



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 2020– 2021

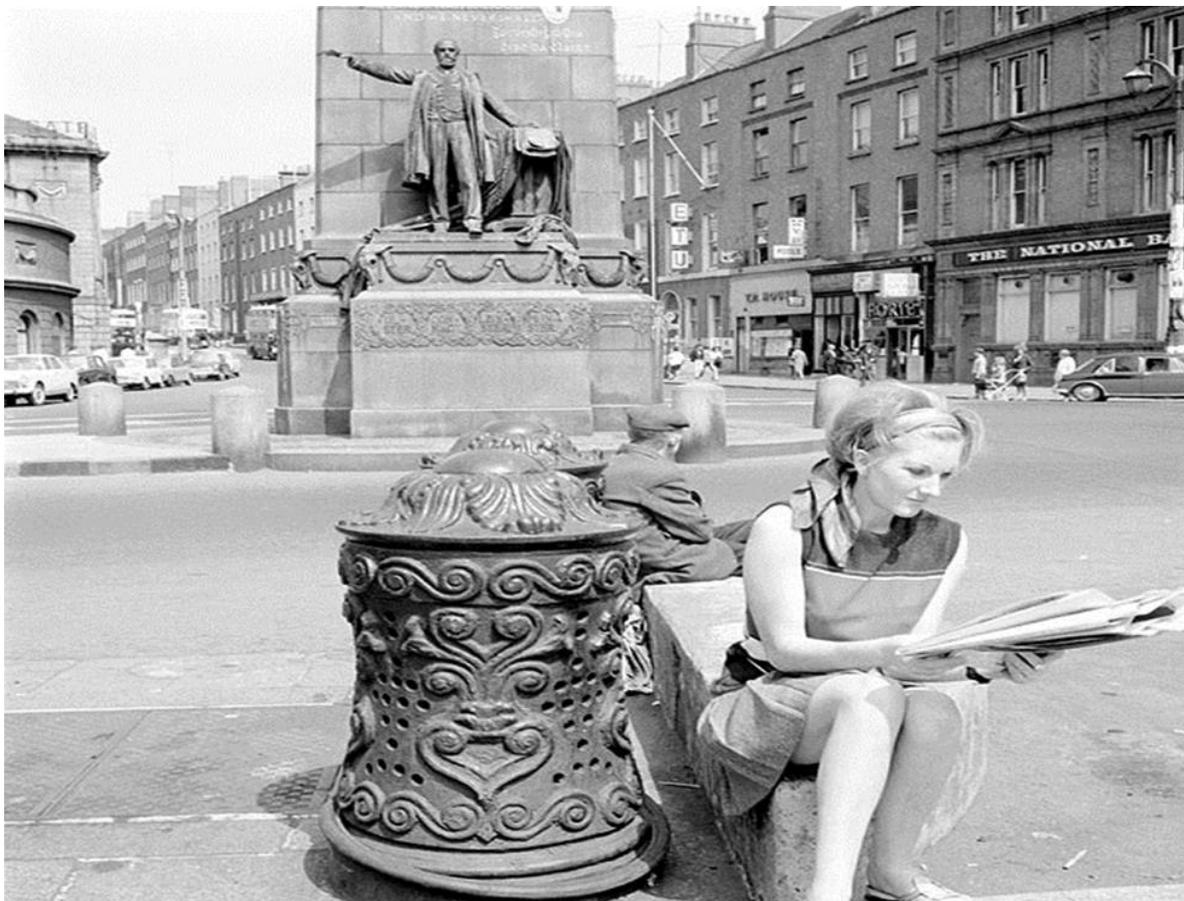


Image overleaf: Young girl reading newspaper beside ornate ironwork bollards,
Parnell Monument, O'Connell Street, Dublin in the Wiltshire Photographic Collection.
Dublin, National Library of Ireland, WIL 50[11].

By courtesy of the National Library of Ireland.

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Teaching and learning arrangements in light of the COVID-19 pandemic

We currently plan to return to teaching in an online environment for all taught postgraduate programs in the School of Histories and Humanities. We look forward to resuming our usual shared space classes as soon as it is safe and hope to do so where possible for the second semester of teaching. Students can expect that we will keep them informed of any changes to that plan in the interim, and from the point that the course begins.

We are currently designing bespoke online modules that will be delivered through Blackboard but constructed around face-to-face interaction with module coordinators and fellow PGs, and incorporating further remote support from coordinators so that you enjoy the best quality learning experience possible.

