



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

School of Histories and Humanities

Department of History

MPhil in Modern Irish History Handbook 2023-2024



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

By courtesy of the National Library of Ireland.

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Overview

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

Aims

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

Learning Outcomes

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

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

Regulatory notification

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

Programme structure

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

Part-time students must pass taught modules carrying at least 40 credits in their first year in order to progress to the second year. Part-time students should discuss their pathway through the course with the programme co-ordinator. An M.Phil. degree within the School of Histories and Humanities consists of 90 ECTS.

1.	Two special subjects of study :2 x 10 ECTS combination of available special subjects	20 ECTS
2.	Reading Ireland (MT*) + Reading Ireland II (HT**) (2 x 10 ECTS)	20 ECTS
3.	Research Design (HT)	10 ECTS
4.	Postgraduate Research Seminar (MT + HT)	10 ECTS
5.	Dissertation	30 ECTS
Total		90 ECTS

You must choose 2 special subjects. At least one must come from Group A. Group A subjects have a specific focus on Irish history – you can do one or two of these. If you decide just to do one subject from Group A, then pick one from Group B. We recommend you do one special subject each term.

- Please note that limited places are available in each of the special subjects and that a timetable clash may prohibit you from taking a certain module. Modules will only run if a sufficient number of students have signed up for them.
- **Modern Irish MPhil students are given priority for ‘Ireland in Rebellion’, ‘A world on fire’: Ireland’s Global Revolution 1918-23’ , and ‘Society and Culture in Twentieth-Century Ireland: Themes and Debates’. You can choose two of these as special subjects.**
- The home programme or School for modules are noted in square brackets.
- Please also note that we are offering some modules from School of English MPhil programmes. The parameters and expectations of assessment for these latter courses reflects those of the discipline of English rather than History, so in the case of these modules some undergraduate experience of English modules will be an asset.

*MT (Michaelmas term) is first term

** HT (Hilary term) is second term

Group A	Group B
Ireland in Rebellion, 1791-1803[Modern Irish History] (MT)	Energy and Power in the Modern World (MT) [MPhil in Environmental History]
‘A world on fire’: Ireland’s Global Revolution 1918-23 [Modern Irish History] (MT)	Human Rights in Europe, 1900-Present [MPhil in International History] (MT)
Choosing the past – the Historian and the Archive [MPhil in Public History] (MT)	Institutions in Ireland and the World [MPhil in Public History] (HT)
Society and Culture in Twentieth-Century Ireland: Themes and Debates [Modern Irish History] (HT)	Intoxicants in Early Modern Society: Consumption and Culture [MPhil in Early Modern History] (HT)
	Maria Edgeworth [School of English] (MT)
	Eavan Boland and Modern Irish Poetry [School of English] (HT)

Credit System (ECTS)

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

Teaching Staff (Irish History) and their research interests

Dr Robert Armstrong

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

Dr Anne Dolan

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

Dr Patrick Geoghegan

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

Dr Brian Hanley

The Irish revolution in its global contexts; 20th century Irish republicanism; class in 20th century Ireland; radicals in Irish politics.

Dr Carole Holohan

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

Dr Georgina Laragy

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

Prof Jane Ohlmeyer

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

Dr Ciaran O'Neill

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

Prof Micheál Ó Siochrú

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

Dr Patrick Walsh

18th Century Irish economic, political, and social history in an imperial context.

Contacts

Mr David Byrne, Administrative Officer, School of Histories and Humanities

Administration for postgraduate students

Dr Carole Holohan, Programme Co-ordinator

Dr Martine Cuypers, Director of Postgraduate Teaching and Learning

Dr Joe Clarke, Head of Department of History

Prof Micheál Ó Siocrú, Head of School, School of Histories and Humanities

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Dr Susan Flavin	sflavin@tcd.ie
Prof Lindsey Earner-Byrne	

Taught Elements

1 (a) – (k) Special Subjects of Study

All special subjects are 10 ECTS and 2 hours per week.

1 (a) Ireland in Rebellion, 1791-1803 (Michaelmas Term)

Module Coordinator: Prof. Patrick Geoghegan

This module explores the crisis in Irish politics in the 1790s and its immediate aftermath. Starting with the foundation of the United Irishmen in 1791, it explores the tensions on the island of Ireland in one of the tumultuous decades in Irish history. Events covered include the Fitzwilliam viceroyalty, the failed Bantry Bay invasion, the 1798 Rebellion, the Act of Union, and Robert Emmet's Rising in 1803. Students will examine primary documents from the period and explore the conflicting ideologies of the time and the competing visions for Ireland's future that resulted in open violence in the summer of 1798 and led to the abolition of the Irish parliament in 1800.

