

School of Histories and Humanities
Department of History

M.Phil. in International History

Handbook 2023-2024



The Fall of the Berlin Wall, November 1989

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Overview

Welcome to the department of history at Trinity College Dublin!

In our M. Phil. Program in International History, you will study transnational, comparative, and international approaches to the field of history and have the opportunity to delve into the study of foreign languages, cultures, and societies. The program will allow you to undertake an original piece of research on a topic of your choice and modules on a variety of topics in modern European, Irish, U.S., Chinese, and environmental history. Depending on your research interests, you can examine important global issues from a historical perspective such as imperialism, the refugee crisis, the international spread of radical politics, war and conflict, security and intelligence services, and economics to prepare you for a career in international politics, NGOs, journalism, or further PhD study.

Core Teaching Staff

Patrick Houlihan, Assistant Professor in Twentieth-Century European History
Interests: War and peace, sacred and secular ideology, theory and practice of religion, humanitarianism and human rights, Fascism and Nazism

Isabella Jackson, Associate Professor in Chinese History
Interests: Chinese history, Imperial and colonial history, Urban History

Katja Bruisch, Assistant Professor of Environmental History
Interests: Soviet history, environmental history

Program structure

You are required to take seven modules during your time at Trinity. The first is a mandatory module, *International History: Methods and Themes*. This module will introduce you to the frameworks and approaches historians have developed to understand international and transnational history. The second mandatory module is the *International History Research Seminar*, a year-long module in which students participate in bi-monthly lectures by guest speakers, as well as other international history events at Trinity and elsewhere in Dublin.

You can then select three elective modules which, depending on the availability of staff, are offered in a range of specialties (continental European, Irish, Chinese, U.S., and environmental history) and study a foreign language or complete an additional seminar on international history methods.

The final requirement is the dissertation, a research project you will develop on a topic in international history that will be supervised by a member of staff.

The following is a breakdown of the program requirements according to credits:

	Module type	ECTS
1.	International History: Methods and Themes	10
2.	International History Research Seminar	5 (or 10 if no foreign language)
3.	A foreign language	5
4.	Research Design (HT)	10
5.	Three taught modules (3x10 ECTS combination to select from available options in MT and HT)	30
6.	Dissertation	30
Total		90 ECTS

Credit System (ECTS)

The ECTS is an academic credit system. In the M.Phil. programme you are required to earn 90 credits in a year of full-time study. ECTS credits are awarded to a student only upon successful completion of the course year.

Students in the full-time program begin in September and enroll for twelve months. Students in the part time program pass modules amounting to at least forty credits in their first year and submit their dissertation by August of the second year.

In **Michaelmas term**, (ideally, select 2 modules in MT and one in HT):

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

* Priority will be given to International History M.Phil students for these modules.

- *Energy and Power in the Modern World* (Dr Katja Bruisch) [M.Phil Environmental history]
- *A Global Revolution: France and the World in the 1790s* (Dr Joseph Clarke) [M.Phil Early Modern History]
- *History, memory and commemoration* (Dr Joseph Clarke) [M.Phil Public History]
- *Ireland in Rebellion, 1793-1803* (Dr Patrick Geoghegan) [M.Phil Modern Irish]
- *Changing Bodies, 1886-1953: The Unfixity of Sex and Gender* (Dr Clare Tebbutt) [M.Phil in Gender and Women's studies]

In **Hilary term**, students can select from the following modules:

- *Oceans and the Anthropocene* (Dr Poul Holm) [M.Phil Environmental history]
- *Animals and Animal Agency* (Dr Diogo de Carvalho Cabral) [M.Phil Environmental history]
- *Choosing the Past: The historian and the archive* (Dr Ciaran Wallace) [M.Phil Modern Irish]
- *A century of Chinese Childhood* (Dr Isabella Jackson) [M.Phil in Chinese studies]
- *Institutions in Ireland and the World* (Dr Georgina Laragy) [M.Phil Public History]
- *Intoxicants in the Early Modern Society* (Dr Susan Flavin) [M.Phil Early Modern History]
- *Representing the Irish Revolution* (Dr Anne Dolan) [M.Phil Modern Irish]