Academic year structure

Orientation week: 21st – 25th September 2020-21

Michaelmas Term: Monday 28th September – Friday 18th December (study week break: 9th –13th November)

Hilary Term: Monday 1st February – Friday 23rd April (study week break between 15th – 19th March)

Overview

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

Aims

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

Learning Outcomes

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

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

Regulatory notification

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

Programme structure

The programme is full-time and lasts for 12 months, starting in September. Taught modules will be spread over 24 weeks from September to the following April. Part-time students must pass taught modules carrying at least 40 credits in their first year in order to progress to the second year. Part-time students should discuss their pathway through the course with the programme co-ordinator.

An M.Phil. degree within the School of Histories and Humanities consists of 90 ECTS.

1.	Three special subjects of study :3 x 10 ECTS combination of available special subjects (HT and/or MT)*	30 ECTS
2.	Reading Irish History (MT)	10 ECTS
3.	Designing History (HT)	10 ECTS
4.	Postgraduate Research Seminar (MT + HT)	10 ECTS
5.	Dissertation	30 ECTS
Total		90 ECTS

* Please note that limited places are available in each of the special subjects.

Modern Irish MPhil students are given priority for module (a) and (c). You may be asked for a second preference if there is no availability in the module you first select.

In Michaelmas Term students can select from the following special subject choices, (a) or (b):

(a) **HI7126 The Rise, Fall and Recovery of the Irish 'Big house', c. 1700 - the Present (Dr Patrick Walsh)**

(b) Institutions: History, Memory and Representation (Dr Georgina Laragy)

In Hilary Term students can select from of the following special subjects, (c), (d), (e), (f) or (g):

(c) **'A world on fire': Ireland's Global Revolution 1918-23 (Dr Brian Hanley)**

(d) HI 7017 War and Society – 17th century Ireland and Europe (Prof Micheál Ó Siochrú)

(e) Human Rights in Europe 1900-Present (Dr Patrick Houlihan)

(f) Imperial worlds: community, culture and encounter in the eighteenth-century British empire (Dr Robert Armstrong)

(g) Consuming History (Dr Ciaran O'Neill)

Credit System (ECTS)

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

Teaching Staff (Irish History) and their research interests

Dr Robert Armstrong

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

Dr Anne Dolan

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

Dr Patrick Geoghegan

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

Dr Brian Hanley

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

Dr Carole Holohan

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

Dr Georgina Laragy

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

Prof Jane Ohlmeyer

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

Dr Ciaran O'Neill

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

Prof Micheál Ó Siochrú

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

Dr Patrick Walsh

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

Contacts

Ms Eilís Dunne, Senior Executive Officer, School of Histories and Humanities

Administration for postgraduate students; submission of coursework

Dr Carole Holohan, Programme Co-ordinator

Dr Ashley Clements , Director of Postgraduate Teaching and Learning

Dr Christine Morris, Head of School, School of Histories and Humanities

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Name	Email address
Ms Eilís Dunne	pghishum@tcd.ie
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Dr Robert Armstrong	armstrrm@tcd.ie
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Dr Georgina Laragy	laragy@tcd.ie
Dr Patrick Walsh	Walshp9@tcd.ie
Dr Francis Ludlow	fludlow@tcd.ie
Dr Ciaran O'Neill	ciaran.oneill@tcd.ie
Dr Patrick Houlihan	patrick.houlihan@tcd.ie

Taught Elements

1 (a) – (g) Special Subjects of Study

1 (a) The Rise, Fall and Recovery of the Irish 'Big house', c. 1700 - the Present

(Michaelmas Term)

Weighting: 10 ECTS

Module Coordinator: Dr Patrick Walsh walshp9@tcd.ie

The 'big house' has long played an important role in the Irish social, cultural and political landscape. Often seen as either the epitome of the architectural and artistic achievements of Georgian Ireland or as the remnants of an oppressive colonial past the Irish country house continues to divide public opinion. This module traces the rise, fall, and recovery of the Irish country house over the last three centuries using these contested structures as a lens within which to view broader changes in Irish society, cultural identity and memory, and historiography. Beginning with the construction of the first Palladian mansions in the early eighteenth century the module will consider the form and function of these houses and how these changed over time. Attention will be paid to their economic, political and cultural contexts exploring how the country house and its attendant collections and landscapes can reveal much about the anxieties and accomplishments of the Irish Protestant Ascendancy. The module will then explore their nineteenth century experience questioning existing narratives of 'decline and fall' before engaging with the transformations wrought on the country house landscape in the twentieth century, first by revolution, civil war and adjustment to a new state and then public and political indifference. The final sessions will consider the remarkable recovery of the Irish country house in the late twentieth century and what this tells us about public policy, changing popular attitudes and the presentation of Ireland's contested histories.

This module will involve analysis of case studies as well as broader engagement with a rapidly expanding interdisciplinary historiography. Students will also partake in a field trip to Castletown house, Co Kildare where the coordinator will bring his particular knowledge, expertise and contacts together to lead an interactive seminar.

