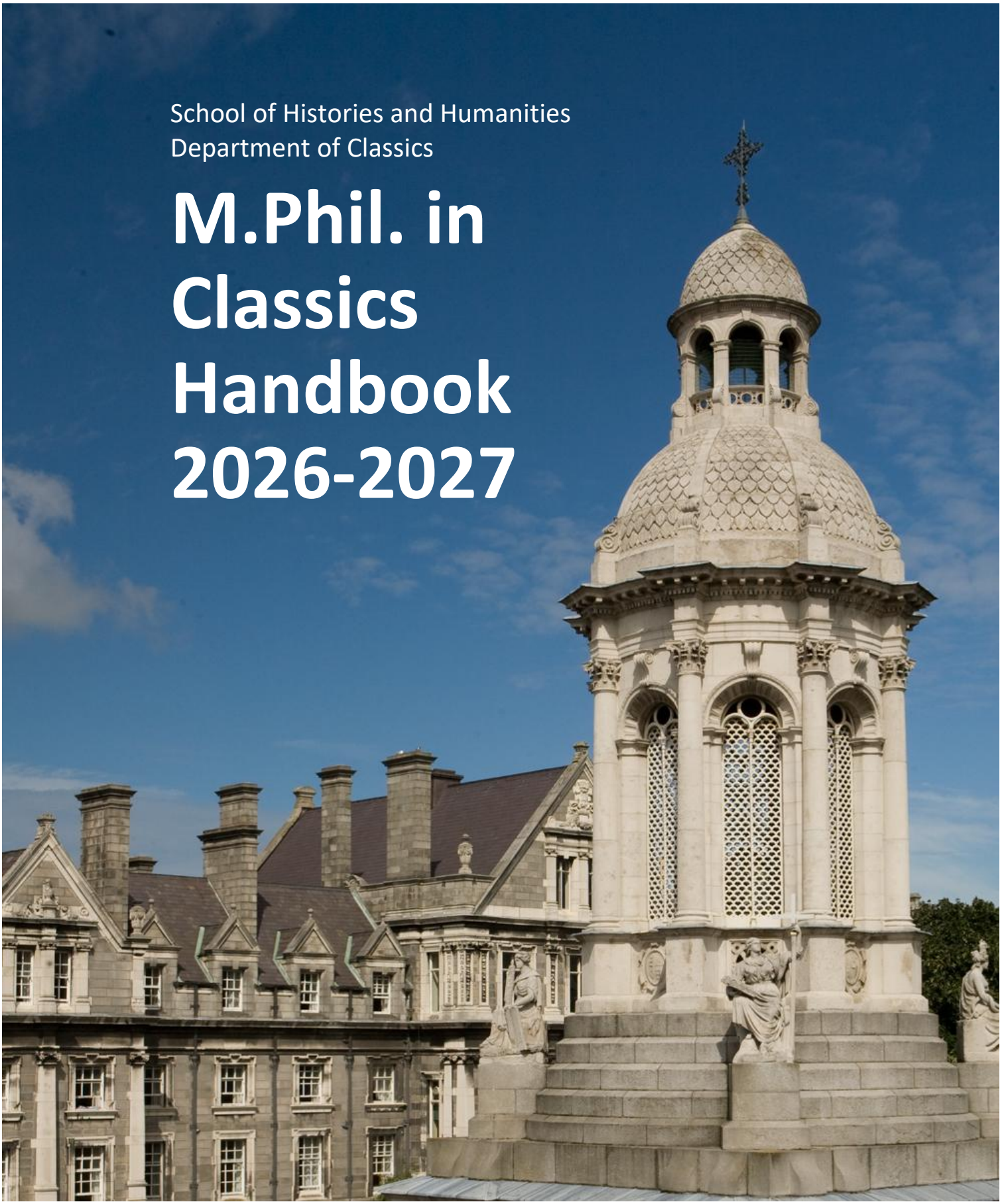
Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

School of Histories and Humanities
Department of Classics

# M.Phil. in Classics Handbook 2026-2027



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## Overview

The Taught Masters in Classics at Trinity College Dublin, the University of Dublin is one of nine M.Phil. programmes delivered by academic staff in the School of Histories and Humanities. It is designed both for those who are already fully trained in the Classical languages, and for those who have completed non-language-based degrees. The course aims to provide students with a grounding in postgraduate research skills in Classics and to hone the analytical, written, and verbal communication skills that are highly valued and effective in careers outside the university and education sectors. While the Research Skills modules offers instruction in the methodologies and approaches to the study of the ancient world, the Taught modules and the Dissertation offer students the opportunity to begin to specialise in a particular strand of Classical scholarship, literary, philosophical, historical or archaeological. The Taught Masters thereby provides an essential basis for further research in the discipline.

The course is **full-time** for the duration of one calendar year, commencing in September, and concluding the following September.

### Aims

- To ensure that students have a sound knowledge of the traditional and technical resources available to scholars in this field: specific library collections, IT, databases, specialised research resources for language/archaeology.
- To ensure that students acquire the necessary independent research skills: information retrieval, the ability to formulate research topics, to make oral presentations, and to present the results of their research in a sustained argument in the written format of a dissertation.
- To introduce the methodologies and theoretical approaches of the major strands of research in the Classical field i.e. literature, material culture, documentary records, history, philosophy.
- To offer students the opportunity, in taught courses or reading modules, to pursue one or more of these strands at the highest level of intellectual demand.
- To expose students to the scholarly process as evidenced in all departmental research seminars and special lectures.

Students are expected to attend all taught components of the programme.

## General requirements

Students are expected to attend all elements of the M.Phil. programme.
To be awarded the M.Phil. degree, students must have achieved an overall satisfactory result in *each* part of the assessments, i.e. in the assignments for the coursework component and in the dissertation.
Students must pass all taught elements (50%) before being permitted to submit the dissertation. Any assignment that is not submitted will be graded as 0 (zero). Late submission of assignments, without permission from the Programme Coordinator, or without a medical certificate in the event of illness, will be graded as 0%. This is to ensure fairness to those who do not avail of extra time to complete their work. We recognize that from time to time there are unforeseen circumstances, and genuine cases will be considered sympathetically if contact is maintained with the course tutor and/or Programme Coordinator. Exemptions will be granted only in exceptional circumstances, and only with the agreement of the Executive Committee of the Classics department, and the Dean of Graduate Studies.

## Essay submission

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, or c.50 words, 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 assignments electronically on Turnitin (via module pages on Blackboard) by the deadlines specified by module lecturers for each module. Details of submission will be available on each module's Blackboard page and communicated to you by your module coordinators. Please consult individual module handbooks for more information.

## 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.

## Contacts

Address: Department of Classics, Trinity College, Dublin 2, Republic of Ireland
Telephone: 01 896 1208
Web: http://www.tcd.ie/Classics/
Email: classics@tcd.ie

The Programme Coordinator (Dr Shane Wallace) will be available for consultation about matters relating to the programme by appointment. You are also welcome to consult any member of staff by making an appointment or checking their office hours.

Dr Patrick Walsh is the current Director of Postgraduate Teaching & Learning for the School. He is available by appointment in his office in the Department of History or by email at walshp9@tcd.ie.

