IRISH STUDIES
LÉANN NA hÉIREANN

**AN INTERDISCIPLINARY MODERATORSHIP COURSE
IN IRISH CULTURE AND SOCIETY**

WWW.IRISHSTUDIES.COM

HANDBOOK 2014-2015

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1.   Introduction

This Handbook provides you with essential information about your Irish Studies course and supplements the information given in the University *Calendar*. A Course-Coordinating Committee, chaired by the Course Director, administers the Irish Studies Moderatorship, and has approved the directions given in this Handbook. More detailed information on each individual module is provided in the relevant module guide. If you are in any doubt about how the regulations affect you, please consult the Course Director, a member of staff, or your College Tutor.

1.1   Keep in Touch!

Information from the Course Director and from individual lecturers and tutors will be sent to your college email address. It is also the quickest way to contact a member of staff. You should check your college email daily.

Please note that you should only use your TCD email address when corresponding with us. You are responsible for checking your TCD email regularly. You should also check the Irish Studies noticeboard (near Room 4055) regularly.

The main Departments involved in the Irish Studies Moderatorship are English, History, and Irish with further contributions from Drama, Genetics, Geography, History of Art, Gender Studies, Film Studies, and Politics.

1.2   Team Members of the Irish Studies Programme

Director:
Professor Brian Cliff, Dept. of English, Room 4016. Email: bcliff@tcd.ie (*on leave Michaelmas 2014*)
Deputy Directors:
Professor Mark Hennessy, Dept. of Geography, Email: mark.hennessey@tcd.ie
Professor Micheál Ó Siochrú, Dept. of History, Room 3150. Email: m.osiochru@tcd.ie
Professor Pádraig de Paor, Dept. of Irish, Room 4059. Email: depaorp@tcd.ie
Executive Officer:
Caoimhe ní Bhraonáin, Dept. of Irish, Room 4055. Email: nibhraoc@tcd.ie
The office will be open Monday-Wednesday from 10-12, and Thursday-Friday all day. Outside of these hours, you can email the office at nibhraoc@tcd.ie

School of English
Professor Paul Delaney, Room 4083. Email: delanep@tcd.ie
Professor Eve Patten, Room 4039. Email: epatten@tcd.ie
Professor Sam Slote, Room 4025. Email slotes@tcd.ie

Department of History, School of Histories and Humanities
Professor Ciaran Brady, Room 3116. Email: cbrady@tcd.ie
Professor Seán Duffy, Room 3146. Email: sduffy@tcd.ie
Professor Jane Ohlmeyer, Room 3117. Email: jane.ohlmeyer@tcd.ie

Department of Irish, School of Languages, Literatures and Cultural Studies
Professor Damian McManus, Room 4056. Email: pmcmanus@tcd.ie

Department of Genetics
Professor Daniel Bradley. Email: daniel.bradley@tcd.ie

Department of History of Art, School of Histories and Humanities
Professor Yvonne Scott, The Provost's Stables. Email: scotty@tcd.ie

1.3   Questions and Problems

Each member of the Irish Studies staff is responsible for overseeing certain parts of the programme and for helping you with particular questions. If you have questions in any of the following areas, contact the person whose name you see here.

For any question about a specific module, always go first to the instructor of that module (or the tutorial group instructor, if you've been assigned one). If you're not sure who to ask, contact the Programme Director, who will help you or will steer you to the right contact person.

Absences and late work: Professor Pádraig de Paor
Group assignments for Irish modules: Professor Pádraig de Paor
Tutorial group assignments for History modules: Professor Micheál Ó Siochrú
Online learning (including Blackboard and electronic submission of essays): Professor Brian Cliff
Tutorial group assignments for English modules: Professor Brian Cliff
Imagining Ireland 1-4: Professor Mark Hennessy

The Programme Director (along with the Executive Officer) will also be responsible for overseeing selection of optional modules, student volunteers for Open Day, and end-of-year marks.

For all other questions, your Year Head should be your first point of contact, as follows:
Junior Freshmen: Professor Hennessy
Senior Freshmen: Professor de Paor
Junior Sophisters: Professor Ó Siochrú
Senior Sophisters: Professor Cliff

1.4   College Tutors

You will be getting a lot of information in your first few weeks and you may find it difficult dealing with everything. Your College Tutor is your main advisor on both academic issues and personal matters. He or she is appointed by the College, and should not be confused with your module tutors in Irish Studies. You can also get help with problems specifically relating to courses in Irish Studies from the Course Director or the Deputy Directors.

1.5   Addresses

All students must complete and return to the Irish Department Office (Room 4055) a registration form, with a current address, an email address, and a phone number if you have one, together with a passport-sized photograph. Registration forms are available from the Irish Department Office or can be downloaded from the Irish Studies website. Any change in contact details should be reported to the Irish Department Office as well as to Student Records. The registration form will also include a section that will enable you to raise any questions you might have.

1.6   Email

As noted above, if anyone in Irish Studies wishes to contact you they will use your TCD email address. It is your responsibility to get into the habit of checking this account **<u>regularly</u>**, even if you also use a commercial email account such as gmail or hotmail.

Irish Studies staff will **<u>only</u>** use your TCD address, and will sometimes need to communicate with you, for instance with information regarding your classes.

1.7   Academic Year Structure

A detailed outline of the Academic Year Structure at Trinity is available here:
http://www.tcd.ie/calendar/academic-year/

2.   Teaching

The College Academic Year is divided into three terms, Michaelmas (Sept-Dec), Hilary (Jan-April), and Trinity (April-June). Your classes will take place during Michaelmas and Hilary teaching terms, while Trinity term is focused on exam revision and exams. Some courses run through both Michaelmas and Hilary terms, while others run for only one term.

Teaching in the first two years includes lectures for everybody at once, seminars, tutorials, and language classes. Teaching in the third and fourth years is almost exclusively in small-group classes and seminars.

2.1   Attendance

College regulations state that students 'must take part fully in the academic work of their class throughout the period of their course'. Attendance at **all** Irish Studies tutorials, lectures, language classes, and seminars is **mandatory**, as is active participation in all classes. Marks will be deducted for unexcused absences, in keeping with the respective School or Departmental policy governing the module in question. It is your responsibility to make sure you have a clear understanding of the various School policies that may apply to your different modules.