At the heart of this module is the learning of skills not content. By the end students will have been encouraged to critically assess all secondary literature works, read and interpret primary sources, find and interpret other printed primary sources as well as archival primary sources, and form an original interpretation based upon primary sources. Evaluation will be by essays and assignments and the module will also involve debates, discussions and presentations. In this way, students will be encouraged to develop their own interpretations as they assess and critique one of the most pivotal periods in Irish history and one that cast a long shadow over subsequent events.

1 (b) Choosing your pasts – the Historian and the Archive (Michaelmas Term)

Module Coordinator: Dr Ciarán Wallace

Archives are the foundation of historical research. They collect, preserve, arrange and provide access to the original records. For centuries scholars have analysed official records to write academic history but, in recent years, popular awareness of archives has grown significantly. Free resources such as the Virtual Record Treasury of Ireland, and commercial genealogy or newspaper archives, have attracted new users. The variety of archives has also grown as companies, institutions and marginalized groups create their own archives to protect or project their own histories.

This archival turn, and expanded access through digitization, has transformed research into personal, social and communal histories of major events such as the

Irish Revolution and the Great War. Archives play an increasingly important role in public perceptions of, and active engagement with, history. But how reliable is 'the archive'?

This module investigates the archive, using a Historian's lens to critically analyse its contents and function. Who was the archive created by and for? Who is it for today? Does the arrangement of archival records influence the history we write? Can we detect silenced voices by reading records 'against the grain'? Does digitization really democratize access to History?

1 (c) Energy and Power in the Modern World (Michaelmas Term)

Module Coordinator: Dr Katja Bruisch

This module foregrounds energy and power as key categories for our understanding of the intertwined social, political, cultural and environmental histories of the modern age. We will explore the difference between writing energy history and writing history in energetic terms; how energy as a concept came to embody the ambitions and the values of the industrial age; how the history of fossil fuels is situated in a wider history of capitalism; and we will look at the role of energy in modern histories of protest, revolution and environmental change. Through case-studies from Europe, the Middle East, Northern and Central America, we will explore how the use of coal, oil, hydropower, wind, nuclear power and renewable energy sources reflected and shaped the social dynamics and natural environments in specific places. Finally, we will discuss how exploring energy regimes in the past may help us think about energy in the future.

1 (d) Human Rights in Europe, 1900-Present (Michaelmas Term)

Module Coordinator: Dr Patrick Houlihan

The relationship between humanitarianism and human rights changed decisively in the era of the world wars, when Europe played a large role in altering the dynamics of global history. In this course, we will read a wide variety of secondary scholarship as well as primary sources (declarations, charters, letters, diaries) in English. Our topics include war and genocide, famine relief, emergency intervention, charity, religious vs. secular conflict, individual vs. group rights, global governance, and socio-economic development. We will end with Europe's role in the contemporary crisis of migration and refugees. Geographically, our focus will be on East-Central Europe as well as the Mediterranean region in order to embed Europe in international and global history. However, this module is designed to encourage individual research projects and case studies leading to more independent themes

1 (e) Maria Edgeworth (Michaelmas Term)

Module Coordinator: Prof. Aileen Douglas

In the first decade of the 19th century Maria Edgeworth was the most successful novelist writing in English. She was innovative in the representation of Ireland in fiction, and in the writing of works for children. This module will consist of seminars devoted to Edgeworth's major works, as well as contextual sessions which will consider Edgeworth in relation to her contemporaries, including Jane Austen and Sydney Owenson. Thematically, the module will explore the representation of Ireland and the Irish in literature; the history of the novel in English; the development of writing for children; and issues of gender, writing, and public life. The module will end by considering how Edgeworth features in later Irish writing by Yeats and Eiléan Ní Chuilleanáin.

This module will: examine a wide range of Maria Edgeworth's works, gaining a sense of its variety and distinctiveness; explore the relationship between Edgeworth's work and its key historical and cultural contexts; place Edgeworth in relation to contemporary writers, especially women writers, and the publishing industry of the period; consider key critical approaches to Edgeworth's work

Having completed the module students will: demonstrate an understanding of issues of form, genre, readership, and publication which shape Edgeworth's work; have developed high-level transferable skills in critical analysis and writing; have engaged with relevant theoretical and critical arguments, to reflect critically on the categories which have shaped Edgeworth's literary reputation; have engaged with relevant historical and cultural contexts.