## Staff contact information and research interests:

| Name | Room no. | Email address | Phone number |
|---|---|---|---|
| Prof Anna Chahoud | B6003 | chahouda@tcd.ie | +353 (0) 1 896 1984 |
| Dr Ashley Clements | B6017 | clementa@tcd.ie | +353 (0) 1 896 4014 |
| Dr Martine Cuypers | B6015 | cuypersm@tcd.ie | +353 (0) 1 896 1930 |
| Dr Alastair Daly | B6005 | dalya22@tcd.ie | +353 (0) 1 896 1208 |
| Dr Hazel Dodge | B6010 | hdodge@tcd.ie | +353 (0) 1 896 1093 |
| Prof Monica Gale | B6016 | mrgale@tcd.ie | +353 (0) 1 896 1425 |
| Prof Ahuvia Kahane | B6006 | kahanea@tcd.ie | +353 (0) 1 896 1092 |
| Dr Charlie Kerrigan | B6005 | ckerriga@tcd.ie | +353 (0) 1 896 1208 |
| Dr Hannah Mitchell | B6005 | mitcheha@tcd.ie | +353 (0) 1 896 1208 |
| Prof Christine Morris | B6012 | cmorris@tcd.ie | +353 (0) 1 896 1424 |
| Dr Giorgos Papantoniou | A6006 | papantg@tcd.ie | +353 (0) 1 896 3193 |
| Ms Winifred Ryan | B6004 | ryanw1@tcd.ie | +353 (0) 1 896 1208 |
| Dr Rebecca Usherwood | B6009 | usherwor@tcd.ie | +353 (0) 1 896 2625 |
| Dr Shane Wallace | B6011 | swallace@tcd.ie | +353 (0) 1 896 3471 |

**Ms Winifred Ryan, Executive Officer**
Administration for all students.

**Prof Anna Chahoud, Professor of Latin**
Early Latin literature; Roman satire; Latin language and the Latin grammatical tradition; transmission and reception of Latin texts and history of classical scholarship.

**Dr Ashley Clements, Associate Professor in Greek Literature and Philosophy [Head of Department]**
Greek wisdom literature of the Archaic and Classical periods, esp. Greek literature and philosophy of the fifth and fourth centuries BC; Aristophanes; perception and the ancient senses; Anthropology & Classics.

**Dr Martine Cuypers, Assistant Professor in Greek**
Greek epic; post-Classical Greek poetry; Hellenistic history; Second Sophistic; narratology & linguistics; Indo-European linguistics; reception of Classical texts.

**Dr Alastair Daly, Assistant Professor in Classical Greek Language and its Legacies**

Comic literature; Hellenistic epic; reception; wordplay; intertextuality; metaphor; translation; literary theory; reception studies.

**Dr Hazel Dodge, Louis Claude Purser Associate Professor in Classical Archaeology**
The eastern provinces of the Roman Empire; Roman construction; ancient technology; the city of Rome; ancient spectacle.

**Prof Monica Gale, Professor in Classics**
Roman poetry of the Late Republican and Augustan periods (especially Lucretius, Catullus, Virgil, Propertius); Greek and Roman didactic poetry; Genre and intertextuality in classical literature.

**Prof Ahuvia Kahane, Regius Professor of Greek / A.G. Leventis Professor of Greek Culture**
Classical literature and its reception; philology and phenomenology; Homer; ancient narrative; Virgil; Hebrew studies; genre and the phenomenology of historical time.

**Dr Charlie Kerrigan, Assistant Professor in Latin**
Latin language and literature; Virgil and his reception; Latin as an everyday language

**Dr Hannah Mitchell, Assistant Professor of Roman History and Culture**
Roman Republican history; Cicero; Roman politics; Oratory

**Prof Christine Morris, Andrew A. David Professor in Greek Archaeology and History**
Mediterranean archaeology; Aegean Bronze Age archaeology; ritual and religion; cultural heritage and modern reception of material culture; ancient goddesses.

**Dr Giorgos Papantoniou, Assistant Professor in Ancient Visual and Material Culture**
Mediterranean archaeology; Material culture; Cypriot archaeology Religion; Cultural heritage.

**Dr Rebecca Usherwood, Assistant Professor in Late Antique and Early Byzantine Studies**
Late Antiquity; Epigraphy (especially Latin imperial); Numismatics; The city of Rome; Urbanism and regionalism; Roman visual culture; Political memory; Political communication

**Dr Shane Wallace, Walsh Family Assistant Professor in Classics and Ancient History [MPhil Coordinator]**
Hellenistic history and epigraphy; political freedom; Kingship; Greek historiography; Diodorus Siculus.

# Programme structure

## Components

The course is full-time and lasts for 12 months, starting in September. Teaching will be spread over 24 weeks from September to the following April.
An M.Phil. degree within the School of Histories and Humanities consists of 90 ECTS.
The course consists of:

1. CL7004 Classics: Research and Methods 20 ECTS
2. Taught modules: 40 ECTS
    a. One language plus one taught module per semester
    OR
    b. Two taught modules per semester
    OR
    c. Three taught modules (3 x 10 ECTS, two in one semester, one in the other semester) AND CL7050 Modern Greek for beginners
3. HH7000 Dissertation (12,000-15,000 words) 30 ECTS

## 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 ECTS weighting for a module is a measure of the student input or workload required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty. In College, 1 ECTS unit is defined as 20-25 hours of student input so a 10-credit module will be designed to require 200-250 hours of student input including class contact time and assessments.
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.

# Modules

The M.Phil. consists of two compulsory modules and three/four taught module options which students must attend.

## Compulsory modules

| | Weighting | Contact Hours | Module Co-ordinator | Teaching Staff | Assessment |
|---|---|---|---|---|---|
| CL7004 Classics: Research and Methods | 20 ECTS | 1x2-hour seminar per week | Dr Shane Wallace swallace@tcd.ie | Staff from Department of Classics | Portfolio Submission (100%) |
| HH7000 Dissertation | 30 ECTS | 8x1-hour contact meeting with supervisors | Dr Shane Wallace swallace@tcd.ie | Supervisors selected appropriate to dissertation subject | Dissertation (12,000-15,000 words) |

### CL7004 Classics: Research and Methods

Weighting: 20 ECTS
Contact hours: one 2-hour seminar per week.
Module Coordinator: Dr Shane Wallace (swallace@tcd.ie)
Teaching Staff: Members of Staff in the Department of Classics and visiting lecturers.

This module takes place each week over both semesters. It consists of two elements:

1. An introduction to the main strands of research in the Classical field (e.g. literary theory, historiography, manuscripts and textual methodology, archaeological and anthropological theories and method, and epigraphy).
2. Departmental seminars and visiting lectures.

#### Aims

- To ensure an understanding of what is involved in the totality of Classical scholarship, rather than just in students' own particular fields.
- To familiarise students with the most important Classical IT resources
- To enhance organisational and cooperative skills.
- To give students an opportunity to engage in intellectual discourse with their peers and practice basic skills of oral presentation and discussion in an unpressured context.
- To expose students to senior research seminars and teach them to assess the method, content and quality of the presentations they attend.

#### Learning outcomes

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

- Understand and evaluate the methodologies and approaches that have been applied to the study of the ancient world.
- Extract information from ancient texts, materials and sites.
- Access and utilise the most important IT resources in Classics.

- Identify and use the most important bibliography of the main strands of Classical scholarship.
- Demonstrate proficiency in oral presentation and discussion.
- Analyse and assess the arguments of research papers, articles or books.

## Assessment

The course will be assessed by continuous assessment only. Students are required to produce a **portfolio** consisting of the following four elements:

| | |
|---|---|
| Portfolio | Table of Contents |
| | 4 Written Task Reports |
| | 5 Research Seminar Journal Reports |
| | 1 Literature Review |
| | End of Year Presentation |

Submission of the full and completed portfolio on Blackboard accounts for 100% of the module grade. All elements must be included in the portfolio. Module grades will only be assigned once the completed portfolio has been submitted.

**SUBMISSION OF PORTFOLIO**

All components of the portfolio (the four marked written tasks, the unmarked research seminar journal, and end of year presentation) must be submitted by the end of the second semester (**18:00, Friday June 4th**). Part-time students submit the portfolio, excluding the 'Literature Review' and 'End of Year Presentation', in their first year; the 'end of year presentation' should be submitted in their second year.