Individual instructors may choose to track attendance by circulating sign-in sheets during each class. In such cases, it will be **your responsibility** to register your attendance by signing in on this sheet.

Students may also be deemed non-satisfactory if they miss more than a third of their course of study or if they fail to submit **any** of the required course work (see Section 3.2 below for further details). This may result in the student being refused permission to take annual examinations and being required to repeat the year.

Of course, people get the cold or flu now and again. If you miss a lot of classes on an on-going basis, however, it is in your interest to explain why you are absent. You can do so by having your tutor email Professor de Paor on your behalf or by presenting a doctor's note to the Irish Studies secretary.

2.2   Lectures

These last for 50 minutes, starting on the hour. Depending on the course, they may run through Michaelmas term, Hilary term, or both terms. Lectures are intended to provide analysis of selected topics, and to introduce the issues covered in the set readings for each course. There is a wide variation in the amount of information conveyed, the depth of analysis, and the style of presentation.

2.3   Seminars and Tutorials

Seminars and tutorials give you an opportunity to try out your own ideas and to enter into discussions. Seminars are typically taught by full-time members of the academic teaching staff here at Trinity. Some of the tutorials are also taught by full-time staff, while other tutorial sections are led by teaching assistants who are most often advanced research students with special expertise in the taught area. You must be properly prepared for seminars and tutorials by doing all the reading and written work assigned by the instructor. It is your responsibility to check the noticeboard and your email for possible changes.

2.4   Language Classes (*Strand B only*)

In the Irish classes of Strand B, the main focus will be on the acquisition of reading, writing and speaking skills in Modern Irish. Students will be required to submit written work each week as part of their continuous assessment. End-of-year weighting for continuous assessment, essays, and oral exams in the language will vary depending on the specific courses chosen or assigned.

2.5   Gaeltacht Period of Residence (*Strand B only*)

All participating students will be expected to spend a total of two months during the course of their degree in an Irish-speaking district (Gaeltacht). Students should contact professor Máire Ní Bháin (email: mnibhain@tcd.ie) about accommodation, courses and grants.

2.6   Timetable

A general timetable will be posted on the Irish Studies noticeboard, and you can download your own timetable from the Student Information System. If you have problems with the timetable, please contact the Executive Officer.

3.   Assessment
3.1   Formatting your essays

All essays must:
- be word-processed and printed out on A4 paper.
- be double spaced with a wide margin to allow room for comments.
- have numbered pages.
- give the title and your name on the first page.
- use the Irish Studies cover sheet, available from the Irish Department office.

3.2   Submitting your essays

All essays must be submitted in hard copy to the Irish Department (Room 4055) by **12 noon** on the assigned date. When submitting the hard copy, you must use the Irish Studies essay cover sheet, which will be available from the Irish department office. You will also be required to submit all of your essays electronically by email, to **IrishStudies.Essays@tcd.ie**. When you do so, use the following format for your subject line: Year, Course Code, Name. For Imagining Ireland I, for example, you would have the following subject line: Year 1, IE1001, Smith. This will provide backup copies of all essays so that we have an internal record of it in Irish Studies. Instructors may also choose to submit these electronic copies to www.turnitin.com, the plagiarism detection website to which College has subscribed. You are required to keep a paper copy of all assessment work submitted.

Essays will not be marked unless both the electronic and printed copies are submitted, and will be considered incomplete until **both** copies are submitted. Essays should not be handed to lecturing staff or tutorial teachers.

Essays submitted after the assigned deadline without prior written permission, or submitted incomplete, may have marks deducted according to the respective policy of the School or Department for which the essay is being submitted. Essays for 'Imagining Ireland' will have 5 points deducted for each working day they are late. Essays for 'Imagining Ireland' will not be accepted if they are more than 5 days late, and the student's work will be considered incomplete for that course.

You should keep a sharp eye on approaching deadlines for essays and other course work. Make sure you begin your essays in plenty of time: leaving work until the last minute increases your chances of losing points for late submission or not turning in your best work.

However, circumstances beyond your control can arise that may mean you need an extension for your essay. If this happens, and you need an extension in any module whatsoever, you must contact Professor de Paor (see Section 1.3, 'Questions and Problems') by email with both of the following:
   1) A note from a doctor or an email from your tutor.
   2) The name and email address of the lecturer for whom the essay is due, and the module title

Please present your doctor's note to the administrator in 4055 or email a scanned version of the note to Professor de Paor. Do not contact your lecturer or instructor directly regarding extensions.

Without both of the above (1&2), you cannot get an extension. (The only exception to this is in the case of a bereavement: in that case, you can contact Professor de Paor directly after you return to College and he will grant you an extension).

If you have grounds other than illness for requesting an extension, contact your tutor and explain your circumstances. Your tutor will then contact Professor de Paor to ask on your behalf for an extension. This process will help ensure your privacy.

Students may be required to make oral presentations or hand in short written work in addition to their assessment essays. Though these are not formally assessed, they are part of the course requirements.

Non-submission of any work in any academic year may cause the student to be returned NS and refused permission to proceed to the annual examinations or required to repeat the year (see the College *Calendar* for full details).

3.3   Acknowledging Your Sources

Check all of your quotations for accuracy and make sure that all of your sources are provided. All quotations, paraphrases, and substantive information taken from other works must be acknowledged by means of footnotes, giving author, title, and page number. When citing unpublished sources, students should follow the advice of the course instructor. A bibliography, listing the documentary sources, books, and articles used (including all those acknowledged in footnotes/endnotes) must be appended to the essay. **For further details and examples, see the Guidelines for the Writing of Essays at the back of this handbook (Section 8)**.

3.4   Plagiarism

According to the College Calendar, 'Plagiarism is interpreted by the University as the act of presenting the work of others as one's own work, without acknowledgement. Plagiarism is considered as academically fraudulent, and an offence against University discipline. The University considers plagiarism to be a major offence, and subject to the disciplinary procedures of the University. 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'. **A full University statement on plagiarism is given in the College *Calendar*.**

Each year, cases of student misconduct involving plagiarism or 'inappropriate collaboration' are reported, on exams and on essays. In some of these cases, students have said that they were unclear as to what plagiarism involves. The following statement drawn up by the School of English also represents the position of the Irish Studies faculty on this matter:

> Students are expected to express themselves and to sustain an argument in their own prose. They should not submit written work that does not properly acknowledge transcription or that includes excessive quotation of the work of others. If you want to quote from a published work or from an Internet source, either because you think it makes the point or you admire the author's turn of phrase, you must put the passage in quotation marks and cite the reference. If you wish to express what an author is saying in your own words, such phrasing is acceptable but you should include reference to the author concerned to indicate that the ideas stated are his/hers and not yours.