Week 1: Introduction

Week 2: Place: Edgeworth, Castle Rackrent (1800)

Week 3: History, violence, and the gothic: Edgeworth, Ennui (1809); 'The Orphans' 1800

Week 4: Edgeworth and Jane Austen, *Belinda* (1801)

Week 5: Edgeworth, *The Absentee* (1812)

Week 6: Edgeworth and Ireland in fiction: Critical Readings and Overview

Week 7: Reading Week

Week 8: Edgeworth as Children's Writer: Stories from Early Lessons (1800), A Continuation of Early Lessons, and Rosamond: a Sequel (1821)

Week 9: Global Edgeworth: 'Lame Jarvas' and 'The Grateful Negro' from Popular Tales (1804)

Week 10: Jewish stereotypes in Fiction: Edgeworth, Harrington (1817)

Week 11: Edgeworth as autobiographical writer: excerpts from Helen (1834) and the Rosamond cycle

Week 12: Edgeworth in Later Irish Writing

Reading list

Students intending to take this option are encouraged to begin reading primary works over the summer.

- Connolly, Claire. *A Cultural History of the Irish Novel, 1790-1829*. Cambridge 2012. Print.

Suggested Preliminary Reading

You may enjoy browsing:

- Edgeworth, Frances, *A Memoir of Maria Edgeworth with a selection of her letters* (London, 1867). <https://archive.org/details/memoirofmariaedg01edgerich>
- Pakenham, Valerie. *Maria Edgeworth's Letters from Ireland*. Dublin 2018.

1 (f)

HI7128 A world on fire': Ireland's global revolution 1918-23 (Michaelmas Term)

Module Coordinator: Dr Brian Hanley

The Irish struggle for independence took place in a period of global revolution and counter-revolution, civil war, racial turmoil, pogroms and industrial unrest. Colonial peoples, ethnic minorities, women and workers across the world all sought change, some of them inspired by President Woodrow Wilson's promise of national self-determination, others by the Bolshevik call to revolution. These demands were especially potent coming as they did after the carnage of the Great War. Irish republicans were acutely aware of the need to gain international support. Dáil Éireann sent representatives across Europe, while Irish people were mobilized wherever they had settled. An eclectic range of allies was sought, from Russian Bolsheviks to Italian Fascists, while every opportunity was taken to raise funds and secure arms for the IRA. Those seeking self-determination in India and Egypt were inspired by Ireland, as were black nationalists and Zionists in the United States. But British policymakers were no less aware of the impact Irish independence could have on the empire, while Irish unionists sought to mobilize their own diaspora. This module examines why we cannot separate the story of the Irish Revolution from its context in a 'world on fire.'

1 (g) HI7124 Society and culture in 20th Century Ireland: themes and debates (Hilary Term)

Module Coordinator: Dr. Anne Dolan

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

The module will examine the interpretative challenges of social and cultural history in an Irish context, consider the value of a more comparative approach, and will examine some of the new certainties that seem to be emerging in the growing literature on various aspects of Irish experience. It will explore how and when some

of Ireland's 'secret histories' emerged, and will evaluate the way in which wider historiographical debates have influenced, at various stages, the nature of the research undertaken.

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

Aims

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

Learning Outcomes

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

- Identify key events and developments in the social and cultural history of modern Ireland, as revealed by in-depth analysis of relevant sources
- Place this knowledge in the context of a broader knowledge and understanding of relevant historiographical approaches and methodologies
- Formulate research questions for the purposes of essay writing and oral presentations
- Assess the various historiographical approaches and methodologies applied to this area of Irish history
- Engage critically and in-depth with primary texts and secondary literature
- Complete an intensive, self-motivated study of a relevant historical problem, with high quality research organization and presentation

Learning Outcomes:

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

- Analyse the principal themes and developments in the representation of the Irish revolutionary period 1912-23
- Identify and search for relevant secondary literature
- Engage with relevant theoretical and critical approaches to the history of this period
- Apply different techniques of evaluation and interpretation to relevant primary sources
- Critique relevant historiography in the light of primary sources
- Present and discuss analysis of questions relating to the history of the Irish revolution
- Analyse the impact of different understandings of the Irish revolution on the political, social and cultural history of modern Ireland.

