, the Muslim caliphates of the Almoravids and Almohads resisted the idea of a Christian Reconquista; in the Levant, apocalyptic enthusiasm drove Christian crusaders to colonise the Holy Land. But this was also a world in which cross-cultural interaction and exchange was a basic fact of daily life. The Christian kings of Sicily governed in Arabic and borrowed Islamic models of dress and ceremony; in Fatimid Egypt, Christian bureaucrats could rise to the most powerful positions at the caliph's court. Across the Mediterranean, Christian scholars worked with Islamic experts to access and translate knowledge unknown to their northern European contemporaries. Intra-religious dispute was often more fierce and more threatening to rulers than inter-religious dialogue. Students will study the way in which religious identities were formed and transformed in this period. Historians, sociologists, and anthropologists have offered several different models for explaining these dynamics. Should we see this period as representing the slow and steady polarisation of religious identities? Or do models of *convivencia*, 'rough tolerance', and multiculturalism better explain these interactions? Students will have the opportunity to study a series of different Mediterranean polities, illuminated by lively primary sources (all available in English translation), such as the Song of El Cid and the account of the Islamic traveller Ibn Jubayr. They will also be able to consider what surviving art and architecture – such as the Tinmal Mosque in Morocco and the Capella Palatina in Sicily – reveal about the nature of religious identity.

### Medieval Sexualities and Gender Identities

HI \*\*\*\* | Prof. Ruth Karras

This module examines the role of sexuality in medieval culture and its overlap with gender. It considers both mainstream and dissident sexualities through an examination of marriage, non-marital relationships (same-sex and cross-sex), and chastity. It explores the concept of sexual identity as applied to the Middle Ages. It also explores how medieval cultures understood gender expectations, not only around sexuality but also in relation to politics, warfare, work, piety, and the family.

## EN \*\*\*\* | Chaucer Then and Now

Brendan O'Connell

Often described as the 'father of English poetry', Geoffrey Chaucer is one of the most influential authors of the Middle Ages. As demonstrated in Marion Turner's recent exhibition (and edited volume), *Chaucer Here and Now*, his texts have been reworked and reimagined to speak to a staggering array of political and social issues. In this module, we will seek to understand the importance and continuing influence of Chaucer's work by looking at a selection of his works from radically different perspectives. On one hand, we will explore how a selection of Chaucer's works were shaped by literary, historical and cultural influences of his own historical moment; on the other, we will look at ways in which critics and authors have sought to make Chaucer's work relevant to social and political concerns in our contemporary moment. In one week, we may consider how the General Prologue to *The Canterbury Tales* draws on estates satire to depict socially diverse pilgrims interacting in ways that reflect and challenge traditional social categorisations; the following week, we may consider how Chaucer's pilgrimage framework was adapted in *The Refugee Tales* project as a response to the refugee crisis of 2015. Similarly, a detailed analysis of the ways in which Chaucer's Wife of Bath's tale responds to both antifeminist literature and contemporary debates about marital and political dominion will be paired with an exploration of Zadie Smith's 2021 play, *The Wife of Willesden*, which reimagines Chaucer's story to consider issues such as gendered violence and the legacy of colonialism in 18th century Jamaica. Or, after exploring how Chaucer's Parliament of Fowls draws on celestial visions and depictions of Nature to comment on the politically important match between Richard II and Anne of Bohemia, we may look at how 21st century commentators have interpreted the poem as a commentary on the political and social urgency of reimagining humanity's interaction with the natural environment. Co-creation will be a key part of the module delivery, as students will be invited to shape the syllabus to reflect their particular interests, and will be encouraged to develop assessment topics that coincide with their disciplinary focus and research specialism. The module will be assessed by one essay of c. 5000 words. Previous experience of Middle English is not required. If you have any queries, feel free to email the module coordinator: [oconneb2@tcd.ie](mailto:oconneb2@tcd.ie).