It is your responsibility to familiarize yourselves with guidelines for proper scholarly citation, and to use them to avoid plagiarism. If you are not clear about the difference between scholarly citation, collaboration and paraphrase, consult your module instructors, or one of the Irish Studies faculty. A charge of plagiarism is a serious College offence and will be dealt with by the Course Director according to the procedures laid out in the relevant section of the *Calendar*.

3.5   Examination Procedures

It is each individual student's responsibility to establish the dates of examination by consulting the Examinations Office website. You will **not** be admitted to an examination after the first half-hour. If, through circumstances beyond your control, you arrive after the first half-hour, you should immediately contact the Senior Tutor's Office (House 27, College, 018962551).

3.6   Marking system

This is the marking system in operation for the Moderatorship in Irish Studies

Class	Numerical Mark
I	70-100%
II.1	60-69%
II.2	50-59%
III	40-49%
F.1	30-39%
F.2	0-29%

The following are our basic standards for marking essays and exams, distilled from the History and English handbooks. Language courses and courses in Irish may have their own additional criteria, available from the Irish Department, and students taking such courses should also familiarize themselves with those criteria. (Note that if you do not clearly attempt to answer the set question, or if your answer is plagiarised, you may be failed (F.1 or F.2) and will be subject to the disciplinary procedures outlined in this Handbook.)

First I (70—100%):

First class written work will normally be characterised by consistent evidence of all of the following:
1) The writing is fluent, coherent and accurate, makes effective use of the appropriate scholarly vocabulary, and displays an exceptional control of written English (including grammar, spelling, and the formatting expectations outlined in this Handbook).
2) The answer engages closely with the question throughout, showing a substantial appreciation of its wider implications.
3) The structure is lucid and allows for the development of a coherent argument that manifests substantial independent, original, and analytical thought.
4) The argument is supported by concise, relevant, and disciplinarily appropriate evidence and sources. The writer displays the ability to critically evaluate the sources and information used, and employs accepted scholarly procedures for the integration and attribution of all sources.
5) The analysis goes well beyond the effective paraphrasing or description of other scholars' ideas. Demonstrating extensive reading and critical analysis of the primary as well as secondary texts and sources, it shows that the writer has a comprehensive knowledge of the subject as well as a good conceptual command of the issues under discussion.

Upper Second II.1 (60-69%)

Upper second class written work will normally be characterised by consistent evidence of most of the following:
1) The writing is clear and generally accurate, demonstrates some familiarity with the appropriate scholarly vocabulary, and displays an extremely sound control of written English (including grammar, spelling, and the formatting expectations outlined in this Handbook).
2) The answer tries seriously to engage with the question and appreciates some of its wider implications.
3) The structure facilitates the development of an argument that deploys relevant knowledge and that manifests independent thought. Towards the lower end of this mark band, the answer may not sustain a consistently analytical approach, or may generalize too much, failing to draw conclusions and to consider wider implications.
4) The argument deploys relevant and disciplinarily appropriate evidence and evaluates sources critically, but may not engage with the full implications of the sources cited. The writing employs accepted scholarly procedures for the integration and attribution of sources.
5) Demonstrating an extensive but inconsistent range of knowledge and reading, the answer deploys the ideas of other scholars and tries to move beyond them. The work shows some understanding of relevant disciplinary debates and tries to engage critically with them.

Lower Second II.2 (50-59%)

II.2 (50—59%): Lower second class written work will normally be characterised by consistent evidence of most or all of the following:
1) The writing is sufficiently clear and accurate to convey the writer's meaning, but may lack fluency and command of the relevant scholarly vocabulary, and may be clumsy in places. It displays a generally sound control of written English (including grammar, spelling, and the formatting expectations outlined in this Handbook).
2) The answer demonstrates some understanding of the question, but only a limited engagement with the question's wider implications.
3) The structure may be determined excessively by summary, narrative, or description of the main sources, rather than by analytic logic, and may lack a sustained focus. Ideas may be stated or asserted rather than fully developed. The answer is unlikely to show much intentional originality or sustained independent analysis.
4) The argument may include material broadly relevant to the topic, but may do so without reference to the precise requirements of the question and without the kind of critical reflection on the sources characteristic of answers in higher mark bands. The work shows evidence of a serious attempt to employ scholarly procedures relating to the integration and attribution of sources.

5) The answer will deploy significant knowledge but may do so inconsistently or unevenly, and will show some understanding of relevant disciplinary debates but may not reflect critically upon them. It will be sound, but may contain some inaccuracies. The range of reading will be limited.

Third III (40-49%)

Third-class written work will normally be characterised by the following:

1) The writing may not always be grammatically correct, and may lack the scholarly vocabulary or construction needed to sustain a complex argument. In places it may lack clarity and felicity of expression. In general, it displays an inconsistent control of written English (including grammar, spelling, and the formatting expectations outlined in this Handbook).

2) The answer displays limited engagement with the question or its wider implications.

3) The structure may be underdeveloped or unclear. The argument may be incomplete, may move indiscriminately around the question, or may not consistently connect the knowledge available to the question being answered. The argument may be prone to excessive narrative, and may be signposted by bald assertions rather than informed analyses. The answer will show little (if any) intentional originality of approach or sustained independent analysis.

4) Some descriptive material will be deployed. There is a basic competence in relation to appropriate sources, but insufficient critical reflection on their significance or relevance. Information may be employed uncritically and as if it was self-explanatory. There may be deficient use of scholarly procedures concerning the proper integration and attribution of sources.

5) There will be sufficient knowledge to frame a basic answer, but it will be patchy with few signs of adequately wide reading. There will be little sign of understanding or engaging critically with the relevant disciplinary debates. There are likely to be some inaccuracies and misunderstood or misrepresented sources.