1. Table of Contents
2. Four Written Task Reports: one Task Report must be submitted from each of the four Research Themes.

Each week students are required to perform a range of tasks in order to participate in the seminar (preparatory reading, literature reviews, artefact studies, use of electronic resources, etc.) as directed by individual lecturers. Each Research Theme will have Written Task Reports attached to it. Students must choose and complete one Written Task Report from each of the four different Research Themes (max word-count for each task = 1,500 words). These four (marked) Task Reports will be included in the final portfolio.

Please submit tasks online via the module Blackboard page. Tasks will be marked and returned during the relevant semester. Please make sure to include **original marked copies** of tasks in the portfolio.

The deadline for each task write-up is two weeks after the final class of the relevant theme. When the deadline runs over Reading Weeks and Christmas it will, by necessity, be extended until the first teaching day back of term.

3. Five Research Seminar Journal Reports

The Department holds regular research seminars ('Classics Research Seminar') throughout term to which we invite outside scholars to address us on their research. Attendance at research seminars is **compulsory** and as part of your portfolio you must submit a **seminar journal** containing a short critical synopsis (up to 400 words per seminar paper) of the arguments of **five research papers** presented as part of the Departmental research seminar.

Research Seminars take place in-person (Classics Seminar Room) and on Zoom on Wednesdays at 5.30pm. The seminar programme for Michaelmas Term 2026 is as follows. The programme for Hilary Term 2027 will be released later in the term.

30th September
Judith Gatt (University of Malta)
**From Text to Stone: Exploring Ancient Greek Harbour Terminology**

14th October 2026
Nicolò Campodonico (University College London)
**Mind the Gaps: Ancient and Medieval Supplements to the Half-Lines of Virgil's *Aeneid***

4th November 2026
Annelies Cazemier (University of Southampton)
**Greek Sanctuaries, Hellenistic Networks, and the Rise of Rome**

18th November 2026
Giorgos Papasavvas (University of Cyprus)
**Dressed to Kill: The Sanctuary of Hermes and Aphrodite at Syme and Coming-of-Age Rites in Ancient Crete**

2nd December 2026 (in person only)
Elena Loizou (Trinity College Dublin)
**Pray, Offer, Feast: Ritual Space, Practice, and Experience in Iron Age Cypriot Sanctuaries**

*AND*

Pietro Gabriele Tozzi (Trinity College Dublin)
***Floriferis ut apes in saltibus*: Lucretius and Plato on poetic inspiration**

4. Literature Review

For your literature report you should choose a book chapter or article relevant to your dissertation topic. You are expected to offer a critical reading of the chapter/article with a view to how you might critically engage with it as part of your dissertation research. Length c.1200-1500 words. The Literature Review is due by **18:00 on Friday 22nd of January (Week 1)**.

5. End of Year Presentation

The presentation will be on the topic of your dissertation research. You will need to supply handouts/PowerPoint presentations as appropriate. A written version along with any supporting materials must be included in the portfolio. Presentations will take place in Weeks 10, 11, and 12 of Hilary Term.

## Syllabus

The module is taught over two terms; each session lasts for two hours and aims to familiarise students with different approaches and methodologies used by scholars of the ancient Greco-Roman worlds.

**MICHAELMAS TERM**

| ***Week*** | ***Subject*** | ***Staff*** |
|---|---|---|
| Orientation Week | MPhil Orientation Meeting | Shane Wallace |
| 1 | Introduction and Online Resources | Shane Wallace |
| 2-5 | Theme 1: Archaeology and Material Culture | Weeks 2-3: Christine Morris (Objects)<br>Weeks 4-5: Giorgos Papantoniou (Buildings) |
| 6 | Dissertation Workshop | Shane Wallace |
| 7 | *Study Week* | |
| 8 | *Free Session* | |
| 9-12 | Theme 2: Literary and Textual Skills | Anna Chahoud (Editions)<br>Martine Cuypers (Translations)<br>Monica Gale (Commentaries)<br>Alastair Daly (Texts) |

**HILARY TERM**

| ***Week*** | ***Subject*** | ***Staff*** |
|---|---|---|
| 1-4 | Theme 3: Historical Skills | Hannah Mitchell (Oratory)<br>Rebecca Usherwood (Numismatics)<br>Shane Wallace (Epigraphy) |
| 5-6 | Theme 4: Theories, Approaches, Reception | Ahuvia Kahane (Theory)<br>Ashley Clements (Anthropology)<br>Charlie Kerrigan (Receptions) |
| 7 | *Study Week* | |
| 8-9 | Theme 4: Theories, Approaches, Reception | Ahuvia Kahane (Theory)<br>Ashley Clements (Anthropology)<br>Charlie Kerrigan (Receptions) |
| 10-12 | Student Presentations | Shane Wallace |

## HH7000 Dissertation

Weighting: 30 ECTS
Module Coordinator: Programme Coordinator
Teaching Staff: 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 between 12,000 and 15,000 words in length and must be submitted by the date specified in the programme handbook.

### 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 and of appropriate size for a dissertation of 12,000-15,000 words
- 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
- Display understanding of the field and recent scholarship
- Relate the specifics of their research topic to wider issues and debates within their discipline
- Demonstrate project management skills
- To progress to the dissertation, students must satisfactorily complete all required work in all modules

Students who fail either to submit the dissertations by the deadline, or to achieve a satisfactory assessment for the dissertation will be eligible for the award of a Postgraduate Diploma.

Students wishing to do further postgraduate work within the department (for which application must be made) should normally be required to achieve a mark of 65% in the dissertation and an average of at least 60% in the taught courses or directed reading modules.

### Dissertation Requirements

Students are required to submit a dissertation of between 12,000-15,000 words in length on a topic of their choice by **Tuesday August 31st 2027**.

There are 3 requirements that must be completed:

1. MPhil Dissertation Proposal Form

2. Supervision
3. Presentation (as part of CL7004 Classics: Research and Methods)

1. Proposal

Students will be required to develop and refine proposals by the end of Michaelmas term (Semester 1) and submit an MPhil Dissertation Proposal Form. The form is available on Blackboard. They should consult with members of staff for assistance. They will be asked to make class presentations of their dissertation proposals in HT Weeks 10-12 and to provide constructive criticisms of the dissertation proposals of fellow students.

Each student is required to submit a 800-1000 word proposal on Blackboard by **18:00 Friday 4th December (Week 12)**. This should include a statement of the problem to be studied and methodological approach, an outline structure, a description of the primary sources used, and a brief description of the secondary literature to be consulted. It is essential to discuss your ideas with the Programme Coordinator or another member of staff before the Christmas break.

2. Supervision

Supervisors will be assigned at the beginning of Hilary Term according to the area of research selected by the student. They will be assigned from the Department of Classics, or, if circumstances warrant, from other Departments in the School of Histories and Humanities, 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. It is your responsibility to conduct research into primary and secondary sources, to construct and articulate a clear argument, and to organise your ideas effectively.

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 comments on work that he or she has just received. Supervisors will read and comment on one draft of each chapter; they will not continue to reread and comment on chapters already read before.

It is usual for staff to be away from College and unavailable at some (possibly extended) times during the summer session (i.e. May 24th – August 24th). Students will be expected to work independently on their dissertations during this time and to liaise with their supervisors ahead of time by email to establish their supervisor's availability.

The final date for submission of materials to a supervisor for feedback is **Friday August 13th**. However, to ensure that students leave supervisors enough time to comment on material in detail, and leave themselves enough time to implement recommended changes, students are strongly advised to submit **at least one** chapter by the start of

June, and to have the bulk of the thesis completed in draft well before the deadline.