## ITP11002 | Dante and Medieval Philosophy

Dr Igor Candido

The module aims to familiarize students with Dante's philosophical works (*Convivio*, *Monarchy*, *Divine Comedy*). This will lead them to become familiar with Dante's intellectual world and medieval thought at large. References will be made to the doctrines of some of Dante's most authoritative thinkers, such as Plato, Aristotle, Augustine, Thomas Aquinas among the others. At the end of this module students should be able to: read, comprehend and assimilate a selection from Dante's philosophical works; supplement their knowledge of these works by making appropriate reference and use of Dante's most authoritative thinkers; present their knowledge in written form, displaying an understanding of philosophical techniques and critical approaches; write clear and coherent analyses of texts under examination. This module aims to: build foundational critical skills in interpreting medieval philosophy; build an understanding of how to analyze and write about key concepts of medieval philosophy; introduce students to Dante's philosophical works including his *Divine Comedy*; to encourage students, through their assessment, to become reflective and critical researchers.

## HA7042 | Interrogating Insular Art

### Dr Rachel Moss

This module explores the rich artistic output in Ireland and associated territories during the early medieval period (c. 600–1000). This module looks at how patronage, liturgy and the development of extraordinary technical skills shaped the production of manuscripts, fine metalwork and carved stone in Ireland, western Scotland and other areas that lay under Irish influence. Through seminars, field trips and personal study, students will become familiar with the key works of the period and the ways in which they reflect the societies by whom they were produced. The module also moves beyond the Middle Ages to explore issues of survival and revival and the debates surrounding historiography, popular reception and display. On successful completion of this module, students should be able to:

- Describe the principal art works and developments in Insular art and architecture c. 600–1000.
- Formally analyse the historical and geographical background of Insular art and architecture.
- Critically assess Insular art and architecture in the broader contemporary European and near Eastern context.
- Apply the interdisciplinary methodologies used in the study of historic landscapes and artefacts as relevant to Insular art and architecture.
- Explore the 'longer life' of Insular art, through the factors that led to survival and revivals.
- Complete an intensive, self-motivated study of a historical problem relating to Insular art with high quality research organization and presentation.

## HI7178 | Field Trip

### Dr David Ditchburn (Department of History, School of Histories and Humanities)

The Field Trip will take place in January 2025 prior to the start of teaching term.

**Practicalities:** Students will be expected to fund their own travel, accommodation and meals, but the School of Histories & Humanities will pay for access to all museums, galleries etc.

**Workload and Assessment:** The workload includes a presentation delivered on a prearranged topic in a prearranged location. There are also marks for a hand-out and for class participation. And a further essay is required.

