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2. SUPPORT FOR STUDENTS

I. College Tutors

A Tutor is a member of the academic staff who is appointed to look after the general welfare and development of the students in his/her care. Whilst the Tutor may be one of your lecturers, the role of College Tutor is quite separate from the teaching role. Tutors are a first point of contact and a source of support, both on arrival in College and at any time during your time in College. They provide CONFIDENTIAL help and advice on personal as well as academic issues or on anything that has an impact on your life. They will also, if necessary, support and defend your point of view in your relations with the College. For more information: http://www.tcd.ie/Senior_Tutor/faq/

II. College Health Centre and Counselling

The College Health Centre aims to take a holistic approach to Student Health and in addition to providing on campus, primary health care for all full-time students it focuses on the psychological and occupational aspects of Student Health and Health Education. Student consultations are free of charge with modest charges for additional services. Absolute confidentiality is maintained. All medical records are retained in the Health Centre and do not form part of the University’s Student Records. Information is only given to third parties with the patient’s consent. For more information: http://www.tcd.ie/collegehealth/

The College Counselling service offers free, confidential and non-judgemental support to registered students of Trinity College Dublin. Their team of qualified counsellors and learning strategists are committed to promoting and protecting wellbeing and success throughout a diverse student body. For more information: http://www.tcd.ie/Student_Counselling/

III. Directors of Studies

Each year has a Director of Studies who is a lecturer in the Department. The Director of the year is available for consultation should you have any difficulties with your studies and we encourage you to seek advice if you experience any difficulties. The following members of staff are Directors of Studies:
IV. Lecturers

The lecturers in the Department are happy to meet with students in their modules to discuss any aspects of the module. The time of each lecturer’s office hours is posted on their office doors and if you cannot attend at one of these times, e-mail to make an alternative arrangement. If you fall behind or experience problems, we encourage you to come and talk about it so that we can help you address the situation.

3. THE ACADEMIC YEAR 2017–2018

Semester A begins Monday, 25th September and concludes Friday, 15th December.
Semester B begins Monday, 15th January and concludes Friday, 6th April.

Study Week falls in Week 7 of each semester.

4. DEGREE PROGRAMMES

The Honours B.A. degree is known as a Moderatorship. The Department of Near and Middle Eastern Studies offers a Two-Subject Moderatorship (TSM) in Jewish and Islamic Civilizations combined with another Arts Subject.

Learning Outcomes for TSM in Jewish and Islamic Civilizations

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

- Demonstrate an in-depth knowledge of Jewish and Islamic civilizations and the critical issues in the study of their origins, formative periods, and foundational documents.
- Articulate how Jewish and Islamic interpretative strategies developed.
Department of Near and Middle Eastern Studies

- Analyse the nature of the historical, social and philosophical contexts which shaped and continue to shape Jewish and Islamic identity
- Evaluate the critical contemporary issues facing different Jewish and Islamic communities
- Critically appraise political, artistic and social movements within Judaism and Islam
- Apply specialized skills to research a topic and to present the results of the investigation at seminar presentations, in essay and in dissertation form
- Engage with life-long learning and show a capacity for further study of a more self-directed and autonomous kind.

In the first year of each programme there are three modules on a range of foundational approaches to Biblical, Jewish and Islamic Studies. In the second and third years, students may choose from more specialised subjects (including Hebrew, Turkish and Arabic). In the final year students choose from special senior modules and write a dissertation.

The four years of the degree programme are known by the following titles:

Year 1 Junior Fresh (JF)
Year 2 Senior Fresh (SF)
Year 3 Junior Sophister (JS)
Year 4 Senior Sophister (SS)
5. MODULE DESCRIPTIONS

I. JUNIOR FRESH (Semesters A & B)

The following modules are compulsory for Junior Freshman students.

1. Jewish and Christian Origins and the Bible: NM 1001 (Semester A)

Lecturer(s)
Prof. Anne Fitzpatrick

Contact Hours
2 lectures of one hour duration per week in Semester A. A minimum of four hours self study per week

ECTS Value
5

Rationale and Aims
This module is compulsory. It is also suitable for visiting students of one semester or one year’s duration. Its purpose is to introduce students to the historical, social and cultural background of the Bible and early Judaism. There is a particular emphasis on the formation of the biblical texts within the scribal cultures of the ancient Near East and on the cultural contexts within which these texts were shaped.

Course Content
This module explores the cultural environment of the world of ancient Israel and early Judaism using both literary and archaeological evidence. Particular attention is paid to the religious worldview of the ancient Israelites and their neighbours in the land of Palestine and in Babylonia, Persia, Egypt and the Hellenistic world. The literature of the Israelites (primarily the Bible, the Pentateuch and the Deuteronomistic History) is examined within this wider context. Case studies of various texts are undertaken: for example, the Mesha Inscription from the ancient kingdom of Moab is examined and compared to the biblical account of wars with
Moab as these are recounted in the book of Judges. Also explored is the importance of writing in ancient Israel and in the ancient Near Eastern world of Israel’s neighbours. How important were written records? Were the identities and self-understandings of the ancient societies more deeply rooted in oral tradition, and if so how can we begin to explore their religions and cultures?

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

- Describe the physical, historical and cultural environment of which early Israel was a part
- Discuss the problems faced by the historian of early Israel/Judaism who attempts to use diverse materials, both literary and material, to reconstruct ancient history
- Discuss the background out of which monotheistic thinking began to emerge in the ancient Near East and Israel
- Discuss the importance of oral tradition and religious ritual in the construction of identity and the search for meaning in the ancient world

Methods of Teaching and Student Learning
Students are presented with material by the lecturer each week and are encouraged to raise questions and participate in discussions related to the lectures and to the reading material set for that week.