Fail 1: F1 (30-39%)

Written work in the F1 range will normally be characterised by the following:

1) The writing is frequently ungrammatical, and cannot sustain a complex argument. It often lacks clarity and felicity of expression, and displays a deficient control of written English (including grammar, spelling, and the formatting expectations outlined in this Handbook).

2) The answer displays little understanding of the question or its wider implications.

3) The answer will have a weak and poorly developed structure with a limited and somewhat unclear argument. As a result, work at F1 level will normally fail to display basic competence in constructing an answer (based on knowledge of relevant texts and sources) to the question posed, often moving indiscriminately around the question. The answer shows no intentional originality of approach or sustained independent analysis.

4) Only a limited amount of descriptive material will be deployed, usually with little (if any) critical reflection on its significance or its relevance. Information will be employed uncritically and as if it was self-explanatory. There may be very deficient use of scholarly procedures concerning the proper integration and attribution of sources.

5) There may not be sufficient knowledge to frame a very basic answer. The work will contain numerous inaccuracies. There will be no consistent sign of understanding or engaging critically with the relevant disciplinary debates.

Fail 2: F2 (0-29%)

Written work in the F2 range will reveal some or all of the weaknesses noted under F1, but to a greater, perhaps even extreme, extent.

 1) The writing will be ungrammatical and will display a consistently deficient control of written English (including grammar, spelling, and the formatting expectations outlined in this Handbook).

2) The answer displays little or no real understanding of the question or of its wider implications.

3) The answer will have a weak structure, which is poorly developed, and there will be little (if any) evidence of a coherent argument. Ideas may sometimes be presented in note form. The answer will show no intentional originality of approach or sustained independent analysis.

4) Only a very limited amount of descriptive material will be deployed, without any critical reflection on its significance or its relevance. The work will contain little relevant (and some irrelevant) information.

5) There will not be sufficient knowledge to frame even a basic answer. There will be no consistent sign of understanding or engaging with the relevant disciplinary debates.

3.7   The requirements for obtaining academic credit

In order to obtain credit for each term, you must be enrolled for the required range of courses, attend at least two-thirds of the hours assigned for tutorials, language classes or seminars in each course for which you are enrolled, and complete all written work and other exercises prescribed for each course.

Students who have failed to obtain credit for one course or more in either Michaelmas or Hilary term, for any of the reasons listed above, may be returned as 'non-satisfactory' at the end of that term. You will be informed of this decision through your College Tutor. If you believe that you should not have been so recorded, you should state your case to your Tutor, who must submit the prescribed form to the Course Director by the second Monday of the following term. Students who are recorded as 'non-satisfactory' may not be entitled to credit for the year, and may be excluded from sitting the annual examinations.

3.7.1   Failure to rise with the year

Failure to pass 1 or more modules may constitute a challenge to rising with the year. **All** assessment work (essay, exam, continuous, or other) must be completed in order to rise with the year (see section 3.2 of this handbook).

3.7.2   Requirements for awarding of an honours degree

Failure in any two or more of the elements which make up your sophister years may constitute a challenge to the award of an honours degree.

3.8   Scholarship Exams

Scholarship examinations take place in January. Students normally take these exams in Senior Freshman year. For further details, contact the Course Director.

4.   THE EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

The European Credit Transfer and Accumulation System (ECTS) is an academic credit system based on the estimated student workload required to achieve the objectives of a module or programme of study. It is designed to enable academic recognition for periods of study, to facilitate student mobility and credit accumulation and transfer. The ECTS is the recommended credit system for higher education in Ireland and across the European Higher Education Area.

The ECTS weighting for a module is a **measure of the student input or workload** required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

The European **norm for full-time study over one academic year is 60 credits**. The Trinity academic year is 40 weeks from the start of Michaelmas Term to the end of the annual examination period 1 ECTS credit represents 20-25 hours estimated student input, so a 10-credit module will be designed to require 200-250 hours of student input including class contact time and assessments.

ECTS credits are awarded to a student only upon successful completion of the course year. Progression from one year to the next is determined by the course regulations. Students who fail a year of their course will not obtain credit for that year even if they have passed certain component courses. Exceptions to this rule are one-year and part-year visiting students, who are awarded credit for individual modules successfully completed.

5. Course Structure Summary, Strand A (English-language modules)

Full course descriptions, syllabi, and assessment details are available on the relevant **departmental websites** and in the **departmental handbooks**, and will also be available from the individual instructors at the beginning of term. Please note that the details below may change during the year and that it is your responsibility to keep yourself informed.

5.1   Junior Freshman Strand A (Year 1)

Assessment in the JF year will be on the basis of examinations, submitted essays, and continuous assessment. Please note that **all** courses may require additional unassessed assignments. See Section 3 above for details on submitting your work.

5.1.1   Modules
1. IE 1001: Imagining Ireland I [10 ECTS] (full year) Professor Mark Hennessy
2. EN 1014: Theorising Ireland [10 ECTS] (full year) Professor Brian Cliff and Dr Anne Markey
3. EN 1016: Genre: The Novel [5 ECTS] (Michaelmas) Professor Aileen Douglas and Professor Jarlath Killeen
4. EN 1021: Romanticism [5 ECTS] (Hilary) Dr Clare Clarke
5. HI 1101: Doing History [5 ECTS] (Michaelmas) Professor Seán Duffy
6. HI 1102: Interpreting History [5 ECTS] (Michaelmas) Professor Alan Kramer
7. HI 1218: Early Modern Ireland [10 ECTS] (Hilary) Professor Micheál Ó Siochrú
8. IR 1081: Irish Language and Literature I [10 ECTS] (full year) Professors Pádraig de Paor, Damian McManus, Máire Ní Bháin, Eoin Mac Cárthaigh, and Jürgen Uhlich

Assessment details for modules exclusive to Irish Studies students – Imagining Ireland and Theorising Ireland – are included below. For assessment detail for all other modules, students are responsible for consulting the relevant module or departmental handbook, as well as their instructor.
English handbooks are at http://www.tcd.ie/English/undergraduate/freshman/
History handbooks are at http://www.tcd.ie/history/undergraduate/modules/
Irish handbooks are at https://www.tcd.ie/Irish/local/

All modules may provide further reading and other assignments on their Blackboard pages. It will be your responsibility to make sure you have access to your modules on Blackboard, which uses the same login details that you have for email. If you do not have Blackboard access to one of your modules, you should email the instructor and request access.