Students are expected to be in Dublin during for the duration of the three academic terms (for dates see the University Almanack: http://www.tcd.ie/calendar/), unless permission is given by the Coordinator.

3. Presentation

Students are required to present an aspect of their dissertation research in the Research in Classics module towards the end of Hilary Term and make an appointment to consult with their supervisor in the weeks following their presentation (Weeks 10-12). Further details will be given in class.

## Assessment

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

## Length

Dissertations should be between 12,000-15,000 words in length including footnotes but excluding bibliography, front matter, and appendices (e.g. tables, databases, catalogues, image captions). Dissertations must be submitted by 31st August 2027 at the latest. **A 5% penalty will be applied to Dissertations that exceed or fall short of the word count up to a limit of 500 words (i.e. 11,500 or 15,500). Dissertations shorter than 11,500 or greater than 15,500 words will be deemed inadmissible and will not be accepted.**

## Presentation

The text of the dissertation should be word-processed, 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. 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. All submissions are completed electronically via Turnitin on Blackboard.

The presentation of the dissertation should follow a recognized style sheet. The Journal of Hellenic Studies style sheet is one that can be recommended as a default for all dissertations and can be consulted here: https://www.cambridge.org/core/journals/journal-of-hellenic-studies/information/author-instructions/preparing-your-materials. Other styles such as Harvard or Chicago are acceptable. If you have any specific questions regarding style, please contact your dissertation supervisor.

## Layout

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.

## 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.

## 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: tables, databases, catalogues, images with captions. 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.

## Declaration

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

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

### Submission

Students are required to submit their dissertation electronically via Turnitin on the HH7000 Dissertation page on Blackboard by **18:00 on Tuesday 31st August**.

## Taught modules (options)

Students take 40 ECTS from the following modules:

- One elementary ancient language (20 ECTS over 2 semesters) plus one taught module (10 ECTS) per semester
  **OR**
- Two taught modules (2 x 10 ECTS) per semester
  **OR**
- Three taught modules (3 x 10 ECTS, two in one semester, one in the other semester), plus CL7050 Modern Greek for beginners (10 ECTS over 2 semesters)

| Year-long modules | Michaelmas term | Hilary term | Total |
|---|---|---|---|
| 1 x 20 ECTS elementary ancient language module (CL7051/2/3 or CL7071/2/3) | +1 x 10 ECTS taught module | +1 x 10 ECTS taught module | 40 ECTS |
| | 2 x 10 ECTS taught module | 2 x 10 ECTS taught module | 40 ECTS |
| 1 x 10 ECTS CL7050 Modern Greek for Beginners | +1 or 2 x 10 ECTS taught module | +1 or 2 x 10 ECTS taught module | 40 ECTS |

Students with no prior experience of the ancient languages are encouraged to take up either Greek or Latin. **It is not possible to study both languages as a beginner.**
Elementary ancient language modules amount to a total of 20 ECTS and last for two semesters.
All modules will be taught as a series of student-led discussion seminars. Guidance for reading and topics will be given in class.

### Assignments

Each module requires the completion of assignments as directed by the lecturer. All assignments are compulsory. All assignments must be typed/word-processed and submitted on Blackboard by the end of the semester in which the Module has been taken. Students **MUST** keep a copy of all submitted assignments as well as submission receipts from Blackboard.
In all modules, including the dissertation, the passing grade is 50%.
Late submissions of written assignments must be accompanied by a late submission coversheet, clearly stating the reason for lateness.

# Year-long modules

## Elementary ancient language modules

## CL7051/4 Classical Greek for Beginners

Weighting: 20 ECTS
Contact hours: 3 hours per week in both terms
Module Coordinator: Dr Martine Cuypers (cuypersm@tcd.ie)
**CL7051 and CL7054 must be taken together.**
These modules are designed for students with no previous experience of Greek.

### Aims

- To offer a comprehensive instruction in the Greek language
- To bring students to a good reading knowledge of Greek prose and poetry
- To develop language study skills
- To complement the study of Classical topics and methodologies
- To facilitate progression to research at Ph.D. level on literary or historical subjects

## CL7051 Elementary Greek I

Weighting: 10 ECTS
Duration: One term (Sep - Dec)
Contact hours: 33 (3 hours per week)
Module Coordinator: Dr Alastair Daly (dalyal@tcd.ie)
Assessment: 100% continuous assessment (in-class assignments, quizzes and tests, homework assignments in W1-11, final test in W12, e-learning assignment in W13)
Co-requisites: CL7072/3 Elementary Greek II
Textbook: D. Mastronarde, *Introduction to Attic Greek*, 2nd edition (University of California Press, 2013); *Intermediate Greek Lexicon*, founded upon the seventh edition of Liddell and Scott's *Greek-English Lexicon* (Oxford University Press, 1963)

### Course outline

This module provides you with the foundations of the ancient Greek language, with emphasis on the Classical Attic dialect, and prepares you for reading original, un-adapted Greek texts in Elementary Greek II and intermediate modules. You will learn fundamental aspects of the grammar of Attic Greek (phonology, morphology, syntax, semantics, pragmatics) and start reading adapted texts that will enable you to acquire a basic vocabulary. You will start to consider approaches to analysis and translation and receive a taste of how Greek was used in different literary and non-literary contexts and genres.

### Learning outcomes

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

- Recognise and translate a substantial Attic Greek vocabulary
- Recognise a limited number of features of the phonology, morphology, syntax, semantics and pragmatics of Attic Greek and discuss them as they appear in texts using appropriate linguistic terminology
- Translate adapted Greek texts of limited difficulty into idiomatic English and motivate translation decisions

- Work effectively in small groups
- Effectively use e-learning tools and electronic resources to support language learning

## CL7054 Elementary Greek II

Weighting: 10 ECTS
Duration: One term (Jan - Apr)
Contact Hours: 33 (3 hours per week)
Module Organiser: Dr Alastair Daly (dalyal@tcd.ie)
Assessment: 50% continuous assessment (in-class assignments, quizzes and tests, homework assignments) in W 1-11, 50% final written examination (grammar, textual and contextual analysis and translation) in the end-of-year assessment period
Prerequisites: CL7051 Elementary Greek I
Textbook: D. Mastronarde, *Introduction to Attic Greek*, 2nd edition (University of California Press, 2013); *Intermediate Greek Lexicon*, founded upon the seventh edition of Liddell and Scott's *Greek-English Lexicon* (Oxford University Press, 1963)

### Course outline

In this module, you will complete your study of the textbook *Introduction to Attic Greek* and learn further key aspects of the grammar of Attic Greek (phonology, morphology, syntax, semantics, pragmatics). You also study a variety of (increasingly less) adapted and original texts that will enable you to acquire a substantial vocabulary, and develop an appreciation of how Greek was used in different contexts over the centuries. You will encounter some of the many different ways in which ancient literary texts may be 'read', analysed, interpreted and translated, and explore the features of literary and non-literary texts in different genres and styles.

### Learning outcomes

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

- Recognise and translate a substantial Attic Greek vocabulary
- Recognise the key features of the phonology, morphology, syntax, semantics and pragmatics of Attic Greek and discuss them as they appear in texts using appropriate linguistic terminology
- Translate unseen original Greek texts of limited difficulty into idiomatic English and motivate translation decisions
- Analyse Greek texts using literary-critical approaches, concepts and terms that are appropriate to their genre or text-type
- Relate a text's linguistic features, content, themes and values to its cultural-historical context
- Work effectively in small groups
- Effectively use e-learning tools and electronic resources to support language learning

## CL7071/4 Latin Language for Beginners

Weighting: 20 ECTS
Contact hours: 3 hours per week (both terms)
Module Coordinator: Dr Charlie Kerrigan (ckerriga@tcd.ie)
**CL7071 & CL7074 must be taken together.**
These modules are designed for students with no previous experience of Latin.