Methods of Assessment
a) Essays and in-class tests are worth 100% of the total mark for the module.
b) During the semester, students are invited to participate in an informal discussion of the issues and topics addressed thus far in the module.

Student Feedback
At the end of the semester students are asked to complete a module feedback form. These are then reviewed by the lecturer in order to ascertain the success of each component of the module. Particular attention is paid to whether or not the delivery of the module enabled students to engage in class discussions.
2. Jewish and Christian Origins and the Bible: NM 1002 (Semester B)

Lecturer(s)
Prof. Anne Fitzpatrick

Contact Hours
2 Lectures of one hour duration per week in Semester B. A minimum of four hours self-study per week.

ECTS Value
5

Rationale and Aims
This module is compulsory for Junior Freshman students. It is also suitable for visiting students. It aims to introduce students to the problems of using ancient sources (the Bible, ancient inscriptions, legal and economic documents, letters, and art and archaeology) to reconstruct the origins of early Israelite history and religion from the Persian conquests of the ancient Near East up until and including the emergence of the Jesus movement in the Jewish environment of Judea under Roman rule.

Course Content
The first half of the module examines a variety of inscriptions and other material evidence from the environment of ancient Israel which may help to elucidate the world of the biblical texts and emerging Judaism. The topic of Judeans under Persian rule is explored in some detail. The impact of the conquests of Alexander is examined with a particular focus on Ptolemaic rule of Palestine and the evidence of the Zenon Papyri. Also examined are the tensions which led to the Maccabean revolt and the emergence of the Jewish-Hasmonean kings. The final part of the course looks at the emergence of the Jesus movement within the Jewish world of first century Palestine. Topics covered included Jesus and Jewish tradition, Jesus and Torah, Jesus and the Temple and Jesus and first century Jewish sects.

Learning Outcomes
On successful completion of this module, students should be able to:
• Analyse the problems of sources in reconstructing the history of Yehud and Judea from the Persian to the Roman period
• Discuss the evidence for the diaspora communities which emerged in Babylonian and Egypt during the Babylonian and Persian periods
• Outline the events of the Ptolemaic and Seleucid periods
• Explain the importance of the Zenon papyri
• Evaluate the causes of the Maccabean revolt
• Discuss the diversity of Jewish thinking in the first century
• Analyse the Jewish background of the Jesus movement

Methods of Teaching and Student Learning
Students are presented with material by the lecturer each week and are encouraged to raise questions and participate in discussions related to the lectures and to the reading material set for that week.

Methods of Assessment
a) Essays are worth 20% of the total mark for the module and the examination held at the end of the year is worth 80%.
b) During the semester, students are invited to participate in an informal discussion of the issues and topics addressed thus far in the module.

Student Feedback
At the end of the semester students are asked to complete a module feedback form. These are then reviewed by the lecturer in order to ascertain the success of each component of the module. Particular attention is paid to whether or not the delivery of the module enabled students to engage in class discussions.

3. Introduction to Jewish Civilization from Antiquity to the Modern Period NM 1003 (Semesters A & B)

Lecturer
Prof. Zuleika Rodgers

Contact Hours
44 hours lectures (Semester A and B) including 6 hours of external activities (field trips, public lectures)

**ECTS Value**

10

**Rationale and Aims**

The purpose of this module is to introduce the student to the development of Jewish civilization from the earliest period to the present. The module is designed for those who are starting their study of Jewish civilisation and it equips the student with a knowledge of the central issues and main texts in the formation of Jewish identity. The intention of this module is to allow the student to acquire a basic knowledge of Jewish culture and history.

**Methods of Assessment**

Each semester is assessed by the submission of two pieces of work that have been reviewed by the lecturer and each student during the semester as well as a final three-hour examination on the work of the two semesters (students answer four questions). The examination is worth 60% and the assessments are worth 40%. These assignments take the following form:

**Semester A**

1. A glossary of terms related to an assigned broad topic studied in this module
2. A wikipedia-style entry for an assigned topic (including images and bibliography)

**Semester B**

- A glossary of terms related to an assigned broad topic studied in this module.
- Preparation of a handout for a topic including resources.

**Learning Outcomes**

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

- Identify the main issues that have played a central role in the formation of
Jewish identity.

- Outline the features of major cultural and religious figures and movements in Jewish history.
- Explain the place of texts in Jewish culture and identify the main works in the Jewish library.
- Demonstrate an understanding of the Judaic religious system and its historical development.
- Discuss the modern challenges to (and responses from) Jewish culture.

**Student Feedback**

At the end of the semester students are asked to complete a feedback form about their experience of the module. These are assessed by the lecturer in order to ascertain the success of each component of the module.

**4. Introduction to Islamic Civilisation: NM 1004 (Semesters A & B)**

**Lecturers**

Dr. Ross Holder and Prof. Roja Fazaeli

**Contact Hours**

44 hours lectures, 12 hours field trips

**ECTS Value**

10

**Rationale and Aims**

This module is an introduction to Islamic Civilisation geared toward first year university students. The module begins with background history to the rise of Islam and also covers aspects of the religion such as the five pillars of Islam and the sacred texts, the Qur'an and the *ahadith*, and their relationship to Islamic law. The early history of Islam is also to be discussed. Concepts such as creation, God's essence and the connection between prophethood and revelation are addressed. In addition to studying the early history and some theological aspects of Islam we will also discuss different contemporary themes such as “Islamic Politics,” “Islam and
Human Rights,” “Islam and Gender” as well as “Contemporary Islamic Movements”. There will also be a number of film viewings and field trips (to the mosque and the Chester Beatty library) during the year.