5.1.2   Assessment for Irish Studies-only modules
Theorising Ireland: 2 essays of 1500-2000 words each. The first is due 12 December 2014, and the second is due 2 April 2015.
Imagining Ireland: 1 essay of 1,500 words (due date will be confirmed at start of term), and 1 exam
IR1081 Irish Language and Literature: 1 essay of 1,500 - 2,000 words, due 15th March 2015, and 1 exam.

For assessment detail for all other modules, students are responsible for consulting the relevant module or departmental handbook.

5.2   Senior Freshman Strand A (Year 2)
Assessment in the SF year will be on the basis of examinations, submitted essays, and continuous assessment. Please note that **all** courses may require additional unassessed assignments. See Section 3 above for details on submitting your work.

5.2.1   Modules
1. IE 2001: Imagining Ireland II [10 ECTS] (full year) Professor Mark Hennessy
2. EN 2030: Irish Writing in English 1590-1800 [5 ECTS] (Hilary) Dr Anne Markey
3. EN 1020: Theories of Literature [5 ECTS] (Michaelmas) Professor Sam Slote
4. EN 2043: Introduction to Postcolonial Literature (5 ECTS) (Hilary) Professor Melanie Otto
5. EN 2044: Victorian Literature [5 ECTS] (Michaelmas) Professor Jarlath Killeen
6. HI 2131: Ireland and the union, 1801-1922 [10 ECTS] (Michaelmas) Professor David Fitzpatrick
7. HI 2132: Ireland in the 20th Century [10 ECTS] (Hilary) Professor Anne Dolan
8. IR 2054: Irish Language and Literature II [10 ECTS] (full year) Professor Pádraig de Paor, Professor Damian McManus

Assessment details for modules exclusive to Irish Studies students – Imagining Ireland II and Irish Writing in English 1590-1800 – are included below. For assessment detail for all other modules, students are responsible for consulting the relevant module or departmental handbook, as well as their instructor.
English handbooks are at http://www.tcd.ie/English/undergraduate/freshman/
History handbooks are at http://www.tcd.ie/history/undergraduate/modules/
Irish handbooks are at https://www.tcd.ie/Irish/local/

All modules may provide further reading and other assignments on their Blackboard pages. It will be your responsibility to make sure you have access to your modules on Blackboard, which uses the same login details that you have for email. If you do not have Blackboard access to one of your modules, you should email the instructor and request access.

5.2.2   Assessment for Irish Studies-only modules
IE 2001 Imagining Ireland II: 1 essay of 2000 words (due date will be confirmed at start of term) and 1 exam
EN 2030 Irish Writing in English 1590-1800: 1 essay of 2500 words, due 28 March 2015
IR2054 Irish Language and Literature II: 1 essay of 1,500-2,000 words for 30% of your module mark, due 15 March 2015, and 1 exam for 70% of your module mark

For assessment detail for all other modules, students are responsible for consulting the relevant module or departmental handbook.

5.3 Junior Sophister Strand A (Year 3)

Assessment in the JS year will be on the basis of examinations, submitted essays, and continuous assessment. Please note that **all** courses may require additional unassessed assignments. See Section 3 above for details on submitting your work.

Your Junior Sophister marks will account for 35% of your overall degree result (see the College Calendar entry for Irish Studies, paragraph 10).

5.3.1 Modules

1. IE 3001: Imagining Ireland III [10 ECTS] (Hilary) Professor Mark Hennessy
2. A Broad Curriculum module [5 ECTS] (Michaelmas)
3. IE 3050: The History of Irish Cartography [5 ECTS] (Hilary) Professor Mark Hennessy
4. EN 4345: Nineteenth-Century Irish Writing [10 ECTS] (Michaelmas) Professor Christoper Morash and Professor Jarleth Killeen
5. EN 1022: Irish Writing, 1890-1945 [5 ECTS] (Hilary) Professor Paul Delaney
6. EN 1018: American Genres [5 ECTS] (Michaelmas) Professor Stephen Matterson
7. HI 2106: Themes in Modern American History [10 ECTS] (Michaelmas) Professor Ciaran Brady and Professor Daniel Geary
8. HI 2119: Cataclysm and Revival: Europe since 1914 [10 ECTS] (Hilary)

Assessment details for the only JS module exclusive to Irish Studies students – Imagining Ireland III – are included below. For assessment detail for all other modules, students are responsible for consulting the relevant module or departmental handbook, as well as their instructor.
English handbooks are at http://www.tcd.ie/English/undergraduate/freshman/
History handbooks are at http://www.tcd.ie/history/undergraduate/modules/
Irish handbooks are at https://www.tcd.ie/Irish/local/

All modules may provide further reading and other assignments on their Blackboard pages. It will be your responsibility to make sure you have access to your modules on Blackboard, which uses the same login details that you have for email. If you do not have Blackboard access to one of your modules, you should email the instructor and request access.

5.3.2 Assessment for Irish Studies-only modules

Imagining Ireland III: Dissertation proposal (3000 words) worth 80%;
    bibliography, progress report (1000 words) and oral presentation, worth 20%.
    Due dates will be confirmed at start of term.

For assessment detail for all other modules, students are responsible for consulting the relevant module or departmental handbook.

5.3.3 Requirements for awarding of an honours degree

Failure in any two or more of the elements that make up your sophister years may constitute a challenge to the award of an honours degree.

6. Course Structure Summary, Strand B (Irish language modules)

Full course descriptions, syllabi, and assessment details are available on the relevant **departmental websites** and in the **departmental handbooks**, and will also be available from the individual instructors at the beginning of term. Please note that the details below may change during the year and that it is your responsibility to keep yourself informed.

6.1   Junior Freshman (Year 1)
Assessment in the JF year will be on the basis of examinations, submitted essays as well as continuous assessment and oral examinations for the language component. Please note that <u>all</u> courses may require additional unassessed assignments. See Section 3 above for details on submitting your work.