### Aims

- To offer a comprehensive instruction in the Latin language
- To bring students to a good reading knowledge of Latin prose and poetry
- To develop language study skills
- To complement the study of Classical topics and methodologies
- To facilitate progression to research at Ph.D. level on literary or historical subjects

## CL7071 Elementary Latin I

Weighting: 10 ECTS
Duration: One term (September – December)
Contact hours: 33 (3 hours per week)
Module Coordinator: Dr Charlie Kerrigan (ckerriga@tcd.ie)
Assessment: 100% continuous assessment (four tests in weeks 3, 6, 9, and 12; e-learning assignment, due in week 13)
Textbook: *Wheelock's Latin*, 7th Edition (Collins, 2011). Please acquire ASAP.

### Course Outline

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.

### Learning outcomes

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

- Recognise and translate a substantial Latin vocabulary
- Recognise a limited number of features of the morphology, syntax, semantics and pragmatics of Latin and discuss them as they appear in texts using appropriate linguistic terminology
- Translate and analyse the language of simple Latin texts
- Translate and discuss simple unadapted Latin texts in ways that show a critical appreciation of the politics and history of Latin and of the ancient Roman world
- Work effectively in small groups

- Effectively use e-learning tools and electronic resources to support language learning

## CL7074 Elementary Latin II

Weighting: 10 ECTS
Duration: One term (Jan – Apr)
Contact hours (3 hours per week)
Module Coordinator: Dr Charlie Kerrigan (ckerriga@tcd.ie)
Assessment: 50% continuous assessment (three tests weeks 6, 9, and 12; e-learning assignment in week 13); 50% final written examination (translation and analysis) in the end-of-year assessment period
Prerequisites: CL7021 Elementary Greek I
Textbook: *Wheelock's Latin*, 7th Edition (Collins, 2011).

### Course Outline

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.

### Learning outcomes

By the end of the course students should be able to:

- Recognise and translate a substantial Latin vocabulary
- Recognise all the main features of the morphology, syntax, semantics and pragmatics of Latin and discuss them as they appear in texts using appropriate linguistic terminology
- Analyse and translate Latin poetry and prose of an appropriate level
- Discuss in general terms the history and politics of the Latin language
- Work effectively in small groups
- Effectively use e-learning tools and electronic resources to support language learning
- Demonstrate an ability to reflect independently and creatively

## CL7050 Modern Greek for Beginners

Weighting: 10 ECTS
Contact hours: 1.5 hours per week (both terms)
Module Coordinator: Prof Christine Morris (cmorris@tcd.ie)
Teaching Staff: Language Instructor

This module is designed for students with no previous knowledge of Modern Greek. You will develop a basic knowledge of Greek vocabulary and grammar, and develop skills in speaking, listening, reading and writing at a basic level. Students will also be introduced to some key features of Greek culture. The course is taught by a Greek native-speaker.

### Learning outcomes

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

- Read, write and pronounce modern Greek script
- Communicate information and converse using everyday vocabulary and basic grammatical structures
- Read and understand simple Greek sentences and passages
- Translate simple English sentences into modern Greek

### Assessment

This module will be assessed by 100% continuous assessment comprised of 20% written tests during the semester and 80% assessment test sat under exam conditions at the end of the second semester.

## Semester Long Taught Options – Michaelmas Term

### HH7011 Saving the Past: Contemporary Issues in Cultural Heritage

Weighting: 10 ECTS
Contact hours: 2 hours per week
Module Coordinator: Dr Suzanne O'Neill (oneills8@tcd.ie)

This module explores the role of cultural heritage in the contemporary world. It asks why and in what ways the past matters to us now, and to what extent it can (and should) be 'saved' for the future. Drawing on diverse case studies, the module looks at complex and challenging problems from multiple perspectives. These may include ethics and the past, identity politics and nationalism, the past as cultural and economic capital, war and destruction of heritage, looting and collecting, virtual cultural heritage.

Throughout the module, we will also collect and discuss any cultural heritage issues that are in the news - looking at how they are reported and represented in the popular media, by official reporting, and in the scholarly community.

### Aims

- To introduce students to key contemporary debates in archaeology and cultural heritage globally, making use of selected case studies.
- To engage with scholarly and popular debates about cultural heritage.
- To reflect on how cultural heritage issues are shaped by their specific modern contexts (political, economic, ethical, ideological).

### Learning Outcomes

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

- Present a sound and sophisticated knowledge of major contemporary issues in archaeology and cultural heritage, making use of a wide range of international case studies.
- Evaluate critically specific cultural heritage issues within their contemporary political, economic, ethical and ideological contexts.
- Apply relevant methodologies and theoretical approaches to independent work.

- Communicate ideas and arguments effectively both in oral presentations and discussion, and in written work.

### Assessment

This module will be assessed by the submission of a research paper or assignments of approximately 5,000 words in length including footnotes but excluding bibliography. Deadlines will be assigned by the module coordinator. All work submitted for taught modules will be examined in the relevant College assessment period, as per the coursework submission guidelines.

## CL7015: How to be Happy

Weighting: 10 ECTS
Contact hours: 2 hours per week
Module Coordinator: Dr Ashley Clements (clementa@tcd.ie)

Thanks to Thomas Jefferson, the pursuit of happiness - along with life and liberty - is a foundational right of the US constitution. And all of us want to be happy. But how many of us can define what happiness is? And since we struggle to define it how can we attain it, and why are we all so obsessed with it? Part of the answer lies in the influence of one strand of thinking about happiness (eudaimonia) that derives from Aristotle. But Aristotle's influential view was merely one among many, so in this module, we revisit the earliest formulations of happiness in Classical literature and philosophy and compare them with other conceptions of happiness from contemporary western and non-western traditions. By so doing we'll tell the story of how we began to think of ourselves as people who need to pursue something called happiness - even though we don't know what it is - and reveal how odd our modern conceptions of doing well and being happy are.

### Learning Outcomes

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

- Reconstruct ancient sacred landscapes, ritual and cult drawing on the full range of archaeological, artistic and textual sources.
- Interpret a range of different ancient and modern conceptions of happines.
- Critique modern Western conceptions of happiness against their ancient antecedents
- Relate different conceptions of happiness and the systems of value of which they are part
- Evaluate ethics in comparative perspective and use ancient texts and non-Western perspectives to pose the question of how we should live now

### Assessment

This module will be assessed by the submission of a research paper or assignments of approximately 5,000 words in length including footnotes but excluding bibliography. Deadlines will be assigned by the module coordinator. All work submitted for taught modules will be examined in the relevant College assessment period, as per the coursework submission guidelines.

## CL7018: After Alexander: Hellenistic Athens from Macedon to Rome

Weighting: 10 ECTS
Contact hours: 2 hours per week
Module Coordinator: Dr Shane Wallace (swallace@tcd.ie)

This module examines how Athens responded to its decline in power in the early Hellenistic period, from its defeat by Macedon in 338 to its final liberation in 229 BC. Drawing on literary, epigraphic, numismatic, and archaeological sources, this module will examine the growth of factionalism and the tension between democracy and oligarchy, international relations, political philosophy, and literary and cultural productivity. Athens was no more a major military or political power, but it remained a leading cultural centre.

### Learning Outcomes

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

- Observe and discuss the sources, literary and non-literary, for early Hellenistic Athens.
- Examine, engage with, and integrate different types of source material.
- Critically evaluate the strength and weaknesses of our sources and analyse them in their context.
- Understand the inter-cultural dynamics of the Hellenistic period.
- Develop the skills necessary for studying ancient history.

