



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 2024-2025





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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 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.

Two special subjects of study (one each term)	20 ECTS (2 x10)
Reading Ireland (MT*)	10 ECTS
Research Design (MT)	10 ECTS
Managing Research (HT**)	10 ECTS
Postgraduate Research Seminar (yearlong module)	10 ECTS
Dissertation	30 ECTS
Total	90 ECTS

*MT (Michaelmas term) is first term

**HT (Hilary term) is second term

Students 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.* Pick one special subject in MT and one in HT.

* *Please note:* Due to resources and space, limited places are available in each module. If you want to take a module from another programme (Group B), you may be asked for a second preference if there is no availability in the module you first select.

- The home programme for modules are noted in square brackets.

Programme structure for part-time students

Part-time students obtain 40 ECTS in year 1 and 50 ECTS in year 2 for a total of 90 ECTS.

The mandatory modules for each year are:

Year 1

- Reading Ireland (10 ECTS)
- One special subject module (10 ECTS)

Year 2

- Managing Research (10 ECTS)
- Thesis (30 ECTS)

Part-time students then have three options:

Option 1	
Year 1	Year 2
A Second Special Subject	Postgraduate Research Seminar
Research Design	

Option 2	
Year 1	Year 2
Research Design	A second Special Subject
Postgraduate Research Seminar	

Option 3	
Year 1	Year 2
A second special subject	Research Design
Postgraduate Research Seminar	

Please contact the Programme Director to discuss your preferences and options.

Special Subjects

Group A	Group B
Investigating Ireland: scandal, law and the state, c.1800-2021 [MPhil in Modern Irish History]	Energy and Power in the Modern World [MPhil in Environmental History]
Family, Sexuality and Morality in Modern Ireland, 1920s to 1990s [MPhil in Modern Irish History]	Choosing your pasts: the Historian and the Archive [MPhil in Public History]
	A Global Revolution: France and the World in the 1790s [MPhil in Early Modern History]
	The Lived Experiences of Women in Early Modern Ireland [MPhil in Early Modern History]

	Human Rights in Europe, 1900-Present [<i>MPhil in International History</i>]
	Intoxicants in Early Modern Society: Consumption and Culture [<i>MPhil in Early Modern History</i>]
	Animals and Animal Agency [<i>MPhil in Environmental History</i>]
	Consuming History [<i>MPhil in Public History</i>]
	Comparative Borderlands [<i>MPhil in International History</i>]

See longer descriptions of all modules below

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.

Prof Lindsey Earner-Byrne

Twentieth Century Ireland; Social, cultural and gender history

Prof 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 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, Senior Executive Officer, School of Histories and Humanities

Administration for postgraduate students; submission of coursework

Dr Carole Holohan, Programme Co-ordinator

Dr Rachel Moss, Director of Postgraduate Teaching and Learning

Dr Joseph Clarke, Head of Department of History

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

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Prof. Micheál Ó Siocrú	m.osiochru@tcd.ie
Dr Joseph Clarke	clarkej1@tcd.ie

Modules

Reading Ireland (Michaelmas Term)

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

Assessment

- This module is assessed by an essay (3,500 words)

Research Design (Michaelmas Term)

Module Coordinator: Dr Molly Pucci

Description

This module will support M.Phil students as they prepare a proposal for their dissertation research. It will provide guidance for developing a feasible research project and address some of the challenges related to pursuing individual research. The module focuses on the key skills that will help students design an independent research project. A range of issues that affect research design – scope, feasibility, methods – will be considered.

Learning outcomes

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

- develop a framework for an individual research project
- identify relevant primary and secondary materials necessary to pursue this research project
- situate the proposed research project within the scholarly literature

Assessment

Each student produces a 2000-word research proposal and a working bibliography (submit end of week 10).

The research proposal should address the following:

- the research topic and its feasibility

- an outline of relevant literature(s) and identification of some approaches and debates in the field
- identification of source material and some consideration of how it could be used
- research questions
- The working bibliography should list primary and secondary sources in individual sections.

Managing Research (Hilary Term)

Module Coordinator: Dr Carole Holohan

This module focuses on the research process. Students have individual meetings with their supervisor and also work together in groups, in which they discuss strategies to organize their research and give feedback to each other. Different elements of the research process – analysing sources, selecting approaches, the writing process—will be discussed with a view to managing and developing each student’s dissertation.

Organisation

Students arrange meetings with their supervisor and their group. In group meetings they address different aspects of the research process: note taking and organisation; analysing literatures; peer review of written work; presentation skills.