1 (b) HI 7067: Institutions in Ireland: history, memory and public representation (Michaelmas)

Weighting: 10 ECTS

Module Coordinator: Dr Georgina Laragy; laragy@tcd.ie

This module seeks to examine the role of carceral institutions in Irish society since the eighteenth century. Focusing on a variety of institutions students will explore Foucault's theory of the 'great confinement' in the context of Ireland through prisons, lunatic asylums, workhouses and other institutions. This will lead to a

greater understanding of the role such institutions played in Irish society, examining increasing levels of government inspection and investigation, as well as the emergence of both the legal, welfare and medical professions. As a strategy for dealing with problematic individuals and groups, institutions reveal much about concepts of deviance in Irish society. Students will examine how these institutions are understood by contemporaries through museums, interpretive centres and public inquiries, and explore the role of the historian in evaluating the lives of those who found themselves incarcerated. Case studies including Kilmainham Gaol (Dublin) and Crumlin Road Gaol (Belfast), alongside Portumna Workhouse (Galway) and the project 'World within Walls' (Monaghan District Lunatic Asylum) will be used to understand how these institutions are remembered today. The role of public inquiries in understanding how such institutions operated will also feature in discussions.

1(c) A world on fire': Ireland's global revolution 1918-23 (Hilary Term)

Weighting: 10 ECTS

Module Coordinator: Dr Brian Hanley

'A world on fire': Ireland's global revolution 1918-23

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

1 (d) HI7017: War and Society in 17th century Ireland and Europe (Hilary Term)

Weighting: 10 ECTS

Module Coordinator: Prof. Micheál Ó Siochru m.osiochru@tcd.ie

Seventeenth-century Europe witnessed prolonged periods of intense violence and political upheaval. This module explores the reasons for these developments, taking impetus from historiographical concepts such as the 'General Crisis' and the 'Military Revolution'. It examines the impact of war on society on a variety of levels, focusing specifically on Ireland but always in a broader European and global context. The module investigates the extent to which warfare served as an engine for major political, religious, social and cultural change. A particularly rewarding field for comparative study is the development of laws of warfare, regulations that show evidence of shared origins and distinct local flavours. An examination of the nature and extent of violence in warfare is also enhanced through this broad comparative approach. The module studies Ireland's relationship with the emerging English/British Empire and how English rule was consolidated by one of the most ambitious mapping projects of the early modern period. The module draws on a variety of sources, including a number of major new online projects, such as the 1641 Depositions and the Down Survey Maps.

1 (e) Human Rights in Europe, 1900-Present (Hilary Term) Weighting: 10 ECTS

Contact hours: 2 hours per week

Module Coordinator: Dr Patrick Houlihan; patrick.houlihan@tcd.ie

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

1 (f) Imperial worlds: community, culture and encounter in the eighteenth-century British empire (Hilary Term)

Weighting: 10 ECTS

Module Coordinator: Dr Robert Armstrong

During the course of the eighteenth century Britain lost one empire and began to acquire another. For most of that century the centre of gravity of the empire had been transatlantic, but even after the break-away of Thirteen Colonies, a diverse American empire remained in British while, on the other side of the world, entirely new stories were unfolding. Much of the Indian subcontinent was coming under the sway an immensely powerful trading corporation, the English East India Company. By century's end, British exploration had led to encounters with a host of Pacific

peoples, while the British presence in the African continent was expanding beyond an assortment of forts and trading posts. This module will look at some of the crucial questions concerning the history of the British Empire in this turbulent century, from national identities to gender relations, from slavery to piracy. A sense of the sheer scope and diversity of empire will be conveyed. But above all the module will focus on how empire impacted not only upon the British but upon the many peoples they encountered.

1 (g) Consuming History: Media, Markets and the Past - Dr Ciaran O'Neill (Term Hilary)

Weighting: 10 ECTS

Contact hours: 2 hours per week

Module Coordinator: Dr Ciaran O'Neill; ciaran.oneill@tcd.ie

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.



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

2. Reading Ireland (Michaelmas Term)

Weighting: 10 ECTS

Module Coordinator: Dr Carole Holohan holohaca@tcd.ie

This team-taught module introduces students to the issues and debates in modern Irish historiography. The module focuses on key texts in modern Irish history and uses them as avenues into some of the most contentious and controversial questions, which have been, and continue to be debated within the discipline. It will consider how those questions have evolved and will look at the main developments within the wider discipline to see how they have influenced and been expressed within the Irish context.

The module will ask 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: You will submit an essay of no more than 3,500 words. It will be based on a comparative reading of texts of your choice. The texts can be on any topic or theme within the parameters of modern Irish history. The essay will address how historians have approached your topic of interest, and the nature of the history writing around it. The essay should take account of issues such as the sources used, the arguments advanced, the analytical framework adopted, and the impact and reception of the texts. You can use a mix of articles, book chapters, monographs and surveys – whatever is most appropriate for your area of interest. You will submit a draft essay in advance of the final submission.

