

# Trinity College Dublin



## Department of History

### Socrates and Visiting Student Handbook 2011-2012

Please note that this Handbook is also  
available at

<http://www.tcd.ie/history/>

## WELCOME

### ***Dear Visiting Student,***

On behalf of the Department of History, I would like to welcome you to Dublin and to Trinity College. This handbook provides you with information about studying History at TCD. It supplements information in the *University Calendar*. Please note that, in the event of conflict or inconsistency between the General Regulations published in the *University Calendar* and Departmental handbooks, the General Regulations prevail. More detailed information on individual modules is provided in relevant module guides and on the Department's web site.

The following guidelines have been prepared to introduce you to the many options available. While most modules are open to Visiting and Socrates students, you may face some restrictions to your choice. Since TCD students register for modules long before Visiting and Socrates students arrive, some classes may have already reached full enrolment. Other restrictions arise because of timetable constraints or because you do not have adequate qualifications for a particular module. If, for instance, you want to take an advanced module in Irish history, your Visiting/Socrates Advisor may feel that you would be better placed in a lower-division module if you have no previous knowledge of Irish history.

If you are in Dublin for the full academic year, we expect that you fulfill the requirements of the modules for which you are registered. If, only in the most exceptional of circumstances, you are not present during the examination period, you must apply to your departmental advisor for an official exemption from the exam. Failure to do so will result in a mark of zero being awarded for the exam. Students with an exemption, and students who are in Dublin for the first semester only, must submit an additional essay, instead of the examination.

If you are in any doubt about how the regulations affect you, please consult our Advisor for Visiting Students (Professor Terry Barry; [tbarry@tcd.ie](mailto:tbarry@tcd.ie); Room 3148) or our Advisor for Socrates Students (Professor Anne Dolan [adolan@tcd.ie](mailto:adolan@tcd.ie); Room 3155). You should also inform Professor Barry or Professor Dolan of any change to your contact details and of all changes to your curriculum.

**I hope you enjoy life in Dublin and wish you good luck with your studies!**

***David Ditchburn***

***Head of Department***

## WHAT WE EXPECT FROM YOU

- ✚ Read this handbook carefully.
- ✚ Read your TCD e-mails regularly.
- ✚ Set aside at least 40 hours each week for academic work.
- ✚ Read for each class and come to tutorials prepared to speak.
- ✚ Attend all classes.
- ✚ Know and meet your deadlines.
- ✚ If you have a problem, speak to someone about it: your College Tutor, your teacher, or the module coordinator. We cannot promise that we can solve your problem, but we will do our best to help.

We are delighted to welcome you to TCD and wish you good luck with your studies!

# HOW TO USE THIS HANDBOOK

This handbook provides essential information about your History programme. It supplements information in the *University Calendar*. In the event of conflict or inconsistency between the General Regulations published in the *University Calendar* and information contained in our handbooks, the General Regulations prevail. More detailed information on individual modules is provided in the relevant module guides and on the Department web-site <http://www.tcd.ie/history/> If you are in any doubt about how the regulations affect you, consult your College Tutor or a member of staff. This handbook has been divided into four sections:

## **Section 1: About the Department – page 5**

This section contains useful information about the History Department, providing contact details for the department and outlining the facilities available to students. It also indicates whom you should contact if you have any problems or queries, be they academic or personal.

## **Section 2: Advice and Regulation – page 9**

This section presents advice and regulation regarding your work, including penalties applied for late submission of module work. It also includes important advice about the style and formatting which is expected of you in essay work.

## **Section 3: Important Dates for your Diary – page 25**

This section lists all the important dates during the academic year, including submission dates for essays. Please make a note of them in your diary, now.



## SECTION 1: ABOUT THE DEPARTMENT

### History Department Office

Rooms 3118 and 3143, Arts Building

Opening Hours: 10am to 12 noon and 2.30pm to 4.30pm

Telephone 01 896 1791; 01 896 1020

Email for general Freshman enquiries: [hilliarp@tcd.ie](mailto:hilliarp@tcd.ie)

Email for Junior Freshman essay submissions: [jfhistoryessay@tcd.ie](mailto:jfhistoryessay@tcd.ie)

Email for Senior Freshman essay submissions: [sfhistes@tcd.ie](mailto:sfhistes@tcd.ie)