**Module Content**

**Semester A**
A Background to the Rise of Islam  
The Story of Muhammad  
Introduction to the Pillars of Islam  
Introduction to the Qur’an and Hadith  
Different Religious Traditions within Islam: Sunnism, Shi’ism and Sufism  
Islam and Politics  
Islam and Women  
Islam and Human Rights

**Semester B**
Discussing the Oneness and Existence of God in Islamic Theology  
Creation and the Hereafter  
Islamic law: Definition and Sources  
The Relationship of Islamic Law to Islamic Theology

**Learning Outcomes**

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

- Demonstrate the importance of the sacred texts, the Qur’an and the ahadith, to Muslims  
- Identify and engage with the modern debates within and about Islam  
- Define Islamic law and its sources.  
- Discuss concepts such as creation, God’s essence and the connection between prophethood and revelation.  
- Develop a greater familiarity with the primary and secondary sources.  
- Critically analyse the relevant main theological debates and develop their own ideas and positions in relation to them.
Methods of Teaching and Student Learning
The lectures are mainly participatory. Students are asked to prepare the assigned readings before each class and they are assigned to discussion groups during each class. The lectures are delivered using PowerPoint, videos and photos. There are a number of field trips designed to increase the learning potential of the students. The module is focused on the assigned readings and in-class discussions.

Methods of Assessment
Students are required to write two 1,500-word essays and sit an annual three-hour examination. The essays are worth 40% and the examination is worth 60% of the final mark.

Student Feedback
At the end of the semester students are asked to complete a module feedback form. These are then reviewed by the lecturer in order to ascertain the success of each component of the module. Particular attention is paid to whether or not the delivery of the module enabled students to engage in class discussions.

II. SENIOR FRESH and JUNIOR SOPHISTER
Students choose six modules, three in each semester.

The following modules are taken by both SF and JS Students.

Semester A

1. Rabbis, Poets, Mystics and Messiahs: Jews in the Medieval and Early Modern Periods: NM2332

Lecturer
Prof. Zuleika Rodgers

ECTS
5
Contact Hours
2 hours per week of lectures
8 hours/week independent study = 88 hours

Rationale and Aims
This module examines Jewish life and thought in Medieval and Early Modern times in both Muslim and Christian contexts through the study of a wide variety of sources including philosophical writings, poetry, memoirs as well as material culture. Issues regarding contemporary political interpretations of the period are explored along with subjects such as minority identity politics (e.g., assimilation, acculturation), gender and representation.

Assessment
This module is assessed by the submission of a portfolio of four pieces of work worth 25% each that have been reviewed by the lecturer and each student during the semester. These assignments take the following form:

- An assignment guide for a topic that includes an introductory paragraph, at least three useful books, two databases, and websites appropriate for a university-level paper. Each resource must be annotated.
- A wikipedia-style entry for an assigned topic (including images and bibliography)
- A set of notes on an assigned lecture (including a commentary)
- A 1,500-word critical newspaper article on an assigned topic.

Learning Outcomes
On successful completion of this course, students should be able to:

- Discuss the way in which Jewish culture and identity develops in the Medieval and Early Modern periods.
- Critically comment on Jewish intellectual developments in the Medieval and Early Modern periods.
- Discuss Jewish encounters with Islam and Christianity in a variety of contexts
Student Feedback
At the end of the semester students are asked to complete a feedback form about their experience of the module. These are assessed by the lecturer in order to ascertain the success of each component of the module.


Lecturer
Prof. Anne Fitzpatrick

Contact hours
22 lectures

ECTS
5

Rationale and Aims
This module aims to explore the ancient empires which emerged between the ninth to first centuries BCE, viz. the neo-Assyrian, neo-Babylonian, Persian, Ptolemaic and Seleucid empires. Modern scholarship has tended to compare the methods by which these empires ruled with those of more recent empires, the British empire, for example. The question of the appropriateness and usefulness of this comparison is explored through an examination of the ideological texts of these ancient empires (including palace art) and the documents which reflect the daily workings of these empires (letters, economic documents, legal texts and treaties). The second major question raised in the module is the extent to which the various subjects of empire (in particular kingdoms such as Israel, Judah, Moab, Edom and some of the Phoenician cities) were affected by empire. For example, what impact did these ancient empires have on the economies of these states? Can we trace any cultural impact of these empires, to be seen in changes to religious traditions and customs for example?
Module Content
The module begins with an overview of the history of the ancient Near Eastern and Mediterranean worlds between the ninth and first centuries BCE. Particular attention is paid to the Assyrian expansion, the methods used to achieve it and the ideological statements produced to justify it. Did the neo-Assyrians set out to Assyrianise everywhere they conquered, as some have claimed? In this regard, did they contrast sharply with the Persian empire which is regarded by many as promoting the cultures of the regions it conquered? In what ways were the kingdoms of Israel and Judah affected by these policies? Should these kingdoms be treated as a special case? Finally, the Ptolemaic and Seleucid empires are explored with particular focus on the question of “Hellenisation” and the Jews.