Modules

Language Options

Beginner Level: Japanese, Korean, Chinese

Advanced Level: German, Spanish, French

International History: Methods and Themes (Required)

Michaelmas term

Module Coordinator: Patrick Houlihan

Teaching staff: Patrick Houlihan, Isabella Jackson

10 ECTS

Students will investigate the methods, issues and scholarly debates in the field of international history. The module encompasses traditional approaches to the history of international relations and new scholarship on transnational history such as the flow of commerce, politics, and ideas between nations. Students will study non-European history and learn how to place Irish and European history in an international perspective. This module will explore major themes in world history since 1850 such as economic globalization; imperialism and decolonization; environmentalism and environmental history; and the diffusion of popular culture. In each unit, students will examine major historiographical debates and primary source materials

Assessment: One essay of no more than 4,000 words. (100%)

International History Research Seminar (Required)

Michaelmas and Hilary terms

Module Coordinator: Patrick Houlihan

5 ECTS or 10 ECTS

Students will attend seminars and lectures with leading scholars in the field of international history. In addition to participating in these seminars, students will benefit from attending other international history events organized by leading centers at Trinity such as the Centre for Modern Irish History, the Centre for War Studies, the Long Room Hub, the Centre for Asian Studies and the U.S. History and Politics Network.

Assessment: This is a pass/fail module assessed on the basis of attendance at seminars and the completion of regular seminar reports to be collated into a journal (3,000 words). This will need to be submitted before the end of Hilary term.

Students who do not enroll in a foreign-language module will take a 10 ECTS version of the module.

Optional International History Modules

Human Rights in Europe, 1900-Present

Michaelmas Term

Module Coordinator: Patrick Houlihan

10 ECTS

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.

Assessment: Essay (100%)

Ireland in Rebellion, 1791-1803

Michaelmas Term

Module Coordinator: Patrick Geoghegan

10 ECTS

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

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

Assessment: Essay (100%)

Energy and Power in the Modern World

Michaelmas Term

Module Coordinator: Katja Bruisch

10 ECTS

This module foregrounds energy and power as key categories for our understanding of the intertwined social, political, cultural and environmental histories of the modern age. We will explore the difference between writing energy history and writing history in energetic terms; how energy as a concept came to embody the ambitions and the values of the industrial age; how the history of fossil fuels is situated in a wider history of capitalism; and we will look

at the role of energy in modern histories of protest, revolution and environmental change. Through case-studies from Europe, the Middle East, Northern and Central America, we will explore how the use of coal, oil, hydropower, wind, nuclear power and renewable energy sources reflected and shaped the social dynamics and natural environments in specific places. Finally, we will discuss how exploring energy regimes in the past may help us think about energy in the future

Assessment: coursework (30%) and final essay (70%)

History, memory and commemoration

Michaelmas Term

Module coordinator: Joseph Clarke

10 ECTS

This module analyses the ways in which significant events and people have been, or are to be, commemorated in monuments, museums, public discourse, and private experience. The culture and politics of commemoration (both today and in the past) will be considered, as well as tensions between public perceptions of the past and those advanced by professional historians. The module will focus on selected themes; these may include the French Revolution, the 1798 rebellion, the Great War, the Sino-Japanese War and Ireland's 'Decade of Commemoration'.

Assessment: Essay (100%)

A Global Revolution: France and the World in the 1790s

Michaelmas Term

Module coordinator: Joseph Clarke

10 ECTS

By the 1780s France was a global power, and the Revolution that convulsed the French state and society from 1789 onwards was the first global revolution. Drawing on contemporary evidence and recent scholarship, this module explores the emergence and impact of Revolutionary politics from an international perspective. It examines the rôle that cosmopolitan ideas, cultural exchange and great power politics played in bringing about the end of

absolutism in France and traces the internationalization of Revolutionary politics, initially across a Europe that was both inspired and horrified by events in France, and then globally as the new politics overturned the old order from France's colonies in the Caribbean to the Ottoman empire in Egypt. The module examines the agents of that globalization: the increasingly international media that spread the news of Revolution; the local radicals who embraced the French language of citizenship and sought to apply it in their own societies; the soldiers, the 'armed missionaries', who carried this new political culture with them on campaign across Europe, in the Caribbean, into Egypt and the Middle East. The module also asks students to evaluate the scholarship on the Revolution in international context and to evaluate the methodologies that may allow us to understand the end of the ancien régime in global terms.