### History Department Staff

<b>Robert Armstrong</b>	Associate Professor and Coordinator of Freshman Modules	Room 3108; <a href="mailto:armstrrm@tcd.ie">armstrrm@tcd.ie</a> <i>On research leave Hilary Term 2010-11.</i>
<b>Terry Barry</b>	Professor	Room 3148; <a href="mailto:tbarry@tcd.ie">tbarry@tcd.ie</a>
<b>Ciaran Brady</b>	Professor	Room 3116; <a href="mailto:cbrady@tcd.ie">cbrady@tcd.ie</a>
<b>Joseph Clarke</b>	Assistant Professor	Room 3153; <a href="mailto:clarkej@tcd.ie">clarkej@tcd.ie</a>
<b>David Dickson</b>	Professor	Room 3112; <a href="mailto:ddickson@tcd.ie">ddickson@tcd.ie</a>
<b>David Ditchburn</b>	Associate Professor and Head of Department	Room 3145; <a href="mailto:ditchbud@tcd.ie">ditchbud@tcd.ie</a>
<b>Anne Dolan</b>	Assistant Professor	Room 3476; <a href="mailto:adolan@tcd.ie">adolan@tcd.ie</a>
<b>Seán Duffy</b>	Professor	Room 3146; <a href="mailto:sduffy@tcd.ie">sduffy@tcd.ie</a>
<b>David Fitzpatrick</b>	Professor	Room 3113; <a href="mailto:david.fitzpatrick@tcd.ie">david.fitzpatrick@tcd.ie</a> <i>On research leave Hilary 2010-11.</i>
<b>Daniel Geary</b>	Mark Piggott Assistant Professor in US History	Room 3121; <a href="mailto:gearyd@tcd.ie">gearyd@tcd.ie</a> <i>On research leave M'mas &amp; Hilary 2010-11.</i>
<b>Patrick Geoghegan</b>	Associate Professor	Room 3110; <a href="mailto:geoghanp@tcd.ie">geoghanp@tcd.ie</a>
<b>Pamela Hilliard</b>	Executive Officer	Room 3143; <a href="mailto:hilliarp@tcd.ie">hilliarp@tcd.ie</a>
<b>John Horne</b>	Professor	Room 3114; <a href="mailto:jhorne@tcd.ie">jhorne@tcd.ie</a>
<b>Alan Kramer</b>	Professor	Room 3120; <a href="mailto:alkramer@tcd.ie">alkramer@tcd.ie</a>
<b>Graeme Murdock</b>	Assistant Professor	Room 3149; <a href="mailto:murdocg@tcd.ie">murdocg@tcd.ie</a>
<b>Eunan O'Halpin</b>	Bank of Ireland Professor of Contemp'ry Irish History	Room 3115; <a href="mailto:ohalpine@tcd.ie">ohalpine@tcd.ie</a>
<b>Jane Ohlmeyer</b>	Erasmus Smith's Professor of Modern History	Room 3117; <a href="mailto:jane.ohlmeyer@tcd.ie">jane.ohlmeyer@tcd.ie</a>
<b>Ciaran O'Neill</b>	Assistant Professor	Room 3111 <a href="mailto:oneilc29@tcd.ie">oneilc29@tcd.ie</a>
<b>Mridu Rai</b>	Assistant Professor	Room 3120 <a href="mailto:raim@tcd.ie">raim@tcd.ie</a>
<b>Micheál Ó Siochrú</b>	Associate Professor	Room 3150; <a href="mailto:m.osiochru@tcd.ie">m.osiochru@tcd.ie</a> <i>On research leave Michaelmas 2010-11.</i>
<b>Ian S Robinson</b>	Lecky Professor of History	Room 3144

## **Teaching Assistants**

- ✦ **Sparky Booker** (Doing History; medieval modules: [abooker@tcd.ie](mailto:abooker@tcd.ie))
- ✦ **Dr Eamon Darcy** (Doing History; Europe 1500-1750: [darcy@tcd.ie](mailto:darcy@tcd.ie))
- ✦ **Ann Downey** (modern Ireland: [downeya1@tcd.ie](mailto:downeya1@tcd.ie))
- ✦ **Sarah Frank** (modern Europe: [franks@tcd.ie](mailto:franks@tcd.ie))
- ✦ **Dr Níav Gallagher** (medieval: [niav.gallagher@gmail.com](mailto:niav.gallagher@gmail.com))
- ✦ **Brian Hughes** (modern Ireland) ([brhughes@tcd.ie](mailto:brhughes@tcd.ie))
- ✦ **Tomás Irish** (modern Europe) ([tomas.irish@gmail.com](mailto:tomas.irish@gmail.com))
- ✦ **Axel Kelly** (medieval Europe: [kellyax@td.ie](mailto:kellyax@td.ie))
- ✦ **Dr Linda Kiernan** [kiernanl@tcd.ie](mailto:kiernanl@tcd.ie))
- ✦ **Conor McCann** (Europe 1000-1250:
- ✦ **Felim McGrath** (medieval Europe; [fmcgrath@tcd.ie](mailto:fmcgrath@tcd.ie))
- ✦ **Caitlin Higinis Ni Chinnéide** (early modern Ireland: [chiggin@tcd.ie](mailto:chiggin@tcd.ie))
- ✦ **Dr Lean Seoine Ni Chleirigh** (medieval modules; [nichels@tcd.ie](mailto:nichels@tcd.ie))
- ✦ **Giulia Ní Dhulchaointigh** (modern Ireland [nidhulcg@tcd.ie](mailto:nidhulcg@tcd.ie))
- ✦ **Eoin O Flynn** (medieval Ireland; [oflynne@tcd.ie](mailto:oflynne@tcd.ie))
- ✦ **Lorraine O Reilly** (modern Ireland: [oreillo@tcd.ie](mailto:oreillo@tcd.ie))
- ✦ **Sean O Reilly** (American: [oreillsd@tcd.ie](mailto:oreillsd@tcd.ie))
- ✦ **Fergus Robson** (early modern Europe: [robsonf@tcd.ie](mailto:robsonf@tcd.ie))
- ✦ **Cherie Peters** (Doing History; medieval modules: [petersch@tcd.ie](mailto:petersch@tcd.ie))
- ✦ **Steffen Magister** (medieval Europe) [magistes@tcd.ie](mailto:magistes@tcd.ie)
- ✦ **Tim Murtagh** (early modern: [murtagti@tcd.ie](mailto:murtagti@tcd.ie))
- ✦ **Alan Smyth** (early modern; [smythaj@tcd.ie](mailto:smythaj@tcd.ie))
- ✦ **Rebecca Wall** (medieval modules; Doing History: [wallr@tcd.ie](mailto:wallr@tcd.ie))
- ✦ **Éimhín Walsh** (medieval Europe: [walshe4@tcd.ie](mailto:walshe4@tcd.ie))

## **Contact between the Department and Students**

- ✦ Staff will usually communicate with you via your TCD email address. You are expected to check this regularly and to read and act promptly upon all messages sent to you.
- ✦ Staff pigeon holes are located in the joint Departmental Offices (Rooms 3118 and 3142).