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

- Outline the historical period from the neo-Assyrian expansion to the Ptolemaic periods
- Discuss the empire’s ideological statements of power, particularly in relation to the neo-Assyrian empire
- Critically assess primary and secondary sources relating to the neo-Assyrian empire
- Examine the role which prophets played in assessing the impact of Assyrian domination
- Compare the prophetic response with the response of scribes and priests in various Babylonian settlements
- Discuss the view that the Persian empire marked a radical departure from the oppressive policies of the neo-Assyrian rulers
- Explain the Judean and Israelite “intellectual” response to the cultural encounter with Assyria and Persia
- Discuss the conquests of Alexander and his successors
- Assess the various scholarly evaluations of the impact of Hellenism on Jewish culture
Methods of Teaching and Student Learning
This module is presented through lectures which introduce a subject and invite student participation throughout. Seminars enable students to work through texts in small groups and to present their views and questions to the class.

Methods of Assessment
This module is assessed by essays and in-class examinations. During the semester, students are invited to participate in an informal discussion of the issues and topics addressed thus far in the module.

Student Feedback
At the end of the semester students are asked to complete a module feedback form. These are then reviewed by the lecturer in order to ascertain the success of each component of the module. Particular attention is paid to whether or not the delivery of the module enabled students to engage in class discussions.

3. Islam in Asia: NM2330

Lecturer
Dr. Ross Holder

Contact Hours
22 Hours of seminars
5 hours self-study per week

ECT Value
5

Rationale and Aims
This module examines the development of Muslims' unique cultural, social, religious and political life in Asia. By incorporating a holistic approach that includes historical, cultural and political contexts, this course provides students with a deeper understanding of the multivariate processes that have shaped the existence of Islam throughout the region.
Learning Outcomes

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

- Understand the multifaceted processes that have contributed to the politicization of Islam across a number of key national contexts in Asia
- Critically analyze some of the contemporary concepts and boundaries regarding religious identity, society and the state in Asia
- Engage with central questions concerning how Islamic belief and practice has been accommodated to the cultural traditions of Asian societies
- Better understand how the emergence of political Islam has affected state-religion relations in Asia.

Methods of Assessment

Research Essay – 40%

Students are expected to write an essay (between 2,000 – 2,500 words for SF, or 2,500-3,000 words for JS) that addresses one of four available research topics concerning content covered in class.

Final Exam – 60%

The final examination requires students to answer two of four questions. Each question is designed to test the students’ knowledge and ability accrued over the duration of the course by asking them to discuss or form arguments concerning a number thematic issues and concepts that have been discussed through lectures, reading materials and research assignments.

Methods of Teaching and Student Learning

This module is presented through lectures which introduce a subject and invite student participation throughout.

Student Feedback

At the end of the semester students are asked to complete a module feedback form. These are then reviewed by the lecturer in order to ascertain the success of each component of the module. Particular attention is paid to whether or not the delivery of the module enabled students to engage in class discussions.
Semester B

1. Human Rights and the Middle East: NM2313

Lecturer
Prof. Roja Fazaeli

ECT Value
5

Contact Hours
22 Hours of seminars
5 hours self-study per week

Aim and Objectives
This module seeks to provide students with an introduction to human rights in the Middle East and North Africa from theoretical and practical perspectives. The module gives an overview of international human rights and looks at the implementation of human rights law in the regions of the Middle East and North Africa. The theoretical perspective will both engage the international human rights system and also consider debates around the universality of rights and the relationship between Islam and human rights. This module examines various themes that can be grouped under two main headings: a) General Introduction to the International Human Rights System (United Nationals and Regional Systems) and Vulnerable Groups & Specific Issues in the Middle East and North Africa.

Module Content
The module aims to familiarize students with major universal and regional human rights systems with a focus on the Middle East and North Africa. The theoretical perspective with both engage the international human rights system and also consider debates around the universality of rights and the relationship between Islam and human rights.
Mode of Study
The course will combine lectures and in class discussions. Students are expected to read the recommended material(s) before class and participate in the discussions.

Learning Outcomes
On Successful completion of this module, students will be able to:
- Identify the sources and documents of human rights law
- Discuss sources and documents of human rights law
- Analyse the main areas of contention in debates on Islam and human rights
- Identify thematic human rights issues in the Middle East and North Africa
- Identify regional case studies

Methods of Teaching and Student Learning
Inclusive learning is central to this module. The lectures are mainly participatory. Students are expected to read the material previous to the class and be actively involved in class discussions. Case studies are used to enhance the learning potential of the students.

Methods of Assessment
a) Students must write one essay of between 2,000-2,500 words (SF) or between 2,500-3,000 words (JS)
b) Students will design and deliver a human rights campaign on a current human rights related issue in the Middle East. Students will work in groups and a group presentation will be made on the delivery of the campaign.
c) A book review

2. Islam in the Medieval World: NM2310

Lecturer
Prof. Roja Fazaeli

ECT Value
5 credits
Contact Hours
22 Hours of seminars
5 hours self-study per week

Rationale and Aim
This module provides a historical and cultural study of Islam in the medieval period (600-1300 CE). Medieval Islam encompasses diverse traditions across a wide geographical region, and is particularly notable for intellectual advances in the sciences and philosophy. Geographically Islam was practiced across a wide area during the medieval period, from the Atlantic to the Indian Ocean. As a result the study of Medieval Islam is important to understanding of the development of Muslim majority countries in North African and the Middle East and also to the making of Europe. This course will look at the religious and political movements that were central to Islamic polities in the medieval period alongside significant historical personalities. Some attention will be also given at the conclusion of the course to the continuing contemporary impacts of medieval developments in Islamic thought and practice.