Assessment: Essay (100%)

Changing Bodies, 1886-1953: The Unfixity of Sex and Gender

Michaelmas Term

Module Coordinator: Clare Tebbutt

10 ECTS

This module engages with changing ideas shaping the understanding of the body in Western Europe and North America. It covers the period from the publication of Richard von Krafft-Ebing's *Psychopathia Sexualis* in 1886 to the media attention given to Christine Jorgensen's gender reassignment in 1953. Using cultural, social and medical approaches to the body, we explore how new technologies such as hormone synthesis and surgical reconstruction allowed bodies to be molded and shaped in ways previously thought impossible.

Animal Agency

Hilary Term

Module Coordinator: Diogo Cabral

10 ECTS

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

Assessment: coursework (30%) and final essay (70%)

Oceans and the Anthropocene

Hilary Term

Module Coordinator: Poul Holm

10 ECTS

Marine environmental history is about how humans have understood and adapted to natural forces and resources in the past and in so doing have changed life in, under, around, and above the oceans. The module will introduce students to the development of the field of marine environmental history in the last few decades. In particular, the module will focus on how humans perceive the ocean (the key concept being Seascales); how we detect change in the ocean (the Shifting Baseline Syndrome); how we organise the exploitation of the sea (by means of Maritime Communities); and when and how we have tried to regulate human behaviour (by Warfare and by International Ocean Management). The chronological scope will be the last 500 years and the module will discuss if and how we may talk of an Ocean Anthropocene.

Assessment: coursework (30%) and final essay (70%)

Choosing the past: the historian and the archive

Hilary term

Module coordinator: Ciaran Wallace

10 ECTS

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

This archival turn, and expanded access through digitization, has transformed research into personal, social and communal histories of major events such as the Irish Revolution and the Great War. Archives play an increasingly important role in public perceptions of, and active engagement with, history. But how reliable is 'the archive'?

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

Assessment: Essay (100%)

Institutions in Ireland and the world

Michaelmas

Module Coordinator: Georgina Laragy

10 ECTS

This module seeks to examine the role of carceral institutions in western 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. The focus will move between Ireland, North America, South Africa, and Australia

Assessment: Essay (100%)

A century of Chinese Childhood

Hilary Term

Module coordinator: Isabella Jackson

10 ECTS

In this module, students explore the changing ways in which childhood was conceived and experienced in China from the late Qing dynasty to the People's Republic of China, c. 1890-1990. We discover how we can study the history of childhood when children leave few written records, and examine how political, social and cultural changes affected Chinese children and perceptions of childhood. We see the international context for reforms and how global trends affected children at a local level. We study the ways in which girls and boys were treated differently and the significance of a child's class background, exploring, for example, how poor girls were sold between households and used as unpaid domestic labour.

Children became symbols of the hopes of a young nation and key targets for reformers seeking to modernise China. Their symbolic value soared in wartime while their daily lives were turned upside down. In Mao's China, children and youth were nurtured as revolutionaries, culminating in the Red Guard movement of the Cultural Revolution. Post-Mao, the so-called One Child Policy radically reshaped families as well as attitudes to – and the lived experience of – girls and boys. Putting childhood at the centre of our analysis allows us to understand this period in a profound new way.

Assessment: Essay (100%)

Intoxicants in the Early Modern Society: Consumption and Culture

Hilary Term

Module coordinator: Susan Flavin

10 ECTS

This interdisciplinary module explores the role of intoxicants and intoxication to the social, cultural, political, and material life of Ireland and England between the sixteenth and eighteenth centuries. In the context of recent historiography, it considers how intoxicants including beer, tobacco and coffee were accepted and used, and their impact on society. Through a cultural food historical lens, students will approach these commodities as a means of examining broader themes in early modern history, including the development and demonstration of identities; conspicuous consumption and globalisation; social governance; and the evolution of the public sphere. Students will consider the diverse approaches taken by current research projects in the field, particularly those deploying interdisciplinary approaches, such as *Tobacco, Health and History*; *FoodCult* and the *Intoxicants Project*. They will also critically engage with recent efforts amongst historians to recreate both the material and sensory experiences of intoxication in the past, for example through the reproduction of sixteenth-century beer, and the recreation of early modern aural culture through ballads performed in the alehouse. The sources deployed will be broad ranging including material culture; representative literature; didactic and medical texts; and visual sources.