1 (h) Institutions in Ireland and the wider world (Hilary Term)

Co-ordinator: Dr Georgina Laragy

As Erica Lehrer and Cynthia Milton ask, 'What happens when the invisible is made visible, when knowledge relegated to society's margins or swept under its carpet is suddenly inserted into the public domain?' (Lehrer & Milton, *Curating difficult knowledge*, 2011, p. 1) How do we include the mad, criminal, poor and immoral into our cultural identity? Those who deviate from social and cultural norms; are they to be commemorated and remembered, or is it better to forget them, and our treatment of them? How do we remember the social, cultural and political processes that saw them classified as deviant and difficult? In this course we will examine how this happens, looking at specifically at how knowledge about institutionalised populations is constructed, how it emerges into the public realm and how it is represented – this will involve exploring museums, oral histories, state inquiries, as well as art and literature.

In the past, many western states confined the mentally ill, prisoners, unmarried mothers and the poor to carceral institutions. There are multiple prison museums, while museums of psychiatric hospitals or workhouses are a relatively recent phenomenon. Why is that so? And how are these groups being represented to the public? What role do academic historians, community groups, the state and activists play in remembering and bringing to light uncomfortable histories? This course explores the emergence of carceral institutions in Western culture and their place in public history, in Ireland and the wider world.

Learning Outcomes:

- Identify key issues in the history of institutionalization as a broad social, cultural and 'professional' process.
- Formulate research questions for the purposes of essay writing and oral presentations
- Explore concepts of deviance, exclusion / inclusion, marginalization, confinement and stigma in the context of public history
- Combine historical knowledge with practitioner awareness and skills
- Identify ways in which public history can be used to integrate marginalized communities in today's society
- Engage critically and in-depth with primary texts and secondary literature
- Engage with debates about the use of former institutions and contentious sites in contemporary society and intoxicants

1 (i) Intoxicants in Early Modern Society: Consumption and Culture (Hilary Term)

Co-ordinator: Dr Susan Flavin

This interdisciplinary module explores the role of intoxicants and intoxication to the social, cultural, political, and material life of Ireland and England between the sixteenth and eighteenth centuries. In the context of recent historiography, it considers how intoxicants including beer, tobacco and coffee were accepted and used, and their impact on society. Through a cultural food historical lens, students

will approach these commodities as a means of examining broader themes in early modern history, including the development and demonstration of identities; conspicuous consumption and globalisation; social governance; and the evolution of the public sphere. Students will consider the diverse approaches taken by current research projects in the field, particularly those deploying interdisciplinary approaches, such as *Tobacco, Health and History*; *FoodCult* and the *Intoxicants Project*. They will also critically engage with recent efforts amongst historians to recreate both the material and sensory experiences of intoxication in the past, for example through the reproduction of sixteenth-century beer, and the recreation of early modern aural culture through ballads performed in the alehouse. The sources deployed will be broad ranging including material culture; representative literature; didactic and medical texts; and visual sources.

1 (j) Eavan Boland and Modern Irish Poetry (Hilary Term)

Module Coordinators: Dr Rosie Lavan and Dr Tom Walker

Eavan Boland is one of the most significant Irish poets of the past century. In a career of more than 50 years, she persistently questioned, and radically expanded, the parameters of Irish poetry and the definition of the Irish poet. The course will examine a wide range of Eavan Boland's poetry and prose. Seminars are structured around some of the poet's major themes and modes. These will also be interspersed with seminars that seek to place Boland within the broader history of modern Irish poetry, via comparisons with the work and careers of Blanaid Salkeld, Patrick Kavanagh, Derek Mahon, Eiléan Ní Chuilleanáin and Paula Meehan. Also explored will be relevant historical and cultural contexts, and questions of poetics and ideology.

This module will: examine a wide range of Boland's poetry and prose, gaining a sense of its key modes and themes, and of how it develops across her career; explore the relationship between Boland's work and its key historical and cultural contexts; compare Boland's work to a range of other modern Irish poetry; consider key critical approaches to Boland's work, as well as modern Irish poetry more generally.

Having completed the module students will: demonstrate an understanding of issues of form, genre, language and publication which shape Boland's work; have developed high-level transferable skills in critical analysis and writing; have engaged with relevant theoretical and critical arguments, to reflect critically on the categories which have operated in discussions of Irish poetry over the past 50 years; have engaged with relevant historical and cultural contexts.

Module Content	Eavan Boland is one of the most significant Irish poets of the past century. In a career of more than 50 years, she persistently questioned, and radically expanded, the parameters of Irish poetry and the definition of the Irish poet. The course will examine a wide range of Eavan Boland's poetry and prose. Seminars are structured around some of the poet's major themes and modes. These will also be interspersed with seminars that seek to place
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Boland within the broader contexts of modern and contemporary Irish poetry, via comparisons with the work and careers of a number of other poets. Also explored will be relevant historical and cultural contexts, and questions of poetics and ideology.