- ✚ Staff usually post office hours, when they are available for consultation on their door.
- ✚ Departmental notices will be posted on the relevant notice boards, round the corner from Room 3155.

### ***Essay Returns***

- ✚ Marked essays are returned in individual meetings with your teachers. Your teachers will arrange times for you to collect your essay and discuss it for about 15 minutes. Times will be notified either by email or on course notice boards – so check both regularly. It is very important that you attend these meetings. They provide an invaluable opportunity for you to be given individual feedback on the strengths and weaknesses of your written work. Students who achieve high marks are usually those students who take careful note of what is said to them in essay return sessions and act upon the advice as they progress through the degree.
- ✚ Essay return sessions are also an opportunity for you to ask about any aspects of the topic about which you are unsure, but did not wish to raise in class discussion. You may also receive guidance on how to improve your essay writing skills and your capacity for historical analysis. Don't hesitate to ask about the mechanics of writing, as well as about matters of historical interpretation.
- ✚ In order to benefit as much as possible from these sessions, you should do the following:
  - Always keep a copy of your essay and read through it before coming to the meeting
  - Make a note of any questions that you would like to ask – e.g. 'I don't understand what Macinnes was arguing in the conclusion to

his book'; 'I wasn't sure if this point went in the conclusion of introduction'; 'I really just didn't know what else to write;' etc.

- Take notes of the replies to these questions and think about them afterwards.
- When you come to write the next essay, look over your notes and think about how to apply the suggestions for improvement to your next submission.

### ***Whom to Contact When***

- ✚ If you are unable to attend a class because of illness or other reasons, you must give prior notice to the class teacher, or leave a message with a member of the administrative staff.
- ✚ If you have an academic problem with a particular module, you should discuss it with either your teaching assistant or the module coordinator.
- ✚ If you have other problems affecting your work, you should contact either Professor Terry Barry ([tbarry@tcd.ie](mailto:tbarry@tcd.ie)) (for North America/Australia/Asia) or Dr Anne Dolan ([adolan@tcd.ie](mailto:adolan@tcd.ie)) for Europe, including the UK.
- ✚ If you need special exam provision for any medical reason, approach the Disabilities Office <http://www.tcd.ie/disability/index.php>



## SECTION 2: ADVICE AND REGULATION

### ***Credits - ECTS***

All modules in History carry an ECTS weighting. ECTS stands for European Credit Transfer and Accumulation System, which has been introduced across the College and across Europe as a means of evaluating and accrediting undergraduate modules and courses.

### ***What is 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. One 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, assessments preparation and private reading.

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 modules. Exceptions to this rule are one-year and part-year visiting students, who are awarded credit for individual modules successfully completed.

## **Things to remember about ECTS**

It is **European**: its aim is to facilitate and to improve transparency and comparability of periods of study and of qualifications across the European Higher Education sector.

It is about **Credit**: It is a student-centred (not a teacher-centred) system based upon a clearly defined body of work (e.g., contact hours + time allocated to study for the preparation and execution of essays, assignments, exams, etc.) required to obtain the credit allocated for the achievement of the objectives of a particular course of study.

It is a **System**, based on the following principles. The ECTS works on a yearly norm of 60 credits for a full-time course (30 credits for a half-honor subject) over one academic year where one credit represents 20-25 hours estimated student input. The measure of one academic year is 40 weeks from the start of Michaelmas Term to the end of the annual examination period.

It is an **Accumulative System**. ECTS credits are assigned to modules in multiple units of five. Students are expected to take 60 credits per year. Credits accrue over the four-year cycle. The TCD four-year honors Bachelor degree is 240 ECTS.

It is about **Transferability**. By making the student in-put in different courses offered in different universities comprehensible under the same standard measurement, the system aims to remove the many obstacles which currently obstruct increase mobility in and between the many different educational institutions of the EU and to enhance communications between the universities and other training institutions and the labour market.



In accordance with the spirit of the ECTS (see above), History is studied as part of a student-centred programme. The success of the programme depends largely upon student participation in lectures, tutorials, essay writing and general research and reading.

### ***Making the best use of your lectures and tutorials***

- (1) If you cannot understand any aspect of your modules, please feel free to make this clear during or after a tutorial or seminar, after a lecture, or by visiting our offices at times notified on our doors. We welcome comments and questions.
- (2) Please refrain from using mobile telephones during classes or in the vicinity of staff offices.
- (3) Please arrive punctually at classes and stay to the end, even if tired or bored.

### ***Progression***

As you progress through the History programme, you are faced with a widening range of intellectual and methodological challenges. Whereas Freshman modules aim to survey national or international histories over long periods, most Sophister Special Subjects concentrate on short periods or specific themes. The closer focus of Sophister subjects requires more intensive teaching through small classes, and more immersion in documentary sources.