6.1.1   Modules
1. IE 1001: Imagining Ireland I [10 ECTS] (full year) Professor Mark Hennessy
2. EN 1028: Theorising Ireland A [5 ECTS] (Michaelmas) Dr Anne Markey
3. IR 1035: Ceart agus Labhairt na Teanga [10 ECTS] (full year) Professor Damian McManus
4. IR 1021: Nualitríocht [10 ECTS] (full year) Professor Pádraig de Paor
5. IR 1022 Pobal agus teanga [5 ECTS] (Michaelmas) Professor Máire Ní Bháin
6. HI 1101: Doing History [5 ECTS] (Michaelmas) Professor Seán Duffy
7. HI 1102: Interpreting History [5 ECTS] (Michaelmas) Professor Alan Kramer
8. HI 1218: Early Modern Ireland [10 ECTS] (Hilary) Professor Micheál Ó Siochrú

Assessment details for modules exclusive to Irish Studies students – Imagining Ireland and Theorising Ireland – are included below. For assessment detail for all other modules, students are responsible for consulting the relevant module or departmental handbook, as well as their instructor.
English handbooks are at http://www.tcd.ie/English/undergraduate/freshman/
History handbooks are at http://www.tcd.ie/history/undergraduate/modules/
Irish handbooks are at https://www.tcd.ie/Irish/local/

All modules may provide further reading and other assignments on their Blackboard pages. It will be your responsibility to make sure you have access to your modules on Blackboard, which uses the same login details that you have for email. If you do not have Blackboard access to one of your modules, you should email the instructor and request access.

6.1.2   Assessment for Irish Studies-only modules
Imagining Ireland: 1 essay of 1,500 words (due date will be confirmed at start of term), and 1 exam
Theorising Ireland: 1 essay of 1500-2000 words due 12 December 2014

> **For assessment detail for all other modules, students are responsible for consulting the relevant module or departmental handbook.**

6.2   Senior Freshman (Year 2)

Assessment in the SF year will be on the basis of examinations, submitted essays as well as continuous assessment and oral examinations for the language component. Please note that <u>all</u> courses may require additional unassessed assignments. See Section 3 above for details on submitting your work.

6.2.1   Modules

1. IE 2001: Imagining Ireland II [10 ECTS] (full year) Professor Mark Hennessy
2. A Broad Curriculum Course [5 ECTS] (Hilary)
3. IR 2035: An Ghaeilge: Ceart agus Labhairt na teanga II [10 ECTS] (full year) Professor Máire Ní Bháin
4. IR 2021: Nuafhilíocht [5 ECTS] (Michaelmas) Professor Pádraig de Paor
5. IR 2024: Litríocht an Bhéaloidis [5 ECTS] (Michaelmas) Professor Máire Ní Bháin
6. HI 2131: Ireland and the union, 1801-1922 [10 ECTS] (Michaelmas) Professor David Fitzpatrick
7. HI 2132: Ireland in the 20th Century [10 ECTS] (Hilary) Professor Anne Dolan
8. EN 2030: Irish Writing in English 1590-1800 [5 ECTS] (Hilary) Dr Anne Markey

Assessment details for modules exclusive to Irish Studies students – Imagining Ireland II and Irish Writing in English 1590-1800 – are included below. For assessment detail for all other modules, students are responsible for consulting the relevant module or departmental handbook, as well as their instructor.

English handbooks are at http://www.tcd.ie/English/undergraduate/freshman/
History handbooks are at http://www.tcd.ie/history/undergraduate/modules/
Irish handbooks are at https://www.tcd.ie/Irish/local/

All modules may provide further reading and other assignments on their Blackboard pages. It will be your responsibility to make sure you have access to your modules on Blackboard, which uses the same login details that you have for email. If you do not have Blackboard access to one of your modules, you should email the instructor and request access.

6.2.2   Assessment for Irish Studies-only modules

IE 2001 Imagining Ireland II: 1 essay of 2000 words (due date will be confirmed at start of term) and 1 exam
EN 2030 Irish Writing in English 1590-1800: 1 essay of 2500 words, due 28 March 2015

For assessment detail for all other modules, students are responsible for consulting the relevant module or departmental handbook.

6.3   Junior Sophister Strand B (Year 3)
Assessment in the JS year will be on the basis of examinations, submitted essays, and continuous assessment. Please note that **all** courses may require additional unassessed assignments. See Section 3 above for details on submitting your work.

Your Junior Sophister marks will account for 35% of your overall degree result (see the College Calendar entry for Irish Studies, paragraph 10).

6.3.1   Modules
1. IE 3001: Imagining Ireland III [10 ECTS] (Hilary) Professor Mark Hennessy
2. EN 4345: Nineteenth-Century Irish Writing [10 ECTS] (Michaelmas) Professor Christoper
         Morash and Professor Jarleth Killeen
3. IR 3001: Ceapadóireacht [5 ECTS] (full year) Professor Eoin MacCárthaigh
4. IR 4362 Ainmneacha agus sloinnte na nGael [5 ECTS] (Hilary) Professor Damian McManus
5. IR 3477: Prós na Linne [5 ECTS] (Michaelmas) Professor Pádraig de Paor
6. IR 3470: Litríocht an Bhéaloidis [5 ECTS] (Michaelmas) Professor Máire Ní Bháin
7. HI 2106: Themes in Modern American History [10 ECTS] (Michaelmas) Professor Ciaran Brady
         & Professor Daniel Geary
8. HI 2119: Cataclysm and Revival: Europe since 1914 [10 ECTS] (Hilary)

Assessment details for modules exclusive to Irish Studies students – Imagining Ireland and Theorising Ireland – are included below. For assessment detail for all other modules, students are responsible for consulting the relevant module or departmental handbook, as well as their instructor.
English handbooks are at http://www.tcd.ie/English/undergraduate/freshman/
History handbooks are at http://www.tcd.ie/history/undergraduate/modules/
Irish handbooks are at https://www.tcd.ie/Irish/local/

All modules may provide further reading and other assignments on their Blackboard pages. It will be your responsibility to make sure you have access to your modules on Blackboard, which uses the same login details that you have for email. If you do not have Blackboard access to one of your modules, you should email the instructor and request access.