Primary Texts

Students will need to buy Eavan Boland, *New Selected Poems* (Carcanet/Norton) and Eavan Boland, *Object Lessons: The Life of the Woman and the Poet in Our Time* (Carcanet/Vintage/Norton) as the core course texts. Please note, it is expected that students will read *Object Lessons* in full before the start of the course.

All other primary material needed through the term will be made available via Blackboard. This will include poems from Boland's collections published since the appearance of *New Collected Poems* (*Domestic Violence*, *A Woman Without A Country* and *The Historians*) and the work of the other poets to be studied on the course, as well as various other relevant essays, articles and interviews.

Primary Texts

- Shameem Black. *Fiction Across Borders: Imagining the Lives of Others in Late Twentieth-Century Novels*. (2010)
- Mark Bould, Andrew Butler, and Adam Roberts, eds. *The Routledge Companion to Science Fiction*. (2009)
- Danny Boyle, Dir. NTL production of *Frankenstein*. (2011) <https://youtu.be/ufynUd03wgl>
- Malcolm Bradbury and James McFarlane, eds. *Modernism, 1890-1930* (1991)
- David Bradshaw and Kevin Deitmar, *A Companion to Modernist Literature and Culture* (2006)
- Bruhn, Jørgen, Anne Gjelsvik, and Eirik Frisvold Hanssen, eds. *Adaptation Studies: New Challenges, New Directions*. (2013)
- HL Chute. *Graphic women: Life narrative and contemporary comics*. (2010)
- Cutchins, Dennis, Katja Krebs, and Eckhart Viogets, eds. *The Routledge Companion to Adaptation*. (2018)
- Jo Gill. *The Poetics of the American Suburbs*. (2013)
- Linda Hutcheon, *A Theory of Adaptation*. (2006)
- Brian McHale, *Postmodernist Fiction*. (2003)
- Laura Marcus and Peter Nicholls, eds., *The Cambridge History of Twentieth-Century English Literature* (2009)
- Marjorie Perloff, *21st -Century Modernism: The "New" Poetics* (2002)
- Adam Roberts, *The History of Science Fiction*. (2016)
- Kime Scott, Bonnie, ed. *Gender in Modernism: New Geographies* (2007)
- Christopher Warnes, *Magical Realism and the Postcolonial Novel*. (2009)
- Patricia Waugh, *Metafiction; The Theory and Practice of Self-conscious fiction*. (2002)

Suggested Preliminary Reading

In terms of secondary reading, good places to start are: Randolph, Jody Allen, *Eavan Boland* (Cork: Cork University Press, 2014), and Randolph, Jody Allen ed., *Eavan Boland: A Sourcebook: Poetry, Prose, Interviews, Reviews, and Criticism* (Manchester: Carcanet, 2007). More detailed secondary reading suggestions will be provided during the course.



Troops in the Front Square of Trinity College Dublin
TCD/MUN/MC/207

2 (a). Reading Ireland (Michaelmas Term)

Weighting: 10 ECTS

Module Coordinator: Dr Carole Holohan

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

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

Aims

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

Learning outcomes

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

- Debate on a wide range of historical issues, drawing on the work of the key researchers in the various fields of Irish history
- Discuss the development of methods and techniques of historical research and analysis over time, and deploy them in ongoing historical debate
- Analyse the theoretical and methodological challenges facing historians working in various periods or themes within Irish history
- Critically appraise Irish historiography
- Explore the forces that have shaped the writing of Irish history and identify gaps in the existing literature
- Place their individual research interests in a wider historiographical context

2 (b). Reading Ireland II (Hilary Term)

Source material is the life blood of historical practice. Written documents housed in archives have been key to the development of modern historical practice, but historians also make use of visual, media and oral sources, as well as objects. Much of what is available represents a selective, mediated, or partial record of the past

and this material does not speak for itself. Sources must be analysed, contextualised and interpreted.

In this module you will be introduced to a number of different source types or collections. You will discuss the different approaches and methods that can be applied to them. You will read secondary sources for how they have engaged with primary material and complete a variety of tasks and assignments.

Learning Outcomes:

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

- Identify and search for sources and collections
- Critique relevant literature
- Engage with relevant theoretical and critical approaches to using sources
- Apply different techniques of evaluation and interpretation to sources
- Present and discuss analysis of questions relating to the use of sources

3. Research Design (Hilary Term)

Weighting: 10 ECTS

Module Coordinator: Dr Carole Holohan

This module will support M.Phil students as they prepare their thesis. It will provide guidance for developing a feasible research project and address some of the challenges related to pursuing individual research. Students will work together in groups, in which they discuss strategies to organize their research and give feedback to each other. At the end of the term, students will present their individual research. Groups will submit a portfolio of minutes of their meetings.