Representing the Irish Revolution

Hilary Term

Module coordinator: Anne Dolan

10 ECTS

During, and for decades after, participants, veterans, witnesses and historians have been trying to understand and explain the Irish revolution. Wars of words across the twentieth century allow us to see how narratives evolved, what they signified, and how important the period 1912-23 was in terms of crafting the foundation myths of an independent Ireland.

A century later new sources are still emerging and shaping the way in which we write about and understand this period, but controversy and contestation have been part of how this period has been represented from the very outset. This module will chart the evolving interpretations of this period, beginning with representations from the period itself and moving on through the various

historiographical, fictional, filmic, and popular representations that followed. It will consider the various historiographical influences and political changes that have influenced our understanding of those years, along with the ways in which the Northern Irish Troubles and a variety of historiographical debates have influenced the portrayal of this period.

The module will also ask whether the 1912-23 period has been adequately contextualised, adequately considered in terms of how revolution is defined, whether there has been an overemphasis on violence in the literature, or whether this period has come to dominate the narrative of twentieth-century Irish history to the exclusion of other themes and issues, and how wider international context might change our conception of this period. This module will also address the relationship between the popular history of this period and academic analysis, and consider the tensions that have sometimes emerged between the two.

Foreign Language

Module Coordinator: Staff from the School of Languages

5 ECTS

Students will take an appropriate language class at an appropriate level through the Broad Curriculum. These evening language courses are designed to help develop practical and academic communication skills. The modules will be coded as postgraduate modules on the basis of student demand and will be separately assessed. Available modules are in Chinese, French, German, Irish, Italian, Japanese, Korean, Spanish. Level of proficiency is either beginner or advanced.

Assessment: Coursework (100%)

Research Design (Required)

Hilary Term

10 ECTS

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

Module Learning Outcomes

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

Module Content

This module will prepare M.Phil students for their capstone project / 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).

Assessment: students prepare a presentation of their research project which will be marked on a pass/fail basis.

Dissertation (Required)

Weighting: 30 ECTS

Module Coordinator: Patrick Houlihan

Writing a dissertation allows students to devise, develop and complete an original research project. Dissertations should be between 15,000 and 20,000 words in length (excluding notes, appendices and a full bibliography) and must be submitted by the date specified in the course handbook. The work will be assessed in terms of its scholarly rigor and contribution to scholarship.

Students are advised to consider possible dissertation topics from the beginning of the M.Phil. program. They should indicate possible areas of inquiry and explain why these areas interest them in the light of material they have consulted. They should also indicate the kinds of primary sources that could be consulted and in which libraries and archives such material might be found. Students will not be bound by initial suggestions. The aim of the exercise is to facilitate systematic reflection about possibilities for independent research. The modules offered during Michaelmas Term are intended to guide students towards potential topics.

Students will submit research proposals by 15 **November 2023**. Soon after, they will be assigned a supervisor who will provide guidance and feedback on written work. It is each student's responsibility to make arrangements to meet regularly with their supervisors. Students and their supervisors should work together to set up a reasonable schedule for future meetings. They should 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.

Dissertation Logistics

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

Turning in the Dissertation

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 spaced, 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.

Students should submit three copies of the dissertation. Two should be soft bound. One should hard-bound and include the student's name, year of submission and 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 include a title page, a declaration page, a 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, appendices, and 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 with each copy of the dissertation. This should contain the title of the dissertation, 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 used consistently throughout the dissertation. A reference must include the author's name, title

of text, year of publication, and location of publication. 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 to qualify or elaborate a point made in the text and 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 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 after the title page:

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

Submission

Students are required to submit one electronic copy by email to pghishum@tcd.ie. Students also need to submit two soft-bound copies and one hard-bound copy of the dissertation to the Department of History Office. No extensions to this deadline will normally be granted.