6.3.2   Assessment for Irish Studies-only modules
Imagining Ireland III: Dissertation proposal (3000 words) worth 80%;
         bibliography, progress report (1000 words) and oral presentation, worth 20%.
         Due dates will be confirmed at start of term.

         **For assessment detail for all other modules, students are responsible for
         consulting the relevant module or departmental handbook.**

6.3.3   Requirements for awarding of an honours degree
Failure in any two or more of the elements that make up your sophister years may constitute a challenge to the award of an honours degree.

7.   Senior Sophister Year (Strands A and B)
Assessment in the Senior Sophister year will be on the basis of examinations, submitted essays, and your dissertation, as well as continuous assessment and oral examinations for the language component. Please note that all courses may require additional unassessed assignments. See Section 3 above for details on submitting your work.

7.1   Modules
1. IE4001 Imagining Ireland IV [10 ECTS, Michaelmas] Professor Micheál Ó Siochrú
       and Professor Mark Hennessy
2. IR4002 Senior Sophister Dissertation [20 ECTS, full year] various supervisors
3. sophister option modules [10 ECTS in Michaelmas, 20 ECTS in Hilary]

Assessment details for modules exclusive to Irish Studies students – Imagining Ireland and the dissertation – are included below. For assessment detail for all other modules, students are responsible for consulting the relevant module or departmental handbook, as well as their instructor.
English handbooks are at http://www.tcd.ie/English/undergraduate/freshman/
History handbooks are at http://www.tcd.ie/history/undergraduate/modules/
Irish handbooks are at https://www.tcd.ie/Irish/local/

All modules may also provide further reading and other assignments on their Blackboard pages. It will be your responsibility to make sure you have access to your modules on Blackboard, which uses the same login details that you have for email. If you do not have Blackboard access to one of your modules, you should email the instructor and request access.

7.1.1   Assessment for Irish Studies-only modules
IE4002 Imagining Ireland IV: 1 3-hour exam
IE4002 Senior Sophister Dissertation: 10,000-12,000 words, due Monday 23 March 2015

> **For assessment detail for all other modules, students are responsible for consulting the relevant module or departmental handbook.**

7.1.2   Requirements for awarding of an honours degree
Failure in any two or more of the elements that make up your sophister years may constitute a challenge to the award of an honours degree. Your Senior Sophister marks will account for 65% of your overall degree result (see the College Calendar entry for Irish Studies, paragraph 10).

7.1.3   Senior Sophister Dissertation
The senior sophister dissertation carries 20 ECTS. It must be 10,000-12,000 words in length, and must follow the rules, bibliographic formats, and other style guidelines established in this Handbook.

You will be assigned an advisor (one of the core Irish Studies faculty) for your dissertation. In developing your independent topic, you will consult regularly with that advisor, who may require outlines, drafts, and similar materials throughout the year.

The dissertation is due on Monday 23 March 2015. You must submit two copies, both spiral bound (Reads on Nassau Street will do this quickly and cheaply), to the Irish Dept. Office (4055).

8   Style Sheet

Presentation is only one aspect of good essay writing. However, as indicated in **section 3.1** above, poor or inconsistent presentation is a distraction to whoever is marking your essay and can result in a lack of clarity and loss of marks. Care should be taken with your use of punctuation and grammar, and all spelling should be correct. (Note, though, that if you're not careful spellcheckers can simply substitute the wrong word.) What follows are simple guidelines about presentation. You should keep them in mind when you are writing your essay.

For the sake of consistency within the Irish Studies Moderatorship, we are requiring all students to follow the footnote and bibliography guidelines given in the History Handbook, and summarized below.

8.1   Quotations

Check all of your quotations for accuracy and make sure that all of your sources are provided.

If you are quoting a small amount from a text, simply include the quotation in your essay using double quotation marks.

For longer quotations you should indent each line on the left hand side of the quotation – as you would if you were starting a new paragraph. When you indent a long quotation from a text, do not use quotation marks.

When you are quoting a long passage, you may choose to omit part of the quotation because it is not directly relevant to your argument. You can do this by using an ellipsis. This is marked by three consecutive dots (…) and is inserted in place of the words or the lines that you want to omit.

The proper acknowledgment of sources for quotations is a vital aspect of good essay writing. Failure to acknowledge a source amounts to more than mere carelessness. It could open you to a charge of plagiarism, which is a serious academic offence. Further information about plagiarism is provided in **section 3.2** of this Handbook.

8.2   Bibliography

Every essay must contain a bibliography, situated at the end of the essay, listing the works consulted in alphabetical order of the author's last name. Only works actually consulted should be listed. There are different methods of listing publications in a bibliography; the main thing is that it is consistent within itself and that sufficient information is supplied to trace the publication listed.

- The title of a published work should be in italics.
- The place of publication is the town and not the country (e.g. London and not England or Great Britain; Princeton, NJ, not just New Jersey).
- Editors should be identified as such by placing '(ed.)' after their name (e.g. Roger Griffin (ed.)). For more than one editor use '(eds.)'.
- The common abbreviation for page is 'p.', for pages 'pp.' (e.g. p. 3 and pp. 3-5).

The titles of books, plays and edited collections (collections of poems, short stories, articles, essays) should be *italicized*, not underlined.

The titles of individual poems, essays, articles and short stories should be placed in quotation marks.

Books:
Author's surname, author's first name, title, place and date of publication, edition used and date of first edition (if not first edition).

> Hobsbawm, Eric, *Age of Extremes. The Short Twentieth Century, 1914-1991* (London, 1994).
> MacDonagh, Oliver, *States of Mind. A Study of Anglo-Irish Conflict 1780-1980* (London, 1983).
> Simms, Katharine, *From Kings to Warlords. The Changing Political Structure of Gaelic Ireland in the Later Middle Ages* (Woodbridge, 1987).

Articles in books:
Author's surname, author's first name, title of article, editor's full name, title of book, place and date of publication, edition and date of first edition (if not first edition), page numbers of full article.

> Berghahn, Volker, 'Demographic growth, industrialization and social change', in Mary Fulbrook (ed.), *German History since 1800* (London, 1997), pp. 168-180.
> Lydon, James F., 'The middle nation', in idem (ed.), *The English in Medieval Ireland* (Dublin, 1982), pp. 1-26.
> McMahon, Deirdre, 'John Charles McQuaid, Archbishop of Dublin, 1940-72', in J. Kelly and D Keogh (eds.), *History of the Catholic Diocese of Dublin* (Dublin, 2000), pp. 349-380.