### Assessment

This module will be assessed by the submission of a research paper or assignments of approximately 5,000 words in length including footnotes but excluding bibliography. Deadlines will be assigned by the module coordinator. All work submitted for taught modules will be examined in the relevant College assessment period, as per the coursework submission guidelines.

## CL7019: Early Christianity

Weighting: 10 ECTS
Contact hours: 2 hours per week
Module Coordinator: Dr Rebecca Usherwood (usherwor@tcd.ie)

How did Christianity develop from a marginalised and persecuted sect to the dominant religion of the Roman Empire? This module examines the first four centuries of Christianity within the pluralistic context of religious and social life in the Roman Empire. Classes are structured thematically, with a strong emphasis on literary and material sources, and discussions of modern theoretical approaches. These themes include, scripture and the written word, persecution, identity, gender, sacred space, and the rise of monasticism.

### Learning Outcomes

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

- Demonstrate sound knowledge of the main features of the first four centuries of Christianity's development in the Roman empire

- Analyse and interpret a broad range of primary sources, both literary and material, within their socio-historical context
- Demonstrate a critical understanding of the major theoretical approaches, debates, and scholarship relevant to class topics
- Develop and explore independent research questions, building from class coverage
- Discuss the above critically and independently, and express themselves both orally and in written form in a clear and scholarly manner

### Assessment

This module will be assessed by the submission of a research paper or assignments of approximately 5,000 words in length including footnotes but excluding bibliography. Deadlines will be assigned by the module coordinator. All work submitted for taught modules will be examined in the relevant College assessment period, as per the coursework submission guidelines.

## CL7046 Passages to Late Antiquity

Weighting: 10 ECTS
Contact hours: 2 hours per week
Module Coordinator: Dr Rebecca Usherwood (usherwor@tcd.ie)

'Late Antiquity' is the name given to the period which stretches chronologically from the third to seventh centuries AD, and geographically from Europe, through the Mediterranean basin, to the Near East. Positioned on the boundary between the ancient and medieval worlds, it was an era of profound transition. This module explores these transformations through a series of overarching themes, including historiography, ethnicity, literary culture, gender, religion, and *romanitas*.

### Learning Outcomes

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

- Discuss and analyse the transformation of the ancient to medieval worlds in relation to the themes studied.
- Analyse and discuss a wide range of ancient and medieval evidence, both literary and material.
- Comment critically on major historiographical trends in the study of the later Roman empire.
- Conduct independent research on a chosen topic related to the themes of the module, and present the results of the research clearly and professionally, both orally and in writing.

### Assessment

This module will be assessed by the submission of a research paper or assignments of approximately 5,000 words in length including footnotes but excluding bibliography. Deadlines will be assigned by the module coordinator. All work submitted for taught modules will be examined in the relevant College assessment period, as per the coursework submission guidelines.

## Semester Long Taught Options – Hilary Term

### CL7013: Hellenistic Poetry

Weighting: 10 ECTS
Contact hours: 2 hours per week
Module Coordinator: Dr Martine Cuypers (cuypersm@tcd.ie)

This module explores the Greek poetry of the third century BCE, notably that of the Ptolemaic court at Alexandria, Egypt, in its literary, intellectual, and social contexts. Key concepts are poetics and aesthetics, intertextuality and genre, tradition and innovation, continuity and change, politics and ideology, philosophy, and history of thought. In translation, you will study select poems by Callimachus, Theocritus, and Aratus, and all of Apollonius' epic *Argonautica*, whose novel hero and heroine, 'Hellenistic' world view, bold narrative experiments, and pervasive intertextuality and aetiology inspired Virgil's *Aeneid*.

#### Learning Outcomes

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

- Critically discuss the content, themes, structure, and style of the studied poems and similar poetry.
- Evaluate differences in poetics and aesthetics between Hellenistic and earlier poetry in relevant genres
- Evaluate current critical approaches to intertextuality, genre, narratology and other key literary-critical areas associated with Hellenistic poetry.
- Situate Hellenistic poetry in its historical, social, and ideological contexts, viz., the royal courts and cities of the Hellenistic world (323-31 BCE).
- Orally introduce a topic, text or problem and play an expert role in the relevant group discussion
- Write a research essay with appropriate questions, arguments, evidence, language use, referencing and bibliography.

#### Assessment

This module will be assessed by the submission of a research paper or assignments of approximately 5,000 words in length including footnotes but excluding bibliography. Deadlines will be assigned by the module coordinator. All work submitted for taught modules will be examined in the relevant College assessment period, as per the coursework submission guidelines.

### CL7029: Pop Classics

Weighting: 10 ECTS
Contact hours: 2 hours per week
Module Coordinator: Dr Charlie Kerrigan (ckerriga@tcd.ie)

This module explores the reception of ancient Greek and Latin texts in popular culture from the Second World War to the present. Drawing on the methodologies of classical reception as well the perspectives of the political Left, we'll examine the work of a range of writers, artists, musicians, and filmmakers in Irish, European, and international contexts. Against the long modern history of extremist receptions of the Classics, our central concern will be to investigate the democratic possibilities inherent in the classical tradition and the ways in which it might prove relevant to modern times. All texts will be taught in English translation.

### Learning Outcomes

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

- Demonstrate thorough knowledge of and familiarity with the tenets of classical reception studies.
- Critique a diverse body modern receptions of ancient Greek and Latin texts produced in a range of media.
- Evaluate the politics and ethics of the classical tradition as it relates to contemporary 21st-century societies.
- Relate different conceptions of culture to each other ('high', 'low', canonical, popular) and to study of the ancient world.

### Assessment

This module will be assessed by the submission of a research paper or assignments of approximately 5,000 words in length including footnotes but excluding bibliography. Deadlines will be assigned by the module coordinator. All work submitted for taught modules will be examined in the relevant College assessment period, as per the coursework submission guidelines.

## CL7078: Egyptomania: Rome and the Discovery of Egypt

Weighting: 10 ECTS
Contact hours: 2 hours per week
Module Coordinator: Dr Hazel Dodge (hdodge@tcd.ie)

Ancient Egypt has long been a subject of huge fascination. Herodotus described the land of Egypt as 'The Gift of the Nile', and the land and culture continued to be a source of inspiration for the Romans. From the 18th century an increasing number of western travellers and scholars visited Egypt and today the country attracts tourists by their thousands every year - but what is the pull, what is the fascination for us and for the Romans? How did the Romans engage with Egyptian culture – for example in art, architecture, technology? Our journey will focus on the archaeology, particularly the art and architecture, of the Egyptian and Roman worlds, as well as the rediscovery of Ancient Egypt and its influence in more modern times.

### Learning Outcomes

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

- Recognise and translate a substantial Latin vocabulary
- Demonstrate sound a clear knowledge and understanding of the module content, including relevant theoretical approaches
- Analyse critically a wide range of primary evidence, including texts, artefacts, imagery, individual buildings and larger sites.

- Apply interdisciplinary perspectives to the primary material.
- Engage critically with primary sources (both archaeological and documentary), to discuss them in an integrated way, and to assess relevant modern interpretations
- Evaluate the major debates and modern scholarship relevant to the module topics.
- Discuss the above, both orally and in written form, in a clear and scholarly manner.
- Work effectively in small groups

### Assessment

This module will be assessed by the submission of a research paper or assignments of approximately 5,000 words in length including footnotes but excluding bibliography. Deadlines will be assigned by the module coordinator. All work submitted for taught modules will be examined in the relevant College assessment period, as per the coursework submission guidelines.