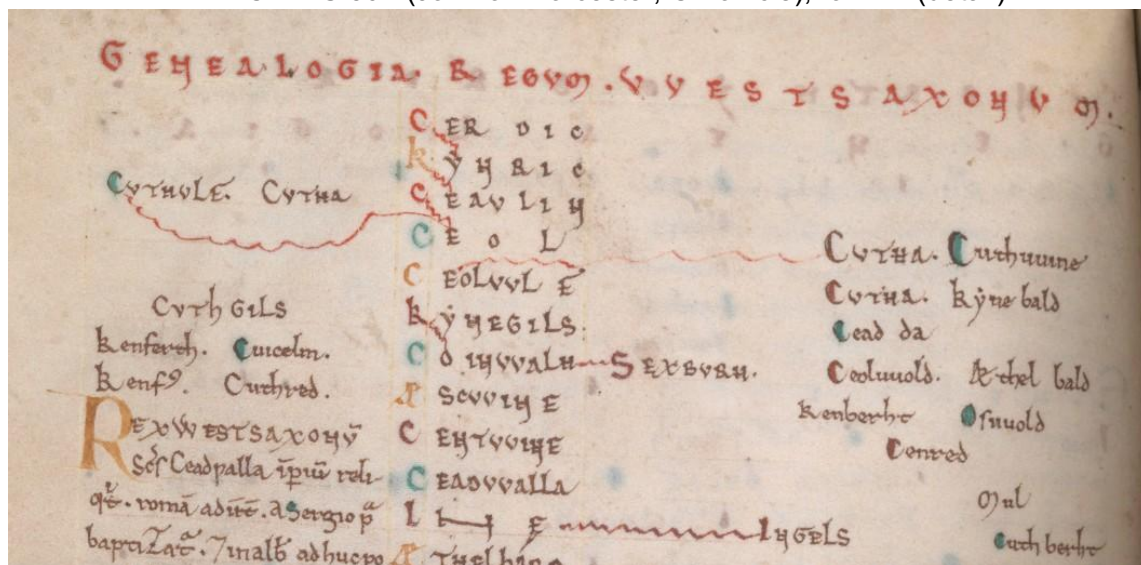
# Language, Hilary Term

## CL7072 | Elementary Latin II

Dr Charlie Kerrigan (Department of Classics, School of Histories and Humanities)

In this module we will complete our course in Learn Latin from the Romans. You will be introduced to a series of texts in order to develop reading and translation skills, and continues the project of engendering critical perspectives on Latin and its history. Texts covered include a variety of epigraphic, early, informal, and medieval Latin. A **prerequisite** for this module is CL7071 (Michaelmas Term, Elementary Latin I) or equivalent (e.g. Junior cert, GCSE, intensive Summer School).

TCD MS 502 (John of Worcester, Chronicle), fo. 14v (detail)



# Assessment Advice

For many of the modules on the programme, you will be asked to devise an appropriate topic and title for the essay which comprises its assessment. Devising appropriate, answerable research questions is one of the key learning outcomes of Sources for Medieval Studies, so this module will be particularly invaluable to you in developing this skill.

A key expectation is that your essay will contain an argument that responds to the question you have set yourself. The essay needs to be more than a survey of received opinions or 'facts': rather it needs to advance a particular idea of its own and situate this idea with reference to existing scholarship on the topic. This can be a difficult skill to learn, but feedback on your early assessments as well as weekly discussion on Sources should help you develop it.

Most essays you will write for the programme will be expected to conform to a particular word count (e. g. 2000-2500 words for Sources for Medieval Studies). These word counts are guides and can be exceeded, but do note that one of the criteria for a good essay is focus and relevance, so be sure that any material in excess of the word count is germane to what you are arguing.

Footnotes should generally appear at the bottom of each page. These are a vital part of an essay rather than an adornment and are a place where you can demonstrate a deep knowledge of previous research and your awareness of how your own ideas fit within it. For this reason, these do not count towards the word count. When a marker reads footnotes, they are not just looking to see that you have followed citation conventions correctly but seeing whether you are aware of the most relevant reading on a particular point and are able to trace claims in the secondary literature back to their origin in scholarship or to a relevant primary text. Footnotes in published work are a good model here for what you should be trying to achieve.

Every essay should have a bibliography. This is not included in the word count of your essay. You may include items that you think are relevant but which you have not read. Do however be aware that markers will compare your bibliography to what you actually cite, and notice if you claim to be familiar with a lot more scholarship than you can actually demonstrate mastery of.

Please study the advice below concerning plagiarism carefully. There were several instances of inadvertent plagiarism last year. Students wanting further advice on what is and is not plagiarism may consult the course director.

All coursework should be typed or word-processed. Pages should be single-sided and numbered consecutively, double-spaced with generous left- and right-hand margins. Font type should be sans-serif with Calibri preferred. Font size should be 12 point with 10 point



footnotes. Quotations longer than three lines should be separated from the text and indented. An M.Phil. Coursework Submission Form must be attached to all essays submitted.

All students must submit their module essays (for MVP, HA, HH & HI modules) in electronic form to the using **Turnitin in Blackboard** by the deadlines specified by module lecturers for each module. Please check your module handbook or Blackboard page for procedures for modules with other codes (e.g. CL and EN).