### ***Attendance at lectures***

You should aim to attend all lectures. Lectures are intended to provide analysis of selected topics, and an introduction to the issues raised in the reading set for each course. They are not intended as a lazy student's substitute for reading. There is wide variation in the amount of information conveyed, the depth of attempted analysis, and the style of presentation. The value of a lecture depends as much on your responsiveness as on its technical quality. Even superficially dull lectures may offer unexpected insights.

### ***Attendance at tutorials***

Attendance at tutorials and seminars is compulsory. They are designed to allow small groups to discuss selected topics under the guidance of a teacher, and to encourage students to practice the arts of documentary interpretation, critical reading, and lucid exposition. There is no ideal format for a tutorial, and you will experience much variation in the amount of reading required and the set exercises—these range from class presentations and debates to

summaries of vying interpretations and textual analyses of 'gobbets' taken from set documents. The more you contribute, the better the tutorial.

The topics for many Freshman tutorials are available on-line from both the Department of History website <http://www.tcd.ie/history/undergraduate/materials.php> and from <http://webct.tcd.ie/webct/entryPageIns.dowebct> You are required, where stipulated, to have prepared work and set assignments for your first tutorial.

### **Essays**

Essays allow us to assess your mastery of relevant secondary reading, your ability to supply full and accurate citations, and your critical and analytical skills. The ability to synthesise information in lucid, clearly-argued prose is no less important than your capacity to carry out systematic research or reading. The more you write, the better you will perform. See Guidelines for Writing Essays (below).

Essay questions and topics are provided in each module guide. The maximum permitted length of essays is 2,000 words for Freshman essays (except on the Doing History module). The footnotes and the bibliography must conform to the style prescribed in below.

Deadlines are serious. They are there so that you can structure your work with maximum efficiency and success. Serious penalties for late submission apply. Extensions will be granted only in exceptional circumstances. All essays must be presented by the dates stipulated in the almanac, at the end of this handbook. All essays which count towards the final assessment for the module must include a signed declaration, following the essay cover, stating that the essay is entirely the student's own work. Students are required to sign the Essay Register, located outside Room 3143, on submission of ALL ESSAYS.

### **Submission of essays**

All essays and reports must be printed on A4 paper, with double-spacing and a wide margin for comments. All quotations, and substantive information taken indirectly from other works, must be acknowledged by means of footnotes or endnotes giving author, title, and page number. When citing unpublished sources, students should follow the advice of the module teacher. A bibliography, listing the documentary sources, books, and articles used (including all those acknowledged in footnotes) must be appended to the essay. The Department's Guidelines for the Writing of Essays are found below.

Every Junior and Senior Freshman essay must be accompanied by the appropriate cover-sheet and delivered in hard copy to Room 3143 by 11.00 a.m. on the specified date. In addition, a copy of all Junior Freshman essays must be sent electronically to [ifhistoryessay@tcd.ie](mailto:ifhistoryessay@tcd.ie). All Senior Freshman essays should also be submitted electronically to [sfhistes@tcd.ie](mailto:sfhistes@tcd.ie). Essays and assignments may not be posted, e-mailed or handed to members of the academic staff. Students are required to retain an electronic copy of all written work in their own files. If we cannot find a paper copy of your essay, and no electronic copy has been submitted by the due date, you will be deemed not to have submitted your essay and standard penalties for non-submission will be applied.

No written work will be accepted for assessment after the due date, in the absence of either a medical certificate or an extension granted in advance by the Coordinator of Freshman Modules, covering the entire period of delay. Extensions will be granted only in the most exceptional circumstances. Crashed computers, minor mishaps etc. will not be taken as satisfactory grounds for the granting of extensions. No requests for an extension on the day of submission of written work will be considered. An essay deemed by the Coordinator of Freshman Modules to be late will be given a mark of not more than 40%. Where no essay is forthcoming, a mark of zero will be recorded.

### ***Marking of essays***

No essay will be marked for Moderatorship unless credit has been given for the preliminary module work (including tutorial assignments) in the same module. Moderatorship essays are not returnable. An essay deemed by the Head of Department to be late will be given a mark of not more than 40%. Where no essay is forthcoming, a mark of zero will be recorded.

Even if you have clashed with a teacher, you need have no fear of bias in marking: you will be marked on the merits of your work rather than your personality. All work contributing to Moderatorship is scrutinised by two internal examiners and reviewed by an external examiner, who particularly checks borderline or contested cases and who looks out for evidence of inconsistent standards of marking.

The mark that you receive when your teacher returns a piece of coursework to you is provisional as it will be subject to internal and external moderation. All work which counts towards final assessment is moderated by a second member of staff (known as an 'internal' examiner) and has to be approved by an external examiner.

## ***Plagiarism***

It is foolhardy to steal, borrow, or buy the work of others. For the College's definition of plagiarism and specification of its painful consequences, consult the *Calendar*. If you copy another student's essay, engage someone to write your work, quote material from any published or electronic source without acknowledgement, or extensively paraphrase such material without acknowledgement, you have committed the offence of plagiarism. A mark of zero may be awarded. Unintentional plagiarism may be avoided by always recording the precise source for material in your notes, distinguishing between direct quotations and summaries, and reworking your notes into your own sequence.