## CL7032: Ancient Bodies: Archaeologies of Gender, Identity, and Representation

Weighting: 10 ECTS
Contact hours: 2 hours per week
Module Coordinator: Prof Christine Morris (cmorris@tcd.ie)

We all have bodies through which we experience the world. Can 'ancient bodies' - objects and images representing the human body (and indeed other bodies, human-animal, hybrid) – offer us a window for exploring expressions and conceptualizations of gender, social identities and other ideas? Images of the body are constructed – each ancient culture choosing to place emphasis on or to omit different bodily elements, so that selection and abstraction is everywhere part of the creative process. Why, for example, do some images have no faces; how (and why) are bodies hybridized, entangling human and human-animal; and how have approaches to gender within material culture changed over time? The module will take a broad chronological and geographical range of case studies, focusing mainly on the ancient Mediterranean and Near East but also drawing in some non-western comparanda. We will also incorporate handling and seminar sessions with museum objects, encouraging us develop more sensory perspectives.

### Learning Outcomes

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

- Demonstrate sound knowledge of the course material within its relevant historical and cultural context
- Analyse critically a wide range of primary evidence, such as figurines, images and osteological data
- Apply theoretical and interdisciplinary perspectives, such as gender theories, material and sensory perspectives, and anthropological and ethno-archaeological approaches

- Evaluate the major debates and modern scholarship relevant to the module topics
- Discuss the above, both in oral presentation and in written form, in a clear and scholarly manner

### Assessment

This module will be assessed by the submission of a research paper or assignments of approximately 5,000 words in length including footnotes but excluding bibliography. Deadlines will be assigned by the module coordinator. All work submitted for taught modules will be examined in the relevant College assessment period, as per the coursework submission guidelines.

## CL7033: Early Latin

Weighting: 10 ECTS
Contact hours: 2 hours per week
Module Coordinator: Prof Anna Chahoud (chahouda@tcd.ie)

This module explores the 'beginnings of Latin literature', the process of cultural translation of Greek models, and the characteristics of the Latin language in the understudied – and yet crucial – third and second centuries BC. Some of the questions we address are: How did Latin literature begin? What were the first texts that the Romans could claim as their own? What was the historical context of the earliest literary production written in the Latin language with a Roman audience in mind? How did Latin develop a literary (and poetic) language? Which are the features of Early Latin – in both linguistic and stylistic terms – that are preserved in Classical Latin, and which are seen as outdated and ultimately abandoned?

### Learning Outcomes

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

- Knowledge of the main lines of development of Latin language and literature in the Roman Republican period.
- Ability to recognise and analyse features of early Latin diction
- Ability to translate and analyse the primary texts in context
- Ability to engage critically with scholarly literature
- Critical thinking and ability to present a coherent argument in oral presentations and written assignments

### Assessment

This module will be assessed by the submission of a research paper or assignments of approximately 5,000 words in length including footnotes but excluding bibliography. Deadlines will be assigned by the module coordinator. All work submitted for taught modules will be examined in the relevant College assessment period, as per the coursework submission guidelines.

# Other essential information

## AI and ChatGPT

**Gen AI Policy and Academic Integrity**

Aligned with the College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research (2024), the use of GenAI is permitted unless otherwise stated. Where the output of GenAI is used to inform a student's document or work output, this usage should be acknowledged and appropriately cited, as per Library guidelines on acknowledging and reference GenAI. From an academic integrity perspective, if a student generates content from a GenAI tool and submits it as his/her/their own work, it is considered plagiarism, which is defined as academic misconduct in accordance with College Academic Integrity Policy. If individual modules have further restrictions or permit greater allowances in the use of GenAI, those restrictions or allowances must be stated in the module descriptions in the Blackboard VLE. In such circumstances, it is the module permissions regarding the use of GenAI which are deemed to be definitive for use in that module.

There are many GenAI tools available via the web (e.g. ChatGPT 3.5, Microsoft CoPilot etc.) which are accessed via a query/conversational interface. These tools typically ask for a 'prompt' which is a text space where you can ask a question or give an instruction. To start using GenAI is thus very easy! If you can phrase a query or a question, you can use GenAI. These tools have the ability to generate very eloquent, convincing text and images. GenAI tools, however, do not store facts and knowledge as we might think about it. Rather they generate outputs based on **probabilities**. Thus GenAI is prone to making mistakes (called **hallucinations**) which are erroneous facts very convincingly presented. If you are using GenAI you need to double check the information it is giving you, as it will present information which is simply not true. Therefore, you are expected to:

- **fact check information** that you generate from GenAI when using it to learn or explain subjects, or find out about sources for your topic;
- **access primary and secondary sources** in their original published form (in print or online)
- **duly reference your sources** in your written work: if you use a sentence or quote in your answer, then it must be referenced or entered in quotation marks.

Further guidelines are given in the GenAI Teaching, Learning and Assessment Hub, which is regularly updated with the progress of technologies, practices, and related policies:
https://www.tcd.ie/academicpractice/resources/generative_ai/

If you generate content from a GenAI tool and submit it as your own work, you would be acting against the **College Policy on Academic Integrity**. Your submission will be considered plagiarism, which is defined as academic misconduct in accordance with College Academic Integrity Policy. Cases of plagiarism and are considered under **College Academic Misconduct Procedures** and College's Academic Integrity Policy: https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/Academic-Integrity-Policy.pdf

A complete guide to Academic Integrity policies and procedures is available via Academic TCD Academic Integrity Policy and Related Procedures: https://www.tcd.ie/academic-affairs/academic-policies/academic-integrity/.

## Plagiarism

The University considers plagiarism to be a major offence, and subject to the disciplinary procedures of the University. A general set of guidelines for students on avoiding plagiarism is available at:

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

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.

## Late Submission and Extensions

**Department Regulations**

(i) All written and oral assignments (essays, reports, presentations, tests, quizzes, etc.), whether assessed or not, are compulsory.

(ii) An essay cover-sheet must be attached to all submissions with the two plagiarism declarations signed.

(iii) Word-count must be included in all written assignments.

(iv) All written work must be handed in by the specified deadlines.

(v) An electronic copy must be submitted by the deadline through Blackboard.

(vi) Work handed in late will be subject to a late submission penalty of 10%, provided that it is received within one week of the advertised deadline. Work submitted more than one week late will normally NOT be corrected and will receive a mark of ZERO.

**Submission of Written Work**

All written work deadlines are 6pm.

All assessed work must be submitted electronically via Turnitin on the module Blackboard page by the specified deadline. Instructions about the use of Turnitin are available in Blackboard.

The Classics Department does not on principle give extensions on coursework, and late submissions will not in general be accepted.

No extensions to advertised deadlines will be granted, but late submissions will be accepted up to a maximum of one week after the deadline, though they may be subject to a penalty deduction. Coursework received more than one week after the advertised deadline will continue to receive a mark of zero.

In cases of illness or serious personal crisis, students should consult the MPhil Assessments Officer Dr Shane Wallace (swallace@tcd.ie), preferably in advance of the deadline if possible: in such cases, a revised deadline may be agreed, subject to documentation (e.g. a medical cert.) being supplied; the Preliminary Extension Request Form (available on each module page on Blackboard and attached at the end of this Handbook) should be completed and sent to Dr Wallace when requesting the extension.

**Late Submissions (Coursework)**

As a matter of policy, the Classics Department does NOT as a rule issue extensions to coursework deadlines. **Work may be accepted up to a week late, though in such instances a penalty mark deduction of 5% will be applied**. Students with the accommodation of 'flexibility around deadlines' specified in their LENS reports or who have been adversely affected by illness or serious personal crisis, may request a revised deadline by completing the Department's Preliminary Extension Request Form (on BB) and sending to the MPhil Assessments Officer (Dr Shane Wallace, swallace@tcd.ie), copying in the module coordinator and the Department's Executive Officer, Ms. Winifred Ryan (ryanw1@tcd.ie). Contact should be made as early as possible, preferably in advance of the original submission deadline.

## Assessment

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

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

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 programme of at least 70% and a mark of at least 70% in the dissertation.