Extensions can be granted only by the Course Director. Please email him and your strand co-ordinator with details of your request, copying in David Byrne ([pghishum@tcd.ie](mailto:pghishum@tcd.ie)). Once submitted, essays are marked twice, once by the module convenor, and once by a second marker with a knowledge of the subject matter. A mark is then finalised between these two markers, with disputes referred to the Director of the M. Phil. All marks are also subject to the scrutiny of the external examiner, Prof. Joanna Story.

Essays are marked against the marking criteria of the School of Histories and Humanities, reproduced overleaf.

## Deadlines

Deadlines must be met. For coursework on taught modules, if students need an extension on medical or compassionate grounds, they must seek an extension from the MPhil director in advance of the deadline. Extensions are only granted in exceptional circumstances and where appropriate supporting documentation is provided.

Students who submit taught module assessments after the deadline without an approved extension, or who fail to meet an extended deadline, will have 10% docked from their mark for the assessment.

The dissertation deadline is final and extensions can only be granted, in exceptional circumstances, by the Director of Postgraduate Teaching and Learning, or by the Dean where more than a short extension is sought. Any application for an extension must be accompanied with evidence of compelling medical or compassionate grounds. Dissertations submitted after the deadline without an extension will be awarded 0%.

To apply for an extension, contact the Programme Director in the first instance.



TCD MS 53 (Psalter), fol. 151r (detail)

# Grade Descriptors

## **70+ – Distinction**

Excellent work in every respect

!E Understanding: authoritative, original, persuasive, showing mastery of methods or techniques used and clear knowledge of their limitations

!E Selection and coverage: appropriate method or methods applied, with a discussion covering all significant aspects of the subject

!E Analysis: coherent, logically developed and compelling discussion, with thoroughly detailed account of any practical work

!E Presentation: flawless, or near flawless, language and syntax; professionally presented; references and bibliography consistently formatted using a recognized style

Marks Range:

!E 85+ = marks above 85 are only awarded in exceptional circumstances

!E 80-85 = of publishable quality

!E 75-79 = insightful, of publishable quality with revisions

!E 70-74 = excellent grasp of the subject, high quality in all areas

## **50-69 – Pass**

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

!E Understanding: a developed capacity to reason critically

!E Selection and coverage: sound basis of knowledge in sources, scholarship and techniques

!E Analysis: developed argument and account of practical work

!E Presentation: adequate use of language and syntax; references and bibliography consistently formatted using a recognized style

Marks Range:

!E 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;

!E 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

!E 55-59 = approaching merit; satisfactory, appropriate and accurate but exhibiting significant shortcomings in one or more areas

!E 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**

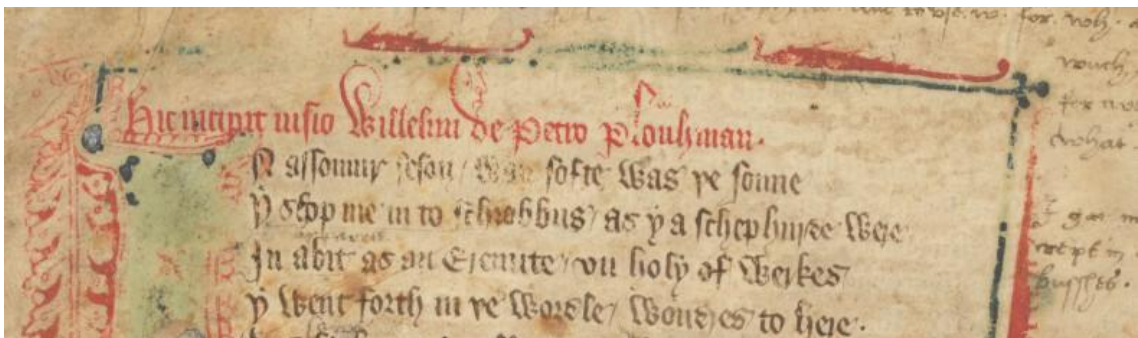
Work exhibiting insufficient knowledge or understanding, superficial analysis and/or significant methodological weaknesses, unsatisfactory focus or scope

!E Understanding: thinly-developed knowledge, understanding and/or methods

!E Selection and coverage: scope may be too narrow or too broad, discussion unfocussed; omission of significant examples; limited success in applying relevant methods

!E Analysis: argument not fully developed; account of practical work lacks analysis

!E Presentation: may contain errors in use of language and syntax; formatting of references and bibliography may lack consistency



TCD MS 212 (*Piers Plowman*), fol. 1r (detail)

# Policy for failed modules

Students who fail to pass taught modules may present for re-examination or resubmit work for re-assessment as instructed by the MPhil Director within the duration of the course.