Additional Information:

Deadlines

Deadlines must be met. For coursework on taught modules, if students need an extension on medical or compassionate grounds, they must seek an extension from the MPhil director in advance of the deadline. Extensions are only granted in exceptional circumstances and where appropriate supporting documentation is provided. Students who submit taught module assessments after the deadline without an approved extension, or who fail to meet an extended deadline, will have 10% docked from their mark for the assessment.

The dissertation deadline is final and extensions can only be granted, in exceptional circumstances, by the Director of Postgraduate Teaching and Learning, or by the Dean where more than a short extension is sought. Any application for an extension must be accompanied with evidence of compelling medical or compassionate grounds. Dissertations submitted after the deadline without an extension will be awarded 0%.

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. An M.Phil. Coursework Submission Form must be attached to all essays submitted. All students must submit module essays in hard copy to the Department of History office (Room 3133, Arts Building) and in electronic form to the School of Histories and Humanities at pghishum@tcd.ie by the deadlines specified by module co-ordinators for each module. In your email, insert your name and the module title and code in the subject box.

Assessment of Degree

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

To pass the degree, students must achieve at least 50% in all modules. 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 apply 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 Program 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. Genuine cases will be considered sympathetically if contact is maintained with the module and/or program 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 teaching staff and will be chaired by the course co-ordinator or the Head of the History Department.

Oral Examination

If the possibility of the failure of a dissertation arises, 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, 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.

Marking Criteria for Essay and Dissertation

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

Plagiarism

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

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

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

1. General

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

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

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

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

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

2. Examples of Plagiarism

Plagiarism can arise from actions such as:

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

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

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

- (ii) fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;
 - (iii) fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement;
 - (iv) come across a distinctive methodology or idea and fail to record its source.
- All the above serve only as examples and are not exhaustive.

3. Plagiarism in the context of group work

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

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

4. Self-Plagiarism

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

5. Avoiding Plagiarism

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

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

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

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

- (a) Level 1: Student receives an informal verbal warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty;
- (b) Level 2: Student receives a formal written warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will receive a reduced or capped mark depending on the seriousness/extent of plagiarism;
- (c) Level 3: Student receives a formal written warning. The piece of work in question is inadmissible. There is no opportunity for resubmission.

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

10. If the case cannot normally be dealt with under summary procedures, it is deemed to be a Level 4 offence and will be referred directly to the Junior Dean. Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes.

Regulatory notification

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

Contacts of Teaching Staff

Patrick Houlihan (Course Director)	Assistant Professor of Twentieth Century European History	patrick.houlihan@tcd.ie
Katja Bruisch	Assistant Professor in Environmental History	BRUISCHK@tcd.ie
Joseph Clarke	Assistant Professor of European History	clarkej@tcd.ie
Daniel Geary	Associate Professor of American History	gearyd@tcd.ie
Isabella Jackson	Assistant Professor in Chinese History	Isabella.jackson@tcd.ie

The Postgraduate Advisory Service

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

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

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

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

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

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

Appendix 1 – M.Phil. coursework submission sheet



Coláiste na Tríonóide, Baile Átha Cliath
Trinity College Dublin

Ollscoil Átha Cliath | The University of Dublin

Scoil na Staire agus na nDaonnachtaí
School of Histories and Humanities

M.Phil. Coursework Submission Form

Student name: _____
Student number: _____
M.Phil. programme: _____
Module code: _____
Module title: _____
Module co-ordinator: _____
Assignment/essay title: _____

I have read and I understand the plagiarism provisions in the General Regulations of the University Calendar for the current year - <http://www.tcd.ie/calendar>.

I have also completed the 'Ready, Steady, Write' online tutorial on avoiding plagiarism - <https://libguides.tcd.ie/academic-integrity/ready-steady-write>

I declare that the assignment being submitted represents my own work and has not been taken from the work of others save where appropriately referenced in the body of the assignment.

Appendix 2: Dissertation Proposal Form

**Dissertation Proposal
MPhil in International History
2023-2024**

**(750 words)
Due 15th November 2022**

This dissertation proposal template is designed for students to begin the process of choosing a topic and supervisor in conjunction with the course director.

Dissertation Proposal

Name:

Course:

Title:	
Staff who have been contacted for discussion:	
Project outline:	
What makes this an International History dissertation?	
Methodology:	
Bibliography	