## ***Requirements for obtaining academic credit***

In order to obtain credit for each term, you must be enrolled for the required range of modules. You must attend all tutorials or seminars in each module for which you are enrolled, except where medical evidence for absence is submitted. You must complete all non-examined written work and other written tutorial exercises prescribed for each module.

## ***Examinations***

The annual examination is crucial to your success. All examination papers consist of 'unseen' questions related to your course work, which must be answered without recourse to readings, the internet, other students, or anything except your memory. Even if your memory is poor in matters of detail, you can write a good answer by showing the capacity to develop an argument. The function of examination questions is to assess your breadth of knowledge, analytical skills, and mastery of the readings set for lectures and tutorials.

## ***Examination Preparation***

- Your success depends largely on your work during the year, and few students perform well on the basis of a frenzied final fortnight. However, consider the following hints:
- Always prepare more topics than the number of answers required and avoid extensive duplication in different answers, even if overlapping questions are set.
- Since the style and format of papers differ between module teachers, you should examine papers from previous years. If in doubt please consult your module teacher.
- In the days before an examination, make and memorise a list of key dates, events, personal names, snappy quotations, and statistics relating to each topic. You will not be penalised for minor slips, but you will be rewarded for showing mastery of detail.

- Once in the examination room, always allow time to make an outline for each answer. Though you should aim to allocate equal time to each answer, the outline will be taken into account if you run out of time.
- Even if the question is presented simply as a topic, your analysis will be sharpened by breaking it down into linked interrogatives. Begin at the heart of the set question, minimising general 'introductory' material.
- Take care with expression and hand-writing, as you may be penalised for incoherence or illegibility.

### ***Examination Procedures***

The onus lies on each student to establish the dates of examinations by consulting the College Examinations Office Website. Morning examinations begin at 9:30am, and afternoon examinations at 2:00pm. 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 contact your Tutor or the Senior Tutor's Office (House 27, College) immediately. NOTE: Failure to read correctly the details of the examinations timetable will not be taken as a satisfactory excuse for absence from an examination.

### ***Examination and Essay Marking Criteria***

#### **First Class (70-80)**

##### *Structure and focus*

- ✓ Engages closely with the question throughout, showing a mature appreciation of its wider implications.
- ✓ The structure of the argument is lucid and allows for the development of a coherent and cogent argument.
- ✓ Factual evidence and descriptive material is used to support the writer's argument, and is both concise and relevant.

##### *Quality of Argument and expression*

- ✓ The writing will be fluent, coherent and accurate.
- ✓ The writing will go well beyond the effective paraphrasing of the ideas of other historians. It will show that the writer has a good conceptual command of the historical and, where relevant, historiographical issues under discussion.
- ✓ The work will display originality and imagination, as well as analytical skills of a high order.
- ✓ The work will demonstrate that the writer can move between generalisations and detailed discussion confidently.

##### *Range of knowledge*

- ✓ The answer demonstrates in-depth reading and critical analysis of the texts, secondary literature and (where relevant) contemporary sources.
- ✓ The answer demonstrates that the writer has a comprehensive knowledge of the subject and a good understanding of the historical period under discussion.
- ✓ The writer will demonstrate an ability to evaluate the nature and status of the information at their disposal and identify contradictions and attempt a resolution.

### **Upper Second Class (60-69)**

#### *Structure and focus*

- ✓ Work which displays an understanding of the question, an appreciation of some of its wider implications and tries seriously to engage with the question.
- ✓ The structure of the answer will facilitate the clear development of the writer's argument. But towards the lower end of this mark band the candidate will not be able to sustain a consistently analytical approach.
- ✓ The writer will deploy relevant evidence to support the argument. But towards the lower end of this mark band, the writer may not explain the full implications of the evidence cited.

#### *Quality of Argument and expression*

- ✓ The answer will be clear and generally accurate, and will demonstrate an appreciation of the technical vocabulary used by historians.
- ✓ The answer will deploy the ideas of other historians and try to move beyond them. It will also show some appreciation of the extent to which historical explanations are contested.
- ✓ The answer may not demonstrate real originality or imagination, but the writer will present ideas with some degree of intellectual independence, and show an ability to reflect on the past and its interpretations.

#### *Range of Knowledge*

- ✓ The answer will display an extensive, but sometimes uneven, range of knowledge. It will demonstrate evidence of considerable reading.
- ✓ The answer will demonstrate a sense of the nature of historical development.
- ✓ The writer will demonstrate an ability to move between generalisations and detailed discussions, although there may be a tendency towards either over-generalised or an over-particularised response to the question.
- ✓ The writer will reflect on the nature of the evidence and sources available to them, and attempt to use it critically.
- ✓ The answer will demonstrate a secure understanding of the historical period under discussion.

### **Lower Second Class (50-59)**

#### *Structure and focus*

- ✓ The work will display some understanding of the question, but it may lack a sustained focus and only a limited understanding of the question's wider implications.

- ✓ The structure of the work may be determined largely by the material available to the writer, rather than by the demands of the question. Ideas may be stated rather than fully developed.
- ✓ The writing may include descriptive and factual material, but without the kind of critical reflection characteristic of answers in higher mark bands.