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

- design and pursue an individual research project
- critically evaluate and provide feedback on other research projects
- design a project presentation and present their project to their peers

Assessment: Groups will submit a portfolio of minutes of their meetings. Each student will present on their thesis research.

4. Postgraduate Research Seminar (Michaelmas & Hilary Terms)

Weighting: 10 ECTS

Students will attend seminars with invited speakers. The seminar will be organized jointly by the M.Phil programmes in Public History, Modern Irish History Environmental History, International History and Early Modern History and will give students the chance to get involved with leading representatives of these various

fields of history. Modern Irish MPhil students must attend the Modern Irish Seminar Series but you are encouraged to attend as many as possible.

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

- Summarize ongoing research trends
- Discuss ongoing scholarly debates
- Critically reflect on scholarly presentations in oral and written form
- Assess the merits of various scholarly approaches to the study of history.

Assessment: This module is assessed on the basis of regular attendance at seminars and the completion of regular seminar reports to be collated into a journal (2,500 words) marked on a pass/fail basis. The report will address/ engage with at least 10 seminars. Students who fail to attend the seminar regularly will have to submit an essay (2,500 words), that will be marked on a pass/fail basis.

Students can bear in mind the following general considerations in their report:

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

The report does not require footnotes and students are encouraged to personally reflect on what is useful for their own research skills and relevant to their research area.

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

Weighting: 30 ECTS

Module Coordinator: Dr Carole Holohan

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

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

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

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

Aim

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

Learning Outcomes

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

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

Dissertation requirements

Assessment

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

Length

Maximum 15,000 WORDS

Presentation

The text of the dissertation should be word-processed and printed on good quality A4 white paper. The type must be black and at least 12 point. Line spacing must be at one and a half or double spacing, though single spacing may be used for notes and quotations, bibliography etc. There should be margins of at least 1.5 inches on the left and 1 inch on the right of the page. All pages should be numbered. Printing must

be on one side only. Your work should be without any handwritten amendments. All copies of your dissertation must be identical.

Layout

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

Title

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

Abstract

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

References, footnotes and bibliography

An approved reference system must be adopted, and once decided on by the student in consultation with their supervisor, used consistently throughout the dissertation. A reference must include the author's name, title of text, year of publication, location of publication, and may also include publisher. Articles (book chapters) must include the title of the article (chapter) and the journal (book), and the relevant page numbers of the article (chapter).

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

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

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

Declaration

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

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

Submission

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

1. Coursework submission form
 - a. Module title = Dissertation
 - b. Module code = HH7000
 - c. Module co-ordinator = your dissertation supervisor
2. Abstract
3. Electronic submission via Turnitin.

Students are required to submit their thesis on the due date. No extensions to this deadline will normally be granted.

Submissions

All coursework should be typed or word-processed. Pages should be single-sided and numbered consecutively, 1.5 or double-spaced with generous left- and right-hand margins. Font size should be 12 point with 10 point footnotes. Quotations longer than three lines should be separated from the text and indented.

Students submit essays via Turnitin within the appropriate Blackboard module. In advance of submission, the Turnitin feature will be made available on Blackboard.

Assessment

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

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

Students 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.

Grade Descriptors

70+ – Distinction

Excellent work in every respect

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

Marks Range:

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

50-69% – Pass

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

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

Marks Range:

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

0-49% – Fail

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

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

Marks Range:

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

Oral Examination

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

- 1) The process should begin with the student being informed by the Course Director that the examiners are contemplating failure of the dissertation and that the student may choose to defend it at an oral examination. There may be three potential outcomes: (i) pass on the basis of the student's defence of the work (ii) pass on the basis of revisions or (iii) the dissertation fails.
- 2) The oral examination should be held prior to or during the examination board meeting.
- 3) Both markers of the thesis should be present and ideally also the external examiner if he/she is available.
- 4) The oral examination is chaired by the Director of Teaching and Learning (Postgraduate) or their nominee.
- 5) 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.

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 <https://libguides.tcd.ie/academic-integrity/what-is-plagiarism>

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

The University's full statement on Plagiarism for Postgraduates can be found in the University Calendar <https://www.tcd.ie/calendar/graduate-studies-higher-degrees/complete-part-III.pdf>

1. General

It is clearly understood that all members of the academic community use and build on the work and ideas of others. It is commonly accepted also, however, that we build on the work and ideas of others in an open and explicit manner, and with due acknowledgement.