Learning outcomes

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

- design, pursue and present an individual research project
- critically evaluate and provide feedback on other research projects

Assessment

- Research piece. Each student submits a piece of writing to their supervisor that addresses an aspect of their research for the dissertation. They must discuss their focus with their supervisor in advance. This can be a literature review; a study of debates or a key theory relevant to your topic; an analysis of a key source/archival collection that you will use; a draft chapter of your dissertation; or an aspect of research or research management that you and your supervisor have agreed upon. (non- graded. Submit end of week 10. 2,500 words)
- Portfolio – minutes of the meetings
- Presentation.

Postgraduate Research Seminar (Michaelmas & Hilary Terms)

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.

HH700 Dissertation

Weighting: 30 ECTS

Module Coordinator: Dr Carole Holohan

Students seeking the M.Phil. will be required to submit a dissertation of 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.

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

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.

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.

Group A - Special Subjects of Study (Choose at least one from Group A. Pick one from each semester.)

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

Investigating Ireland: scandal, law and the state, c.1800-2021

(Michaelmas Term)

Module Coordinator: Dr Georgina Laragy, Dr Carole Holohan, Prof Lindsey Earner-Byrne

Investigations into coercive confinement, family separation, abuse, and the treatment of marginalized cohorts within Irish society, have been the focus of several high-profile state inquiries in recent decades. However, the modern state has long examined itself, with information-gathering representing a key element and function of governance. Beginning in the 1830s with the enormous 3,000-page inquiry into the relief of the destitute in Ireland, and concluding with the Commission of Investigation into Mother and Baby Homes, this module analyses a number of inquiries and commissions, to equip students to understand this centuries-old aspect of statecraft while also analyzing these inquiries in order to probe what they can tell us about power and how it operates.

States have investigated institutions and bodies under its purview for many reasons: to establish 'facts'; create a basis for new policy; respond to public outrage or scandal; or to resolve a political dispute. Through these mechanisms information has been gathered, created and relayed to citizens, often by way of a substantial written report. The findings of these reports have been used to legitimise state action or

inaction, understand how the state has acted in concert with other bodies (for example, religious) and decide on appropriate redress or compensation.

This module explores the relationship between the state and its citizens by focusing on these official inquiries. Through a series of case studies students will explore how 'scandals' emerged, why an inquiry was established, and the significance of both its findings and afterlife. The role played by victims/survivors, activists, investigative journalists and agents of church and state will be examined.

Family, Sexuality and Morality in Modern Ireland, 1920s to 1990s (Hilary Term)

Module Coordinator: Lindsey Earner-Byrne

This module examines some of the key issues and controversies that shaped and informed family, sexuality and morality in modern Ireland from the 1920s to the 1990s. Each weekly seminar focuses on a particular theme from the moral panic of the post-war, post-revolutionary period to the 'AIDS crisis' of the 1980s, with a view to exploring how ideas of family, sexuality and morality evolved in twentieth-century Ireland. Central to this inquiry is an analysis of how ideas about gender impacted on contemporaries' understandings of family, sexuality, and morality. A core consideration throughout the module is the tension between the ideal and the real, the degree to which lived experience diverged from the public discourse on the family, sexuality and morality in Ireland.

Group B - Special Subjects of Study

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.

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?

A Global Revolution? France and the World in the 1790s (Michaelmas Term)

By the 1780s France was a global power, and the Revolution that convulsed the French state and society from 1789 onwards was the first global revolution. Drawing on contemporary evidence and recent scholarship, this module explores the emergence and impact of Revolutionary politics from an international perspective. It examines the rôle that cosmopolitan ideas and great power politics played in bringing about the end of absolutism in France and traces the internationalization of Revolutionary politics, initially across a Europe that was both inspired and horrified by events in France, and then globally as the new politics overturned the old order from France's colonies in the Caribbean to the Ottoman empire in Egypt. The module examines the agents of that globalization: the increasingly international media that spread the news of Revolution; the local radicals who embraced the French language of citizenship and sought to apply it in their own societies; the soldiers, the 'armed missionaries', who carried this new political culture with them on campaign across Europe, in the Caribbean, into Egypt and the Middle East. The module also asks students to evaluate the scholarship on the Revolution in international context and to evaluate the methodologies that may allow us to understand the end of the ancien régime in global terms.

The Lived Experiences of Women in Early Modern Ireland (Michaelmas Term)

Module coordinators: Professor Jane Ohlmeyer, Dr Bronagh McShane, and Dr Daniel Patterson

In this module we aim to recover the voices and interrogate the lived experiences of women in early modern Ireland. What role did women play in a society undergoing profound economic, political, and cultural transformation? How do we recover the marginalised voices, lifecycles, and identities of women in Ireland and assess their contribution to the household, regional and national economies; and their relationship to the land? What were their experiences of recurring social upheaval, bloody civil war and extreme trauma, especially sexual violence, and how have these been politicised?