3. Research Design (Hilary Term)

Weighting: 10 ECTS

Module Coordinator: Dr Katja Bruisch

Teaching staff: Dr Katja Bruisch, Dr Joseph Clarke, Dr Patrick Houlihan, Dr Carole Holohan, Dr Georgina Laragy, Dr Clare Tebutt

This module will prepare M.Phil students for their thesis. It will provide guidance for developing a feasible research project and address some of the challenges related to pursuing individual research. The module combines individual and group work. At the end of the term, students will present their individual research to the group. Students are free to experiment with different formats of presentations (e.g. ppt, blog entry, podcast, video and others).

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

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

Assessment: Students prepare a presentation on their thesis topic which will be marked on a pass/fail basis.

4. Postgraduate Research Seminar (Michaelmas & Hilary Terms)

Weighting: 10 ECTS

Module Coordinator: Dr Patrick Walsh

Teaching staff: Dr Katja Bruisch, Dr Joseph Clarke, Dr Patrick Houlihan, Dr Carole Holohan, Dr Georgina Laragy

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 Contemporary Irish Seminar Series but you are encouraged to attend as many as possible.

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

- Summarize ongoing research trends

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

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

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

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

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

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

Weighting: 30 ECTS

Module Coordinator: Dr Carole Holohan holohaca@tcd.ie

Students seeking the M.Phil. will be required to submit a dissertation of between 15,000 and 20,000 words based on primary sources and on a review of relevant modern historical writing. Those who opt not to submit a dissertation may be considered for the award of postgraduate diploma.

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

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

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

Aim

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

Learning Outcomes

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

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

Dissertation requirements

Assessment

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

Length

It must be between 15,000 and 20,000 words in length, excluding notes, appendices and a full bibliography.

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.

Three copies of the dissertation need to be submitted. Two copies of the dissertation should be soft bound. One must be bound in hard covers with the student's name, year of submission and the degree sought printed on the spine. The Thesis Centre on 65 Camden Street Lower, Dublin 2 is familiar with the format needed for Trinity; see www.thesiscentre.com.

Layout

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

Title

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

Abstract

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

References, footnotes and bibliography

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

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

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

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

<http://journals.cambridge.org/action/displayMoreInfo?jid=HIS&type=ifc> -
<http://www.irishhistoricalstudies.ie/rulesforcontribs.pdf>

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 ([Appendix 1](#))
 - a. Module title = Dissertation
 - b. Module code = HH7000
 - c. Module co-ordinator = your dissertation supervisor
2. 2 x softbound copies of dissertation
3. 1 x hardbound copy of dissertation
4. 3 x loose abstracts
5. Electronic submission via Turnitin.

Students are required to submit their thesis to the above to Room 3133, Arts Building by 5pm on the due date. No extensions to this deadline will normally be granted.

Essay submission

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

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

Assessment

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

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

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

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

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

Any assignment that is not submitted will be graded as 0 (zero). Late submission of assignments, without permission from the Programme co-ordinator, 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 module and/or Programme co-ordinator. Exemptions will be granted only in exceptional circumstances, and only with the agreement of the Executive Committee of the School of Histories and Humanities, and the Dean of Graduate Studies.

The Course Committee will hear appeals as per College regulations (see Calendar). This committee will comprise at least three members of the Course Committee and will be chaired by the course co-ordinator or the Head of the History Department.

Students are strongly advised to keep copies of every piece of work which they submit for assessment.

UNLESS OTHERWISE STIPULATED, ALL COURSE WORK SUBMITTED MUST BE PREPARED IN MS WORD OR A COMPATIBLE WORD PROCESSING PROGRAMME. WHERE STIPULATED, WORK MUST BE SUBMITTED IN HARD COPY.

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.

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.

Other essential information

Plagiarism

The University considers plagiarism to be a major offence, and subject to the disciplinary procedures of the University. A central repository of information about Plagiarism and how to avoid it is hosted by the Library and is located at <http://tcd-ie.libguides.com/plagiarism>

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

The University's full statement on Plagiarism for Postgraduates can be found in the University Calendar, Part III 1.32: <http://tcd-ie.libguides.com/plagiarism/calendar>

Calendar Statement on Plagiarism for Postgraduates - Part III, 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 <http://tcd-ie.libguides.com/plagiarism>.

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.

Useful general information

Access to Computer Equipment

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. IT Services provide computer purchasing advice to students -

<https://www.tcd.ie/itservices/students/purchasing.php>

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/>

IT Services Training Courses

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

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.

Advice on equipment and data back up

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