*Quality of Argument and expression*

- ✓ The writing will be sufficiently accurate to convey the writer's meaning, but it may lack fluency and command of the scholarly idioms used by historians. It may be clumsy in places.
- ✓ The writing will show some understanding of historians' ideas. But it may not reflect critically upon them. The problematic nature of historical explanations may not be fully understood.
- ✓ The answer is unlikely to show any intentional originality, and may tend towards the assertion of essentially derivative ideas.

*Range of knowledge*

- ✓ The answer will show significant knowledge, but it may be limited or patchy. It will be sound, but may contain some inaccuracies. The range of reading will be limited
- ✓ The answer will show only limited awareness of historical development.
- ✓ The writer may show a proneness to present too much narrative or descriptive material, and may present information without reference to the precise requirements of the question.
- ✓ Information may be presented uncritically and there will be little attempt to evaluate its status or significance.
- ✓ The answer will demonstrate some appreciation of the nature of the historical period under discussion.

 **Third Class (40-49)**

*Structure and focus*

- ✓ Work that displays little understanding of the question and the writer may tend to write indiscriminately around it.
- ✓ The answer will have a structure, but it may be underdeveloped, and the argument may be incomplete and developed in a haphazard and undisciplined manner.
- ✓ Some descriptive material will be deployed, but without any critical reflection of its significance or relevance

*Quality of Argument and expression*

- ✓ The writing may not always be grammatical, and it may lack the sophisticated vocabulary or construction needed to sustain a complex historical argument. In places it may lack clarity and felicity of expression.
- ✓ There will be little appreciation of the contested and problematic nature of historical explanations.
- ✓ The answer will show no intentional originality of approach

### *Range of knowledge*

- ✓ There will be sufficient knowledge to frame a basic answer, but it will be patchy and limited. There are likely to be some inaccuracies.
- ✓ There will be some understanding of historical development, but it will be underdeveloped, and the ideas of historians and others may be muddled or misunderstood.
- ✓ There will be an argument, but the writer may be prone to excessive narrative, and the argument may be signposted by bald assertions rather than informed generalisations.
- ✓ Information will be employed uncritically as if it was always self-explanatory.
- ✓ The answer will demonstrate only a rudimentary appreciation of the historical period under discussion.

### **Fail 1 (30-39)**

#### *Structure and focus*

- Work that displays very limited understanding of the question and in many places displays a tendency to write indiscriminately around it.
- The answer will have a weak structure, that is poorly developed. There is only a limited and somewhat incoherent argument.
- Only a limited amount of descriptive material will be deployed, usually without any critical reflection on its significance or relevance.

#### *Quality of Argument and expression*

- The writing will frequently be ungrammatical, and will not be such as is required to sustain a complex historical argument. It will often lack clarity and felicity of expression.
- There will be almost no appreciation of the contested and problematic nature of historical explanations.
- The answer will show no intentional originality of approach.

### *Range of knowledge*

- There will only be sufficient knowledge to frame a very basic answer. It will contain many inaccuracies.
- There will be only a limited understanding of historical development.
- There will be only very limited evidence of an argument.
- Information will be employed uncritically and as if it was always self-explanatory.
- The answer will demonstrate only a very rudimentary and extremely limited appreciation of the historical period under discussion.

### **Fail 2 (0-29)**

#### *Structure and focus*

- Work that displays little or no real understanding of the question.
- The answer will have a weak structure, which is poorly developed. There is no coherent argument.
- Only a very limited amount of descriptive material will be deployed, without any critical reflection on its significance or relevance. Some of it will be irrelevant.

#### *Quality of Argument and expression*

- The writing will be ungrammatical. Ideas will sometimes be presented in note form.
- There will be no appreciation of the contested and problematic nature of historical explanations.
- The answer will show no intentional originality of approach.

#### *Range of knowledge*

- There will not be sufficient knowledge to frame even a basic answer.
- There will be no real understanding of historical development.
- There will be little if any evidence of an argument.
- It will contain little relevant information.
- The answer will demonstrate no real appreciation of the historical period under discussion.

### ***Marking of examination papers***

All examination papers are marked anonymously. All work contributing to Moderatorship is scrutinised by two internal examiners and reviewed by an external examiner, who particularly checks borderline or contested cases and who looks out for evidence of inconsistent standards of marking. The external examiners also provide feedback to TCD on the conduct of the examination and assessment process. The internal and external examiners together constitute the Board of Examiners, which meets at the end of each year to decide on each student's progression.

### ***Supplemental Examinations***

Supplementary examinations are available for those who fail Freshman modules. If you fail more than two modules (worth 20 ECTS), you must resit all papers, for each module, from that year, even those you have passed.

### ***Non-satisfactory Performance***

Students who have failed to obtain credit for one module or more in either Michaelmas Term or Hilary Term, for any of the reasons listed above, may be returned as 'non-satisfactory' at the end of that term. If you believe that you should not have been so recorded, you should state your case to the appropriate Advisor for visiting students in the Department, who must submit an appeal to the Head of Department by the second Monday of the following term. Students who are recorded as 'non-satisfactory' in both Michaelmas and Hilary Terms are not entitled to credit for the year, and may be excluded from sitting the annual examination.