Closed linked to the ERC project, VOICES, this course is based on primary sources, especially the 1641 Depositions, Chancery records, and testamentary material. Students will also get hands on experience/ training working with cutting edge digital tools.

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

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.

Animals and Animal Agency (Hilary Term)

Coordinator: Diogo de Carvalho Cabral

Though present in historiography since the genre's birth, nonhuman animals have only recently turned into a focus of thematic, epistemological, and methodological attention on the part of historians. Still more recent is the framing of animals as agents, that is, as beings whose activities shape the course of events not only in their own lives and immediate environments but in the more encompassing socio-ecological assemblages as well. We will explore this historiographical strand, first as a divergence from other approaches to animals and then in terms of its own potentialities and limitations. Our discussions will foreground problems ranging from the historical development of 'animal' as a category to the role of concrete animals in coproducing written sources to the various theoretical frameworks that can be used to shed light upon the agency of animals (including social history, semiotics, and ecology).

Consuming History: Media, Markets and the Past (Hilary Term)

Module Coordinator: Dr Ciaran O'Neill

Who sells history in the real world, and why? Who are the major players in the history market, what sells, and who makes money from it? History is a dominant field in publishing, in radio, in heritage tourism, and yet the major fields of public interest are relatively narrow.

The module will explore both consumer and content provider in an attempt to understand what the popular history market demands from writers and broadcasters, and how much of it is directed by public demand and market forces. Guest lecturers will include prominent broadcasters, publishers, and practitioners from new (and old) media

Comparative Borderlands (Hilary Term)

Coordinator: Dr. Ramazan Hakkı Öztan

This module seeks to familiarize students with the literature on borderlands studies, with weekly sessions of readings and discussions that will explore how the historiography has advanced over the past century. Chronologically designed, the course will trace the changing relationships the states had in monitoring space and territory, while providing insights into the workings of modern governance that we often take for granted today. The module will largely focus on the Ottoman Empire and the post-Ottoman Middle East, paired with key texts that will encourage students to develop a more comparative understanding. Thematically, the course will deal with various aspects that relate to borderlands, including, but not limited to, interstate rivalries, border infrastructure and mobility controls, cartography, colonization, refugees and resettlement, tariff policies, smuggling, transportation and mobility, nomadic communities, ecology and environment, rumors and conspiracies. In covering such diverse topics, the module will bring state-centered approaches with those that put borderlanders at the center stage of analysis. Each week students will get exposed to different periods, scholarly traditions, and regions, helping them improve their empirical basis and hone their analytic skills. While students will learn how to approach border zones as an object of historical inquiry, the module will also help them design individual research agendas that are informed by the most recent insights from the field of borderlands studies.



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

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.

See Appendix 1 for coursework submission sheet

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 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>

Calendar Statement on Plagiarism for Postgraduates - Part III, 1.32

1. General

It is clearly understood that all members of the academic community use and build on the work and ideas of others. It is commonly accepted also, however, that we

build on the work and ideas of others in an open and explicit manner, and with due acknowledgement.

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

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

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

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

2. Examples of Plagiarism

Plagiarism can arise from actions such as:

- (a) copying another student's work;
- (b) enlisting another person or persons to complete an assignment on the student's behalf;
- (c) procuring, whether with payment or otherwise, the work or ideas of another;
- (d) quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format, including websites and social media;
- (e) paraphrasing, without acknowledgement, the writings of other authors.

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

- (i) fail to distinguish between their own ideas and those of others;
- (ii) fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;
- (iii) fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement;
- (iv) come across a distinctive methodology or idea and fail to record its source.

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

3. Plagiarism in the context of group work

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

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

4. Self-Plagiarism

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

5. Avoiding Plagiarism

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

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/>

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/>

International Students

International students may want to get involved in the New2Dublin activities organised by the The Global Room team. For more information see <https://www.tcd.ie/study/international/student-experience/global-room.php> 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 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 students. <https://www.tcd.ie/itservices/students/>

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.

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.

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/>

Important dates

See TCD Academic year structure <https://www.tcd.ie/calendar/academic-year-structure/>

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

2 Sept 2024	Postgraduate Orientation www.tcd.ie/orientation
9 Sept	Michaelmas Term (Semester 1) teaching begins
21 Oct	Reading Week
29 Nov	Michaelmas Term (Semester 1) teaching ends
20 Jan 2023	Hilary Term (Semester 2) teaching begins
3 March	Reading Week
Friday 11 April	Hilary Term (Semester 2) teaching ends
15 Aug	Last day to submit written work to dissertation supervisors
29 Aug	Submission of dissertation

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 - <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.