Plagiarism is the act of presenting the work or ideas of others as one's own, without due acknowledgement.

Plagiarism can arise from deliberate actions and also through careless thinking and/or methodology. The offence lies not in the attitude or intention of the perpetrator, but in the action and in its consequences.

It is the responsibility of the author of any work to ensure that he/she does not commit plagiarism.

Plagiarism is considered to be academically fraudulent, and an offence against academic integrity that is subject to the disciplinary procedures of the University.

2. Examples of Plagiarism

Plagiarism can arise from actions such as:

- (a) copying another student's work;
- (b) enlisting another person or persons to complete an assignment on the student's behalf;
- (c) procuring, whether with payment or otherwise, the work or ideas of another;

(d) quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format, including websites and social media;

(e) paraphrasing, without acknowledgement, the writings of other authors.

Examples (d) and (e) in particular can arise through careless thinking and/or methodology where students:

(i) fail to distinguish between their own ideas and those of others;

(ii) fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;

(iii) fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement;

(iv) come across a distinctive methodology or idea and fail to record its source.

All the above serve only as examples and are not exhaustive.

3. Plagiarism in the context of group work

Students should normally submit work done in co-operation with other students only when it is done with the full knowledge and permission of the lecturer concerned. Without this, submitting work which is the product of collusion with other students may be considered to be plagiarism.

When work is submitted as the result of a Group Project, it is the responsibility of all students in the Group to ensure, so far as is possible, that no work submitted by the group is plagiarised.

4. Self-Plagiarism

No work can normally be submitted for more than one assessment for credit. Resubmitting the same work for more than one assessment for credit is normally considered self-plagiarism.

5. Avoiding Plagiarism

Students should ensure the integrity of their work by seeking advice from their lecturers, tutor or supervisor on avoiding plagiarism. All schools and departments must include, in their handbooks or other literature given to students, guidelines on the appropriate methodology for the kind of work that students will be expected to undertake. In addition, a general set of guidelines for students on avoiding plagiarism is available at <https://libguides.tcd.ie/academic-integrity>

6. If plagiarism as referred to in paragraph (1) above is suspected, the Director of Teaching and Learning (Postgraduate) will arrange an informal meeting with the student, the student's Supervisor and/or the academic staff member concerned, to put their suspicions to the student and give the student the opportunity to respond. Students may nominate a Graduate Students' Union representative or PG advisor to accompany them to the meeting.

7. If the Director of Teaching and Learning (Postgraduate) forms the view that plagiarism has taken place, he/she must decide if the offence can be dealt with under the summary procedure set out below. In order for this summary procedure to be followed, all parties noted above must be in agreement. If the facts of the case are in dispute, or if the Director of Teaching and Learning (Postgraduate) feels that the penalties provided for under the summary procedure below are inappropriate given the circumstances of the case, he/she will refer the case directly to the Junior Dean, who will interview the student and may implement the procedures set out in Section 5 (Other General Regulations).

8. If the offence can be dealt with under the summary procedure, the Director of Teaching and Learning (Postgraduate) will recommend one of the following penalties:

(a) Level 1: Student receives an informal verbal warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty;

(b) Level 2: Student receives a formal written warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will receive a reduced or capped mark depending on the seriousness/extent of plagiarism;

(c) Level 3: Student receives a formal written warning. The piece of work in question is inadmissible. There is no opportunity for resubmission.

9. Provided that the appropriate procedure has been followed and all parties in (6) above are in agreement with the proposed penalty, the Director of Teaching and Learning (Postgraduate) should in the case of a Level 1 offence, inform the Course Director and, where appropriate, the Course Office. In the case of a Level 2 or Level 3 offence, the Dean of Graduate Studies must be notified and requested to approve the recommended penalty. The Dean of Graduate Studies will inform the Junior Dean accordingly. The Junior Dean may nevertheless implement the procedures as set out in Section 5 (Other General Regulations).

10. If the case cannot normally be dealt with under summary procedures, it is deemed to be a Level 4 offence and will be referred directly to the Junior Dean.

Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes.

Academic, Personal and Social Support Services

Student Learning and Development

At postgraduate level an even greater emphasis is placed on self-directed learning and the acquisition of academic skills. SLD helps students to continue improving these skills. It offers a range of workshops and individual appointments, including individual consultations in the Academic Writing Centre.