## **GUIDELINES FOR WRITING ESSAYS**

### ***Preparation***

The usual purpose of writing a history essay is to answer a specific question or set of interlocking questions, not to provide a mere chronology of vaguely related events. Where the essay title does not consist of a specific question, you should formulate your own question to limit the topic. You should prepare for an essay by using the reading lists provided by the module lecturer which are directly relevant to the subject, making use where appropriate also of dictionaries and encyclopaedias. In reading, you should attempt to take account of historical controversies surrounding the topic. Before writing the essay, devise an outline with a clear structure. This may be submitted with the essay. **Essays should concentrate on argument and analysis, and not narrative.** An essay which simply narrates a series of events without analysing them will always score a low mark, no matter how well written and presented it is. In assessing essays, teachers take account of attributes such as critical ability, range of reading and analysis, accuracy, structure, expression, presentation and originality of thought. The mark represents a medley of distinct evaluations. An interesting, provocative, but technically flawed, essay might receive the same grade as one which is systematic, faultlessly presented but boring.

### ***Structure***

The basic structure of any essay should consist of an introduction, a main part, a conclusion, and a bibliography. The **introduction** should define a specific question or discuss the question already posed and outline how the student intends going about answering the question. Any terms/concepts requiring definition should be dealt with in the introduction (e.g. 'Was the First World War a total war?' requires a definition of what 'total war' is.). The **main part** of an essay should consist of several main points (3-5), which deal with individual aspects of the question posed and lead up to an answer. A clear structure will make the argument more coherent and easier to follow. The **conclusion** should be in direct relation to the introduction and summarise the argument and supply an answer to the exact question posed in the introduction. It is no good not answering the question posed or answering a question not posed. The **bibliography** is dealt with below.

### ***Format and prose***

Essays should typed or word-processed. Pages should be single-sided and numbered consecutively, spaced at one-and-a-half or double with generous left- and right-hand margins. Font size should be 12 point; footnotes should be 10 point. Quotations longer than three lines

should be separated from the text and indented (reduced font size or single line spacing are optional but must be applied consistently). A departmental cover sheet must be attached to all essays submitted

- Paragraphs should be limited to less than a page and the development of a single point; single sentence paragraphs should be avoided.
- Write full sentences, do not link two grammatically separate sentences with a comma. I have just made this mistake in the last sentence in order to demonstrate it. All sentences begin with a capital letter and end with a full stop. This applies to footnotes as well as text. Quotations, too, must be ended with a full stop at some point: the footnote number and the inverted commas are no substitute for the full stop.
- Where possible the active rather than the passive form should be used.
- Abbreviations (e.g. 'esp.' for especially) should generally be avoided within the text. Where abbreviations are used (e.g. 'WW II' for the Second World War) they should be consistent throughout the essay.
- Though it is quite common, the first person ('I', 'we') should be avoided or at least used very sparingly.
- Elisions (e.g. doesn't, isn't) as well as slang, jargon and an excessive use of metaphors constitute bad style.
- A frequent mistake made is the use of it's (it is) instead of its.
- Italics should be used for foreign words and the titles of books, films, etc. within the text.
- All numbers less than 101 should be spelt out, except when used in groups or in statistical discussion. Figures in thousands, such as 5,000, take a comma. Note elisions: 156-9, but (for teens) 115-16.
- Dates should be formatted in the following manner: 12 December 1970 (no comma) in the text; 12 Dec. 1970 in footnotes. Elisions: 1834-5, 1816-17, except that in article headings and in citing titles of books and articles use 1834-1835, i.e. without elision. Place a comma before dates in titles of books and articles. Decades: 1850s not 1850's; eighties not '80s. 'Sixteenth century' (noun, without hyphen); 'sixteenth-century' (adjective, with hyphen). 'From 1785 to 1789', not 'from 1785-89'; likewise 'between 1785 and 1789', not 'between 1785-89'.
- Special attention should be paid to spelling and grammar; names, place names, and foreign words are frequently misspelled. Re-read your work before submitting it and, if possible, ask someone else to read it as well.

## **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).

## **Books**

When citing a book, observe the following order: author's surname, author's first name, title, place and date of publication, edition used and date of first edition (if not first edition):

Barry, T.B., *The Archaeology of Medieval Ireland* (London, 1987; latest edn London, 2004)  
Ó Siochrú, Micheál (ed.), *Kingdoms in Crisis: Ireland in the 1640s* (Dublin, 2000).  
Fitzpatrick, David, *Harry Boland's Irish Revolution* (Cork, 2003)

When listing primary sources (especially medieval) without an apparent author the text should be listed first followed by the name of the editor. Where the author is known the editor of the edition used must also be included.

*Annála Connacht*, ed. A. Martin Freeman (Dublin, 1944).  
*Die Chroniken Bertholds von Reichenau und Bertolds von Konstanz*, ed. I.S. Robinson (Hanover, 2003).

## **Articles in books**

When citing a book chapter, observe the following order: 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.

Duffy, Sean, 'Henry II and England's insular neighbours', in Christopher Harper-Bill and Nicholas Vincent (eds), *Henry II: New interpretations* (Woodbridge, 2007), pp. 129–53.  
Murdock, Graeme, 'A magyar reformatus egyhaztortenet-iras', in G. Fazakas, D. Csorba & B. Barath (eds), *Egyhaz es kegyesseg a kora ujkorban. Kutatastorteneti tanulmanyok* (Debrecen, 2009), pp. 59-82.  
O'Neill, Ciaran, 'Pearse, Parnell & the priests: history and politics in the Irish schoolboy novel', in K. Jencova (ed.), *The Politics of Irish Writing* (Prague, 2010), pp. 69-77.