Re-assessment for modules failed in semester 1 (Michaelmas Term) must be completed by 1st June; for modules failed in Semester 2 (Hilary Term) by 31st August. Each module can only be re-assessed once.

## Other Essential Information

### Attendance

Students are expected to attend all elements of the M.Phil. programme, in person for those components scheduled for this modality. Attendance at the weekly Research Seminar held on **Thursday evenings at 16:00hrs** is strongly recommended.

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 achieving a minimum mark of 40% in any failed modules; and achieve a mark of at least 50% in the dissertation.

### 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](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](http://tcd-ie.libguides.com/plagiarism/ready-steady-write). Please do this thoughtfully and carefully – there were several instances of inadvertant plagiarism last year. Students wanting further advice on what is and is not plagiarism may consult the course director.

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, §§66-73](#)

66.           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.

#### 67. 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.

#### 68. 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.

69. 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.

70. 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>.

71.

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.

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).

72.

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.

Provided that the appropriate procedure has been followed and all parties in 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).

73.

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.

## Late Submission of Work

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

## Resubmission of Failed Work

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 modules failed in semester 1 (MT) must be completed by 1st June; for modules failed in Semester 2 (HT) by 31st August. Students who do not pass the taught modules on re-assessment will be deemed to have failed overall and may apply to repeat the course. Any assignment that is not submitted will be graded as 0 (zero).

## Degree Classification

The pass mark in all modules is 50%. To qualify for the award of the M.Phil., a student must (1) achieve a credit-weighted average mark of at least 50% across the taught modules, and (2) either (a) pass taught modules amounting to 60 credits or (b) pass taught modules amounting to 50 credits and achieve a minimum mark of 40% in any failed modules, and (3)



achieve a mark of at least 50% in the dissertation.

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 modules failed in semester 1 (MT) must be completed by 1st June; for modules failed in Semester 2 (HT), by 31st August. Students who do not pass the taught modules on re-assessment will be deemed to have failed overall and may apply to repeat the course.

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

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

A student who successfully completes all other requirements but does not proceed to the dissertation stage or fails to achieve the required mark of 50% in the dissertation will be recommended for the award of the Postgraduate Diploma. The Postgraduate Diploma will be awarded with Distinction if the student achieves at least 70% in the overall average mark for the taught modules.

## Oral Examination

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

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

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

## Part-time Pathway

Part-time students must pass taught modules carrying 40 credits 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 31st August of the second year.

Part-time students should discuss their pathway through the course with the course director or strand co-ordinator.

## Travel Bursaries

Information on travel bursaries can be requested from the M.Phil. co-ordinator.

## Transcripts

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

## Regulatory notification

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

## Trinity Inclusive Curriculum Project (Trinity-INC)

Trinity-INC is based in the Equality, Diversity and Inclusion Office and works to embed the principles of diversity, equality, and inclusion across all curricula in Trinity so all students, regardless of their personal circumstances, learning backgrounds, abilities or strategies, have equitable opportunity to achieve their learning goals. We do this by working across the College with staff and students. Our Student Partner Programme offers paid opportunities to students from underrepresented backgrounds to provide input on their experiences of inclusion and exclusion within the teaching and learning environment, co-facilitate training sessions or embark on a project to help make the experience for students in your course or School more inclusive. Visit the Trinity-INC website or contact [trinityinc@tcd.ie](mailto:trinityinc@tcd.ie) to learn more about what we do and how you could get involved.