A student who successfully completes all other requirements but does not proceed to the dissertation stage or fails to achieve the required mark of 50% in the

dissertation will be recommended for the award of the Postgraduate Diploma. The Postgraduate Diploma will not be awarded with Distinction.

Students who fail to pass taught modules may present for re-examination or resubmit work for re-assessment as instructed by the Programme Coordinator 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 with minor changes required, if any
- 75-79 = insightful, of publishable quality with revisions
- 70-74 = excellent grasp of the subject, high quality in all areas

**50-69%** – Pass

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

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

Marks Range:

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

- 50-54 = for the most part satisfactory, appropriate and accurate; argument may lack evidence of originality or full insight; analysis may demonstrate weaknesses in fluency, depth or persuasiveness

**0-49%** – Fail
Work exhibiting insufficient knowledge or understanding, superficial analysis and/or significant methodological weaknesses, unsatisfactory focus or scope

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

Marks Range:

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

## Oral Examination

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

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

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

## Part-time Pathway

Part-time students must pass taught modules carrying 40 credits, including the compulsory module CL7004 Classics Research Skills (20 credits), in their first year in order to progress to the second year, and 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 co-ordinator.

## Distinctions, Prizes and Grants

A distinction for the MPhil shall require a final overall mark for the programme of at least 70% and a mark of at least 70% in the dissertation.
The Huxley Prize will be awarded to the dissertation awarded the highest grade and completed by the deadline in September.

## Travel Bursaries

The Irish Institute of Hellenic Studies at Athens awards bursaries for travel and research in Greece that are open to students studying any aspect of Greek civilization at an Irish University. Preference will be given to students at final year undergraduate or at postgraduate pre-PhD level (taught M.A./M.Litt.), working on a thesis or extended essay. For further details see:
http://www.iihsa.ie/IIHSABursaries.htm

## Inter-Library Loans

Trinity College Dublin Library offers an excellent and efficient inter-library loan policy for books, chapters, and articles not contained within its collections. Currently, inter-library loans are free and provided for by the College.

## Results and Graduation

Our Court of Examiners meets normally in Week 8 of Michaelmas Term and your transcript of results will be sent to you within a week of this date. Your degree will be conferred when you have graduated at a College commencement ceremony (this can be done either in person or in absentia) invitations to which follow via your my.tcd.ie portal shortly after your final marks are returned to College. The earliest commencement ceremony for which you can register is the Spring Commencements held in April. Details: https://www.tcd.ie/academicregistry/graduation/

## 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 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/

## Transcripts, Letters of Conferral, and Degree Certificates

Many of you will be applying to further programmes and require final transcripts to be sent directly to other institutions, which we can facilitate. Please email requests to pghishum@tcd.ie but please also be sure to pay close attention to what is required by the institutions to which you are applying. The School can only issue you with a transcript of marks; it cannot provide you with a letter of conferral or a certified copy of your degree certificate. Letters of conferral are issued by the Academic Registry (email: academic.registry@tcd.ie) and certified degree certificates are posted to you directly and copies are produced (at an additional cost) by graduation@tcd.ie and both letters of conferral and degree certificates can only be issued after your degree has been conferred upon you at a commencement ceremony.

## Important dates, 2026-2027

| | |
|---|---|
| 7 Sept 2026 | Postgraduate Orientation www.tcd.ie/orientation |
| | |
| 14 Sept | Michaelmas Term (Semester 1) teaching begins |
| 26 Oct | Reading Week |
| **4 Dec** | **Submission of Dissertation Proposal Form (800-1000 words)** |
| 4 Dec | Michaelmas Term (Semester 1) teaching ends |
| | |
| 18 Jan 2027 | Hilary Term (Semester 2) teaching begins |
| **22 Jan** | **Submission of Literature Review (1200-1500 words)** |
| 1 March | Reading Week |
| 9 April | Hilary Term (Semester 2) teaching ends |
| **4 June** | **Submission of Portfolio** |
| 13 Aug | Last day to submit written work to dissertation supervisors |
| **31 Aug** | **Submission of dissertation** |

## College Postgraduate Services

| **Service** | **Website** |
|---|---|
| School of Histories & Humanities | http://www.histories-humanities.tcd.ie/ |
| Accommodation Advisory Service | http://www.tcdsuaccommodation.org/ |

| | |
|---|---|
| Alumni Office | www.tcd.ie/alumni |
| Careers Advisory Service | http://www.tcd.ie/careers/ |
| Centre for English Language Learning and Support | https://www.tcd.ie/slscs/english/trinity_in-sessional_programme/in-sessional_eap/index.php |
| Chaplaincy, House 27 | http://www.tcd.ie/Chaplaincy/ |
| Clubs & Societies | http://www.tcd.ie/students/clubs-societies/ |
| College Health Centre | http://www.tcd.ie/collegehealth/ |
| Counselling Service | https://www.tcd.ie/studentcounselling/ |
| Day Nursery, House 49 | https://www.tcd.ie/daynursery/ |
| TCD Disability Service | https://www.tcd.ie/disability/current/ |
| Graduate Studies Office | https://www.tcd.ie/Graduate_Studies/ |
| International Students | https://www.tcd.ie/study/international/student-experience/global-room/ |
| IT Services, Áras an Phiarsaigh | http://www.tcd.ie/itservices/ |
| Mature Students Office | http://www.tcd.ie/maturestudents/index.php |
| Orientation | http://www.tcd.ie/orientation/ |
| Postgraduate Advisory Service | https://www.tcd.ie/seniortutor/students/postgraduate/ |
| Student Learning Development | https://www.tcd.ie/Student_Counselling/student-learning/ |
| TCD Sports Centre | http://www.tcd.ie/Sport/ |

**The Postgraduate Advisory Service**

What?

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.

Why?

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 time at Trinity. 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.

Who?

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.

How?

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 regular PAS newsletter sent to all postgraduates via email or follow PAS on Instagram @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 - http://tcd-ie.libguides.com/plagiarism/ready-steady-write.
I declare that the assignment being submitted represents my own work and has not been taken from the work of others save where appropriately referenced in the body of the assignment.
I have submitted an electronic copy on the module Turnitin page on Blackboard.

Signed: _____

Date: _____

## Appendix 2 – Preliminary Extension Request Form for a Revised Coursework Deadline

As a matter of policy, the Classics Department does NOT as a rule issue extensions to coursework deadlines. If you are seeking a revised deadline for items of coursework on grounds of (mental or physical) health problems or serious personal crisis, please **fill in this preliminary form** and **send it to the MPhil Assessments Officer** (Dr Shane Wallace, swallace@tcd.ie), the Executive Officer Ms Winifred Ryan (ryan1@tcd.ie), **and to the Coordinator** of the module for which you are seeking a revised deadline.

Please make sure to **attach the required written documentation** (e.g. med. cert. covering the relevant dates) to your email. **If you have a LENS report with the reasonable accommodation of 'flexibility around deadlines' tick the relevant box**.

The Assessments Officer will consult with the Module Coordinator and Head of Department and get back to you with a decision as soon as possible.

**Requests for coursework extended deadlines will only be considered on submission of this form to the MPhil Assessments Officer, Dr Shane Wallace (swallace@tcd.ie)**

| | |
|---|---|
| Your Name | |
| Your Student Number | |
| Module Title and Code | |
| Module Coordinator | |
| Assessment for which extension is requested | |
| Original deadline | |
| Requested deadline | |
| You have a LENS report with the reasonable accommodation of 'flexibility around deadlines' | |
| You are supplying the following documentation: | Tick as relevant: |
| ▪ Medical cert. covering the relevant dates | |
| ▪ Supporting email from your tutor | |
| ▪ Letter from Student Counselling | |
| ▪ Other (please specify) | |