Articles in journals:
Author's surname, author's first name, title of article, name of journal, volume and year of journal, page numbers of article.

> Lydon, James F., 'An Irish army in Scotland, 1296', *The Irish Sword*, 5 (1961-2), pp. 184-90.
> McGrath, Michael, 'The narrow road. Harry Midgley and Catholic schools in Northern Ireland', *Irish Historical Studies* 30 (1997), pp. 429-451.
> Peukert, Detlev, 'The Weimar Republic - old and new perspectives', *German History*, 6 (1988), pp. 133-144.

Websites:
Name of website, exact website address in brackets (URL), date of access:
Trinity College Dublin (http://www.tcd.ie), 1 September 2002.

8.3   References (footnotes/endnotes)

One of the principal reasons for references is to allow the marker to check the quotations in the sources that you have used. **References** may be inserted into the essay as footnotes or endnotes after the relevant text passage. References must be **consistent and unambiguous**. They must contain precise page references, not only for direct quotations but also for indirect ones; foot- and endnotes should be numbered consecutively.

The **first reference** to a particular work should contain the same information as the bibliographic entry. The only differences are that the word order of the author's name is reversed, and you must include a page reference: Katharine Simms, *From Kings to Warlords. The Changing Political Structure of Gaelic Ireland in the Later Middle Ages* (Woodbridge, 1987), p. 57.

Subsequent references to the same source should use an abbreviated form (author's surname, abbreviated title, page number(s)).

[1] Eric Hobsbawm, *Age of Extremes. The Short Twentieth Century 1914-1991* (London: 1994), pp. 12-15.

[2] Detlev Peukert, 'The Weimar Republic - old and new perspectives', in *German History*, 6 (1988), p. 136.

[3] Hobsbawm, *Age of Extremes*, pp. 14-18.

[4] Peukert, 'Weimar Republic', p. 142.

Foot- and endnotes should not in general be discursive. Occasionally, they may be used to provide further explanatory information which is of secondary importance to the point being made and would disrupt the flow of the argument.

8.4   Reference Guides

The library has many examples of useful style guides for writing in the humanities. Your first resource should be the style sheet for *Irish Historical Studies*, on which the History guidelines are based. That sheet is available online, here:
http://irishhistoricalstudies.ie/rulesforcontribs.pdf

Both of these guides contain very thorough examples; when in doubt about references, however, make sure that you follow the History guide given above.

Here is a very detailed guide to style, grammar, and other editing issues:
The Chicago Manual of Style, **15th edition. Library call number: REF 808 P32 (basement, Berkeley Library).**

Here is a much more general guide on matters of prose style and grammar:
Hacker, Diana. *A Writer's Reference*. Library call number: LEN 301.072 P39994

There are also a number of other appropriate guides available in the reference sections of the library. Again, it is **your responsibility to avoid plagiarism** and to familiarize yourself with the details of thorough and accurate scholarly citation. If you are uncertain of which handbook to use, ask your module instructor.
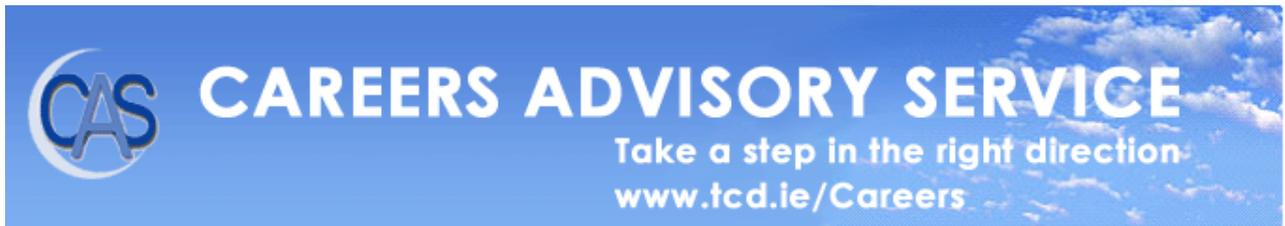
Student 2 Student

From the moment you arrive in College right the way through to your end of year exams Student 2 Student (S2S) is here to make sure your first year is fun, engaging and a great foundation for the rest of your time in Trinity. You'll meet your two S2S mentors in Freshers' Week and they'll make sure you know other people in your course before your classes even start. They'll keep in regular touch with you throughout your first year and invite you to events on and off campus. They'll also give you useful information about your course and what to look out for. Mentors are students who have been through first year and know exactly what it feels like, so you never have to worry about asking them a question or talking to them about anything that's worrying you.

S2S also offers trained Peer Supporters if you want to talk confidentially to another student or just to meet a friendly face for a coffee and a chat.

S2S is supported by the Senior Tutor's Office and the Student Counselling Service.

http://student2student.tcd.ie, E-mail: **student2student@tcd.ie**, Phone: + 353 1 896 2438

Your Degree in Irish Studies … What Next?
www.tcd.ie/careers/students/degree
Discipline specific section of the TCD Careers website
- Skills you gain from the study of Irish Studies
- Guidance tools to give you focus in your career research
- Information on typical career paths
- Information on further study and funding

Making Effective Applications for Jobs or Postgraduate Study
- Skills workshops on CV preparation, application forms, interview skills and
  assessment centres
- Attend a CV review clinic or book a practice interview
- Assessment testing practice online

Get in Touch with TCD Graduates in the Working World
- *Front Gate Online Career Network* allows current students to search for and
  connect with alumni to ask them about their career experiences and to seek their
  advice on career areas of interest.
  http://www.tcd.ie/alumni/groups/college/careernetwork.php

Your Careers Adviser, Sarah Ryan
- Will provide class sessions as part of the curriculum in your JS and SS year
- Should you find it useful, you can make a guidance appointment to discuss your
  career decisions – drop into South Leinster St., phone or email to make an
  appointment.

Careers Advisory Service
Floor 2, 7-9 South Leinster Street, Dublin 2
t: 01 8961721
w: www.tcd.ie/careers
e: careers@tcd.ie