Module Content
This module will introduce a number of different topics under the umbrella of medieval Islam. The topics include major developments in the history of Islam, medieval Islamic literature and poetry, as well as women, religious minorities and sciences in medieval Islam. The course will also look at historical personalities, such as Omar Khayyam, to discern how their works of philosophy and poetry have endured to the present time. The final weeks of the course are focused on the history of the Crusades and the early history of Islam in Europe.

Learning Outcomes
On successful completion of this course, students will be able to:

- Place their learning in relations to the history of Medieval Islam in a wider historical and geographical context.
- Demonstrate a firm grasp of factors contributing to the expansion of Islamic empires as well as appreciate the diversity and plurality of these dynasties and variety of polities they gave rise to.
Identify and discuss topics such as women, religious minorities, literature and sciences in the medieval Islamic world.

**Methods of Teaching and Student Learning**

Inclusive learning is central to this module. The lectures are mainly participatory. Students are expected to read the material previous to the class and be actively involved in class discussions. Case studies are used to enhance the learning potential of the students.

**Methods of Assessment**

a) The module is focused on the assigned readings and in-class discussions. The students should read the assigned articles before each class. The requirements of the module include one essay (2,000-2,500 words for SF students and 2,500 - 3,000 words for JS students) and two questions in the final exam. Students are required to pass both components of the module (essay and examination) with a minimum of 40% in order to pass the module.

**Evaluation**

At the end of the semester, this module is evaluated by student questionnaire and issues are addressed in the assessment of the module and its future planning.

**Student Feedback**

At the end of the semester students are asked to complete a module feedback form. These are then reviewed by the lecturer in order to ascertain the success of each component of the module. Particular attention is paid to whether or not the delivery of the module enabled students to engage in class discussion.

**3. Great Jewish Books: NM2304**

**Lecturer**

Prof. Zuleika Rodgers

**5 ECTS**
This module introduces students to reflections on Jewish identity from culturally diverse contexts from Roman antiquity to Leonard Cohen. Through our reading of a range of texts from antiquity to the present (including poetry, philosophy and fiction), we explore how perennial questions and new challenges are addressed within particular historical contexts in the Middle East, Europe and North America. Issues of ethnicity, religion and gender are examined.

Contact Hours
2 hours per week of lectures
8 hours/week independent study = 88 hours

Assessment
This module is assessed by the final submission of a portfolio of four pieces of work worth 25% each that have been reviewed by the lecturer and each student during the semester. These assignments take the following form:
1. One poster presentation (visual representations) on a cultural production, intellectual development or an individual studied the module.
2. A set of notes on an assigned lecture (including a commentary)
3. A 2,000-word article on one of the books read in the module (based on a class presentation)
4. A short in-class presentation on a book chosen by each student accompanied by a handout with the rationale for the choice of book along with an annotated bibliography.

Learning Outcomes
On successful completion of this course, students will be able to:

- Identify perennial issues in Jewish identity discourse, e.g., exile/diaspora, acculturation and assimilation, innovation and tradition
- Demonstrate an understanding of the issues for Jews posed by different societies, cultures and historical events
- Illustrate the range of responses to challenges to Jewish identity from antiquity to the present in a variety of genres
- Summarise the form and content of the books studied in the course
• Compare how different authors/editors address similar issues

Student Feedback
At the end of the semester students are asked to complete a feedback form about their experience of the module. These are assessed by the lecturer in order to ascertain the success of each component of the module.

III. SENIOR FRESH LANGUAGE OPTIONS

1. Introduction to Hebrew: NM 2009 (Semesters A & B)

Lecturer
Prof. Lesley Grant

ECTS Value
10

Contact Hours
3 hours per week

Rationale and Aims
This full-year module introduces the language of the Hebrew Bible.

Module Content
Hebrew grammar and biblical texts.

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

• Identify and reproduce basic elements of Hebrew grammar
• Translate Hebrew exercises
• Read elementary biblical Hebrew prose texts
Methods of Assessment
The module is assessed on the basis of exercises during the year (50%) and a three-hour examination (50%). Both components of the module must be passed with a minimum of 40% in order to pass the module.

Evaluation
At the end of the semester students are asked to complete an evaluation of the module. These evaluations are assessed by the lecturer in order to ascertain the success of each component of the module.

2. Introduction to Arabic: NM 2011 (Semesters A & B)

Lecturer
Dr. Ali Selim

Contact Hours
3 class hours per week

ECTS Value
10

Rationale and Aims
This full year module introduces Classical Arabic and explores the basic language structure. This is a Senior Freshman option and there are no prerequisites.

Module Content
Introduction to the language of Classical Arabic.

Learning Outcomes
On successful completion of this module, students will be able to:

- Identify and reproduce basic elements of Arabic grammar.
- Translate Arabic exercises.
- Read elementary Arabic prose texts.
Methods of Teaching and Student Learning
The classes are highly interactive with students participating during each class.

Methods of Assessment
The module is assessed on the basis of continual assessment (50%) and a three-hour examination at the end of the year (50%). Both components of the module must be passed with a minimum of 40% in order to pass the module.

Evaluation
At the end of the semester students are asked to complete an evaluation of the module. These evaluations are then assessed by the lecturer in order to ascertain the success of each component of the module.