<https://student-learning.tcd.ie/postgraduate/>

Centre for English Language Learning and Teaching

CELT provides in-sessional English language support classes tailored to the needs of all academic disciplines in the university. Places are allocated on a first-come, first-served basis. For more details see https://www.tcd.ie/slscs/english/trinity_in-sessional_programme/in-sessional_eap/index.php

Student Counselling Services

https://www.tcd.ie/Student_Counselling/

Support groups and online support programmes, including 'Grad chats' and 'International chats', are available to postgraduate students.

Student to Student (S2S) is a student-led initiative designed to ensure any student in Trinity can get information and support from another student, find a friendly face to have a chat, talk things through or just ask a few questions when you're not sure who to approach - <https://student2student.tcd.ie/about/index.php>

Counselling services are available by appointment and emergency/urgent appointments are available every weekday with the duty counsellor. Email student-counselling@tcd.ie. There are after-hours urgent and emergency services, such as Niteline and the Crisis Text line (during term time) and the Samaritans. For more details see https://www.tcd.ie/Student_Counselling/support-services/after-hours/index.php

TCD Disability Service

<https://www.tcd.ie/disability/current/>

Postgraduate students who have a disability are encouraged to apply to the Disability Service for reasonable accommodation. An application can be made through my.tcd.ie via the 'My Disability Service' tab. Additional information is

available in this step-by-step How to apply for Reasonable Accommodations guide:

<https://www.tcd.ie/disability/current/RAApplication.php>

Students can also contact the Disability Service to informally discuss their needs prior to making a formal application. Please email askds@tcd.ie . There is also daily drop in service during term time <https://www.tcd.ie/disability/current/ds-solutions-drop-in/>

Careers Advisory Service

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

International Students

International students may want to get involved in the New2Dublin activities organised by the The Global Room team. For more information visit the Global Room on Facebook: <https://www.facebook.com/TrinityGlobalRoom/> For immigration registration queries email the Global Room at tcdglobalroom@tcd.ie.

Health Service

Please see the website for details of general practice and specialised clinics available to students <https://www.tcd.ie/collegehealth/>

Clubs and Societies

For a full list of TCD societies and clubs see <https://www.tcd.ie/students/clubs-societies/>

IT Services

On registration, students will be provided with a username and password to access their TCD computer account. Students will then be able to access computer facilities throughout College subject to the IT Services code of conduct. Please click on the link for IT Services 'Getting Started' guide - <https://www.tcd.ie/itservices/getting-started/>

Many modules on the M.Phil. programme will provide class materials and make announcements through Blackboard, TCD's online learning environment. Your TCD username and password allow you to access Blackboard. Blackboard is available here <https://tcd.blackboard.com/webapps/login/>

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

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

Important dates

(Please check with individual module coordinators for due dates of assignments)

4-8.9.23	Postgraduate Orientation - https://www.tcd.ie/students/orientation/postgraduates/
11.9.23	Michaelmas Term (Semester 1) teaching begins
23.10.23	Study Week
TBC	Dissertation Proposal Due
1.12.23	Michaelmas Term (Semester 1) teaching ends
22.1.24	Hilary Term (Semester 2) teaching begins
5.2.24	<i>Public Holiday</i>
4.3.24	Study Week
18.3.24	<i>Public Holiday</i>
29.3.24	<i>Good Friday</i>
1..4.24	<i>Easter Monday</i>
12.4.24	Hilary Term (Semester 2) teaching ends
31.8.24	Submission of dissertation

The Postgraduate Advisory Service

The Postgraduate Advisory Service (PAS) is a free and confidential service available to all registered postgraduate students in Trinity College. PAS offers a comprehensive range of academic, pastoral and professional supports including one-to-one appointments, workshops and trainings, and emergency financial assistance.

PAS exists to ensure that all postgraduates students have a dedicated, specialist service independent of the School-system to whom they can turn for support and advice during their stay in College. Common concerns students present to PAS include stress; financial worries; queries about regulations or services available at Trinity; supervisor-relationship concerns; academic progression issues; academic appeals; and plagiarism hearings.

The Postgraduate Advisory Service is led by the Postgraduate Student Support Officers who provide frontline support for all Postgraduate students in Trinity. These Support Officers will act as your first point of contact and a source of support and guidance; they can also put you in touch with or recommend other services, depending on your needs.

For an appointment, please e-mail postgrad.support@tcd.ie

Website: https://www.tcd.ie/Senior_Tutor/postgraduateadvisory/

To keep up to date with the supports and events for postgraduate please check out the monthly PAS newsletter sent to all postgraduates via email or follow PAS on Instagram or Twitter: @TCDPGAdvisory.

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.

I have submitted an electronic copy to pghishum@tcd.ie.