Extra resources for students: Equality, Diversity, and Inclusion Training:  
<https://www.tcd.ie/equality/training/student-training/>

## Important dates 2022/3

2 Sept 2024	Postgraduate Orientation <a href="http://www.tcd.ie/orientation">www.tcd.ie/orientation</a>
9 Sept	Michaelmas Term (Semester 1) teaching begins
21 Oct	Reading Week
<b>22 Nov</b>	<b>Submission of dissertation proposal (500 words)</b>
29 Nov	Michaelmas Term (Semester 1) teaching ends
20 Jan 2023	Hilary Term (Semester 2) teaching begins
3 March	Reading Week
Friday 11 April	Hilary Term (Semester 2) teaching ends
15 Aug	Last day to submit written work to dissertation supervisors
<b>29 Aug</b>	<b>Submission of dissertation</b>

## Useful Contacts and College Postgraduate Services

Service	Website
Department of History	<a href="http://www.tcd.ie/history">www.tcd.ie/history</a>
School of Histories and Humanities	<a href="http://www.histories-humanities.tcd.ie/">http://www.histories-humanities.tcd.ie/</a>
Accommodation Advisory Service	<a href="http://www.tcdsuaccommodation.org/">http://www.tcdsuaccommodation.org/</a>
Alumni Office	<a href="http://www.tcd.ie/alumni">www.tcd.ie/alumni</a>
Careers Advisory Service	<a href="http://www.tcd.ie/careers/">http://www.tcd.ie/careers/</a>
Centre for English Language Learning and Support	<a href="https://www.tcd.ie/slscs/english/trinity_in-sessional_programme/in-sessional_eap/index.php">https://www.tcd.ie/slscs/english/trinity_in-sessional_programme/in-sessional_eap/index.php</a>
Chaplaincy, House 27	<a href="http://www.tcd.ie/Chaplaincy/">http://www.tcd.ie/Chaplaincy/</a>
Clubs & Societies	<a href="http://www.tcd.ie/students/clubs-societies/">http://www.tcd.ie/students/clubs-societies/</a>
College Health Centre	<a href="http://www.tcd.ie/collegehealth/">http://www.tcd.ie/collegehealth/</a>
Counselling Service	<a href="http://www.tcd.ie/student_counselling">www.tcd.ie/student_counselling</a> e-mail: student-counselling@tcd.ie
Day Nursery, House 49	<a href="http://www.tcd.ie/about/services/daynursery/">http://www.tcd.ie/about/services/daynursery/</a>
TCD Disability Service	<a href="https://www.tcd.ie/disability/current/">https://www.tcd.ie/disability/current/</a>
Graduate Studies Office	<a href="https://www.tcd.ie/Graduate_Studies/">https://www.tcd.ie/Graduate_Studies/</a>
International Students	<a href="https://www.facebook.com/TrinityGlobalRoom/">https://www.facebook.com/TrinityGlobalRoom/</a>
IT Services, Áras an Phiarsaigh	<a href="http://www.tcd.ie/itservices/">http://www.tcd.ie/itservices/</a>

Mature Students Office, Room M36, Goldsmith Hall	<a href="http://www.tcd.ie/maturestudents/index.php">http://www.tcd.ie/maturestudents/index.php</a>
Orientation	<a href="http://www.tcd.ie/orientation/">http://www.tcd.ie/orientation/</a>
Postgraduate Advisory Service	<a href="http://www.tcd.ie/Senior_Tutor/postgraduate">www.tcd.ie/Senior Tutor/postgraduate</a>
Student Learning Development	<a href="https://www.tcd.ie/Student_Counselling/student-learning/">https://www.tcd.ie/Student_Counselling/student-learning/</a>
TCD Sports Centre	<a href="http://www.tcd.ie/Sport/">http://www.tcd.ie/Sport/</a>

# Appendix 1 – M.Phil. coursework submission sheet

## 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 - <https://libguides.tcd.ie/academic-integrity/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.