IV. JUNIOR SOPHISTER LANGUAGE OPTIONS

1. Intermediate Hebrew: NM 3001 (Semesters A & B)

Lecturer
Prof. Anne Fitzpatrick

ECTS Value
10

Contact Hours
30

Class hours
2 per week, a minimum of 8 hours self-study per week

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

- Recognise and use Classical Hebrew grammatical form
- Read Classical Hebrew narrative prose with the aid of a lexicon/dictionary.
Learning Outcomes
To enable the student to read Classical Hebrew narrative prose texts and to translate passages from English to Hebrew.

Module Content
This course is intended for Single Hons and TSM students who have completed an introductory course in Classical Hebrew and who already know basic grammar. The course concentrates on the reading and translation of narrative prose texts from the Hebrew bible. Students are also expected to translate passages from English to Hebrew.

2. Intermediate Arabic: NM 3002 (Semesters A&B)

Lecturer
Dr. Ali Selim

Contact Hours
Class hours 2 per week

ECTS Value
10

Rationale and Aims
This module is intended for students who have completed an introductory module in Arabic and who already know basic grammar. Students taking this module must have reached a mark of 55% or above in their Senior Freshman language exam.

Module Content
This module is intended for students who have completed an introductory module in Arabic and who already know basic grammar. The module concentrates on the reading and translation of texts from the Qur’an. Students taking this module must have reached a mark of 55% or above in their senior freshman language exam.

Learning Outcomes
On successful completion of this module, students should be able to:
• Recognise and correctly use Arabic grammatical forms
• Translate Arabic prose with the aid of a lexicon/dictionary
• Read and translate Qur’anic Arabic at an intermediate level

Methods of Teaching and Student Learning
The classes are highly interactive with students participating throughout each class.

Methods of Assessment
The module is assessed by continual assessment (50%) and a three-hour examination (50%). Both components of the module must be passed with a minimum of 40% in order to pass the module.

Student Feedback
At the end of the semester students are asked to complete a module feedback form. These are then reviewed by the lecturer in order to ascertain the success of each component of the module. Particular attention is paid to whether or not the delivery of the module enabled students to engage in class discussions.

V. SENIOR SOPHISTER
The following modules are of one semester duration. Students take four modules—two in each semester—and write a dissertation of 10,000 words under the supervision of one of the lecturers in the Department.

These modules are taught in a seminar format and are highly participatory. Students are expected to prepare the reading in advance and contribute to class discussions. Students write a word paper for each module which comprises 10% of the overall mark for the module. The terminal examination is worth 90% of the mark

NB: in certain cases only a module for which three or more people have signed up will be offered.
Semester A

1. The Jews of Egypt: NM 4002

Lecturer
Prof. Anne Fitzpatrick

Contact Hours
22 hours lectures

ECTS Value
10 credits

Rationale and Aims
The purpose of this module is to further develop the student’s appreciation of emerging Jewish identity as Jews lived among Greeks, Romans and Egyptians in the ancient world. There is a particular focus on Judean communities in Egypt from the seventh century BCE to the first century CE. The lives of Jewish soldiers serving first the Persians and subsequently the Ptolemies is explored in some detail with particular attention to the evidence of the Elephantine Papyri and various inscriptions from the Ptolemaic period. Jewish-Egyptian interpretations of the “classical” biblical stories which feature Egypt forms the focus of student led seminars. The module is designed for those who have completed the Junior Sophister year but is also open to visiting students. It provides the student with a knowledge of the historical context and aims to develop an awareness of methodology and a knowledge of the literary traditions about Judean-Egyptian relations. The intention of this module is to enable the student to appreciate the importance of the historical experience of Jewish life in Egypt up until the first century C.E.

Module Content
This module begins with an examination of the earliest traditions about Egypt in the Hebrew Bible and continues to examine Judean-Egyptian political relations in the neo-Assyrian, neo-Babylonian, Persian and Ptolemaic periods. Topics include: the history of Egypt between the Persian and Roman conquests, Egyptian response
to foreign domination, a comparison of this Egyptian response with the response of Jewish “intellectuals” such as the authors of the Letter of Aristeas, Joseph and Aseneth and Philo of Alexandria, Jewish temples in Egypt, emigration of Jews to Egypt, the presentation of Jewish residence in Egypt in the Hebrew Bible and other traditions, the translation of the Torah into Greek at Alexandria, Judean soldiers in Egypt, the Jewish politeuma and the socio-historical background of Jewish life in Egypt.

**Learning Outcomes**

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

- Assess the historical period from the neo-Assyrian to the Ptolemaic periods with special reference to Egypt and the lives of Judeans there
- Identify which sources can be used to reconstruct the lives of the Judeans (and later Jews) in Egypt
- Critically assess primary sources, both Jewish and non-Jewish, relating to Judeans in Egypt
- Examine the role which Judean soldiers played in Egypt
- Discuss the view that anti-semitism was present in the ancient world
- Explain the Jewish “intellectual” response to the cultural encounter with Egypt

**Methods of Teaching and Student Learning**

This module is presented through lectures which introduce a subject and invite student participation throughout. Seminars enable students to work through texts in small groups and to present their views and questions to the class.

**Methods of Assessment**

This module is assessed by one short paper worth 20% of the overall mark and a three-hour examination. During the semester, students are invited to participate in an informal discussion of the issues and topics addressed thus far in the module.

**Student Feedback**

At the end of the semester students are asked to complete a module feedback form. These are then reviewed by the lecturer in order to ascertain the success of each
component of the module. Particular attention is paid to whether or not the delivery of the module enabled students to engage in class discussions.