## Articles in journals

When citing a journal article, observe the following order: author's surname, author's first name, title of article, name of journal, volume and year of journal, page numbers of article:

Kostick, Conor, 'Social unrest and the failure of Conrad III's march through Anatolia', *German History*, 28(2) (2010), pp 1-14.

Clarke, Joseph, 'Cenotaphs and cypress trees: commemorating the citizen-soldier in the Year II', *French History*, 22 (2008), pp. 218-40.

Dolan, Anne, 'Killing and Bloody Sunday, November 1920', *The Historical Journal*, 49/3 (2006), pp. 789-810

## Websites

When citing a website, observe the following order: name of website, exact website address in brackets (URL), date of access.

Trinity College Dublin (<http://www.tcd.ie>) [accessed: 1 September 2011].

## Sourcing Information

**Plagiarism**, i.e. to take the work or an idea of someone else and pass it off as one's own, is strictly forbidden and may have serious disciplinary consequences, such as a mark of zero or failure of a module. See the *College Calendar*, p. H14 §65. All direct and indirect **quotations**, as well as the ideas or opinions of others, must be referenced. Indirect quotations should be extensively reworded, reordered and their contents analysed, in order to avoid suspicion of plagiarism. As a general rule, any information taken from a book/article/website must be sourced. However, it is not necessary to source general information or facts (e.g. Hitler came to power in 1933.) which are common knowledge and/or can easily be verified.

## References (footnotes/endnotes)

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)). Where references are identical (or only refer to different page or volume numbers) and follow one another immediately, the second and following ones may be abbreviated with '**ibid.**' (i.e. 'just there') or by a short title: Simms, *Kings to Warlords*. Do not use 'ibid.' where there is more than one reference in the preceding note. Use '**idem**' to denote a repetition of the immediately preceding author's name, where only a different book or article title (and page references) needs to be recorded. Use '**passim**' to denote that a topic is referred to periodically throughout the source cited. Do not use '**op. cit.**' or '**loc. cit.**' Only use '**cf.**' when it really does mean 'compare'; otherwise use 'see'.

When abbreviating months in footnotes, note standard abbreviations: Jan., Feb., Mar., Apr., May, June, July, Aug., Sept., Oct., Nov., Dec.

Use abbreviations (e.g. for archive repositories) only if the abbreviation has been explained in the initial reference

<sup>1</sup> Mridu Rai, *Hindu Rulers, Muslim Subjects: Islam, Rights and the History of Kashmir* (Princeton NJ, 2004), pp. 122-36.

<sup>2</sup> Daniel Geary, 'Carey McWilliams and antifascism, 1934-1943', *Journal of American History*, 90 (2003), pp. 912-34, at pp. 919-20

<sup>3</sup> Rai, *Hindu Rulers*, pp. 14-18.

<sup>4</sup> *Ibid.* [or Rai, *Hindu Rulers*], pp. 17.

<sup>5</sup> Geary, 'Carey McWilliams', p. 933.

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.



### SECTION 3: THE HISTORY ALMANAC 2011-2012: VISITING STUDENTS

WEEK	DATE	EVENTS MICHAELMAS TERM 2011
1	Mon 26 Sept	Lectures begin in all Freshman modules
3	Mon 10 Oct	Tutorials begin in all Freshman modules
7	Mon 7 Nov	<b>READING WEEK</b>
8	Mon 14 Nov	Submission of essay in: HI2100 Europe c.1215-1517: Religion, Death & Culture HI2109 Europe 1700-1815: Culture & Politics
9	Mon 21 Nov	Submission of essay in: HI2106 Themes in Modern American History
10	Mon 28 Nov	Submission of essay in: HI1202 Ireland, 1000-1250: Brian Boru to the English Invasion HI2118 Europe 1870-1930 Grandeur & Decline
11	Mon 5 Dec	Submission of essay in: HI1200 Europe 1000-1250: War & Society in the Age of the Crusades HI2131 Ireland and the Union
12	Mon 12 Dec	Submission of essay in: HI2112 Ireland 1534-1641: Themes and Topics; HI2116 The British Empire; HI2120 Medieval and Post-medieval Archaeology
WEEK	DATE	EVENTS HILARY TERM 2012
1	Mon 16 Jan	Lectures begin in all Freshman modules
3	Mon 30 Jan	Tutorials begin in all Freshman modules
7	Mon 27 Feb	<b>READING WEEK</b>
8	Mon 5 Mar	Submission of essay in: HI1207 Europe, c.1500-1700: Power and Belief; HI2101 Anglo-Saxons, Vikings and their Impact; HI2103 Ireland & the Wider World, 1641-1815
10	Tues 20 Mar	Submission of essay in: HI1203 Ireland, 1000-1250: Gaelic Revival and the English Pale HI2132 Ireland in the 20 <sup>th</sup> Century
11	Mon 26 Mar	Submission of essay in: HI1208 American History: A Survey HI2119 Europe since 1914: Cataclysm and Renewal
12	Mon 2 April	Submission of essays in: HI1211 Britain, c.1272-1460: Kingship and Warfare HI1212 Ireland, c.1534-1815: A Survey; HI1214 Britain since 1800; HI 2111 The Hundred Years War
12	Thurs 5 April	Teaching ends
	w/b 30 April	Annual Exams begin

**IF ESSAY SUBMISSION DATES CLASH WITH OTHER SUBJECTS PLEASE CONSULT YOUR ADVISOR.**