2. Islam and Gender: NM 4004

Lecturer
Prof. Roja Fazaeli

Contact Hours
22 hours of lectures, 10 hours of film screenings (group viewings)

ECTS Value
10

Rationale and Aims
This course will address the concept of gender in Islam from historical, socio-political and legal perspectives. A broad range of topics, including contemporary debates on identity, feminism and sexuality, will be covered. The areas of Islamic law pertaining to women’s legal rights will be another topic of discussion. Changing discourses around the construction of gender identities will be explored through studies of women’s movements in Muslim majority countries. This course will encourage students to challenge stereotypes surrounding women’s status on Islam by promoting lively debates and discussions. In addition to readings there will be a number of film screenings and guest lectures.

The module is intended for fourth year students and it is an optional module. The module does not have any prerequisites, although a prior knowledge of Islam would prove useful.

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

- Critically discuss a broad range of topics including contemporary debates on identity, feminism and sexuality;
- Comprehend Islamic law and be able to discuss areas of Islamic law with
regard to discrimination against women;

- Challenge stereotypes surrounding women's lives lived within Islamic frameworks;
- Identify and debate women's movements in Muslim-majority countries.

**Methods of Teaching and Student Learning**

The lectures are interactive and participatory. Adult learning cycles are used as a guide, whereby the students are questioned on their own existing knowledge before lecturing new materials. Powerpoints, videos and photos are used on a regular basis to motivate students and facilitate learning. Students are each given module handbooks with all the required readings at the start of the module.

**Methods of Assessment**

This module is assessed by one 2,000 word essay (20%) and a three-hour examination (80%).

The lectures are delivered in workshop format where students are required to read the assigned papers before the class and discuss the main question in class. Furthermore, students are asked to write summaries of their readings and email them to the lecturer before each class to ensure the reading materials are being engaged and understood.

**Student Feedback**

At the end of the semester students are asked to complete a module feedback form. These are then reviewed by the lecturer in order to ascertain the success of each component of the module. Particular attention is paid to whether or not the delivery of the module enabled students to engage in class discussions.
Semester B

1. Holocaust Representation in Film and Literature: NM4003

Lecturer
Prof. Zuleika Rodgers

Contact Hours
2 hours per week of lectures 10 hours of film viewing, self-study

ECTS Value
10

Rationale and Aims
This module examines the philosophical and ethical questions regarding literary and filmic representation of the destruction of the Jews of Europe. Students examine a variety of sources—literary, testimony, filmic and scholarly—in order to familiarize themselves with a range of genres of Holocaust representation and with the current debates regarding the possibilities and limitations of the representation of the Holocaust.

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

- Critically discuss the main works in the developing ‘canon’ of Holocaust literature.
- Summarize central issues in the debate regarding the representation of the ‘unspeakable’ in film, literature and testimony.
- Identify the main positions in dismodule regarding the status of memoir and fiction in Holocaust literature.
- Formulate the challenges for Holocaust representation posed by the media of feature films and documentaries.
- Assess the ways in which the Holocaust has been represented in Israel from the 1950s onwards.
- Discuss the contribution to our understanding of the Holocaust offered by
Methods of Teaching and Student Learning

Central to this module is the active class participation of all students. As a Senior Sophister module, it is expected that each week the seminar is led by a group of students who have prepared the topic in advance. The main research questions relating to each theme is introduced by the lecturer.

All Powerpoint presentations (including those presented by the student groups) are available on blackboard. Where possible, audio and video interviews with authors/commentators are included in the curriculum alongside the set texts and articles.

Methods of Assessment

a) This module is assessed by one short paper worth % of the overall mark and a three-hour examination.

b) During the semester, the students are invited to participate in an informal discussion of the issues and topics addressed thus far in the module.

Student Feedback

At the end of the semester students are asked to complete a module feedback form. These are then reviewed by the lecturer in order to ascertain the success of each component of the module. Particular attention is paid to whether or not the delivery of the module enabled students to engage in class discussions.

2. Advanced Arabic Texts: NM 4007

Lecturer
Dr. Ali Selim

Contact Hours
2 class hours per week
ECTS Value
10

Rationale and Aims
The successful completion of modules in introductory and intermediate Arabic is a prerequisite for this module. The module aims to familiarize students with a wider range of Arabic texts including prose and poetry. Students also engage in translation of advanced-level Arabic texts.

Module Content
This module is assessed by a three-hour examination.

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

- Translate and analyze a selection of Arabic texts in both prose and poetry
- Explain textual and exegetical difficulties relevant to such texts
- Translate and analyze a selection of unseen Arabic texts into English and English into Arabic.

Methods of Teaching and Student Learning
The classes are highly interactive with students participating during each class.

Methods of Assessment
This module is assessed by a three-hour examination.

Student Feedback
At the end of the semester students are asked to complete a module feedback form. These are then reviewed by the lecturer in order to ascertain the success of each component of the module. Particular attention is paid to whether or not the delivery of the module enabled students to engage in class discussions.
3. Advanced Hebrew NM4006

Lecturer
Prof. Lesley Grant

Contact Hours
2 hours per week of lectures

ECTS Value
10

Module Description
This advanced Hebrew language module builds on the student’s knowledge of grammar and translation skills.

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

- Translate and analyze a selection of biblical Hebrew texts in both prose and poetry
- Explain textual and exegetical difficulties relevant to such texts

Methods of Assessment
This module is assessed by one three hour examination.

Evaluation
At the end of the semester students are asked to complete an evaluation of the module. These evaluations are then assessed by the lecturer in order to ascertain the success of each component of the module. Particular attention is paid to whether or not the delivery of the module enabled students to engage in class discussions.
4. Into/Out of Egypt: Biblical Narratives and Popular Culture: NM 4001

Lecturer
Prof. Lesley Grant

Contact Hours
2 hours per week of lectures

ECTS Value
10

Rationale and Aims
To understand the continuing importance of Biblical narratives as a source for popular cultural images even in a secular society.

Module Content
This module considers the use of Biblical narrative in the cinema and popular novels, examining how the presentation of the Biblical material differs in each case and how that presentation reflects the time-period, religious and political views of the films and novels directors and authors. It focuses on the representation of the narrative material on Israel in Egypt and the Exodus examining such issues as differing constructions of ethnicity, gender and sexuality; the use of Egypt as a political symbol and the effect of genre on the presentation of the base narrative. This module allows the students to recognise the importance of Biblical material in Western popular culture and to see how the popular presentation of Biblical narratives reflects back on a reader’s understanding of the material found in the Bible. Each week, one or more films/novels are discussed in student led-seminars and then group discussions supplemented by short lectures.

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

- Demonstrate the continuing importance of Biblical narratives as a source for popular cultural images even in a secular society.
- Analyse films and novels as artefacts of their time and place of composition.
- Apply the skills they have learned in their Biblical studies modules to the
material studied, seeing vastly differing exegeses/interpretations of the same material in the various films and novels.

- Identify the cultural prejudices and assumptions made in the past in films and novels focusing on biblical narratives, and query and analyse those they see in contemporary media.

**Methods of Teaching and Student Learning**

Central to this module is the active class participation of all students.

**Methods of Assessment**

a) This module is assessed by a three-hour examination.

b) During the semester, the students are invited to participate in an informal discussion of the issues and topics addressed thus far in the module.

**Evaluation**

At the end of the semester students are asked to complete an evaluation of the module. These evaluations are then assessed by the lecturer in order to ascertain the success of each component of the module. Particular attention is paid to whether or not the delivery of the module enabled students to engage in class discussions.
6. LECTURES AND ESSAYS

I. Attendance
Attendance is required at all lectures and seminars unless you are specifically exempted. If you are unable to attend a lecture for any reason, you must let your lecturer know. Unexplained non-attendance at more than a third of any required module in any term will result in your performance being deemed non-satisfactory for that semester. Being returned as non-satisfactory for two terms puts you at risk of being barred from exams in accordance with normal university regulations.

If you cannot attend due to illness you must provide a medical certificate or other equivalent evidence to explain your absence. Medical certificates should be given to the Executive Officer of the Department.

For continuously assessed modules, attendance is compulsory at all lectures. Four unexcused absences are permitted. A deduction of 5% per missed class is then deducted from the overall mark for the module unless students have a valid reason communicated to the Head of Year through their College tutor.

II. Essays and Assignments
Junior Freshman and Senior Freshman: students are required to write an essay (or its equivalent) of between 1,500 and 2,500 words for each semester. Lecturers may also set other written work. Essay, project and presentation requirements for continually assessed modules are described in the learning outcomes of those modules and for these modules longer essays are required.

Junior Sophister: students are required to write an essay (or its equivalent) of 2,500 - 3,000 words for each half-year or semester examined module taken. Lecturers may also set other written work. Essay, project and presentation requirements for continually assessed modules are described in the learning outcomes of those modules and for these modules longer essays are required.

Junior & Senior Freshman and Junior Sophister: essays make up 40% of annual assessment marks. For continuously assessed modules, please consult the relevant module learning outcomes.
In the Senior Freshman and Junior Sophister language modules, 50% of the final mark is based on marks for assignments completed during the year.

III. Writing essays and assignments
Learning to write clear, succinct and well-structured essays is an important part of your education. It is important to remember to stay within the word limit. Essays will be assessed on the basis of content, structure, argument, spelling, grammar and presentation.

Every essay should be submitted in 1.5 or double-spaced printed format in hard copy and electronically through Turnitin. Remember to keep a copy for yourself. Essays must include a cover sheet which can be downloaded from the departmental website. You must take the University’s Online Course on Plagiarism http://tcd-ie.libguides.com/plagiarism see further below on plagiarism

IV. Footnotes and bibliographies
As you write your essays and/or dissertation, you will frequently refer to other people's work and will sometimes quote passages word for word. In this way you show that you are engaging carefully with the material you are reading. When in your essay you quote somebody or refer to something that they have said, you are required to acknowledge your source. This acknowledgement should take the form of footnotes. Footnotes appear at the bottom of each page. You must also include a bibliography at the end of your essay listing all the works that you have consulted, including websites.

For books
First name Surname, *Title of book* (Place of publication: publisher, year), particular page number(s) referred to.

For articles in books
First name Surname, "Title of article", in *Name of Book*, Editor, ed., *Title of Book* (Place of publication: publisher, year), particular page number(s) referred to.

For articles in journals
First name Surname, "Title of article", Title of Journal, volume number, issue number (year of publication), particular page number(s) referred to.

**Bibliography**

At the end of your essay you are required to list the books/articles/websites that you have consulted in the form of a bibliography. This list should be in alphabetical order of surname. Here is the data that you should provide and the manner in which you should provide it. NOTE: the standard form of an item in a bibliography is not the same as that for an item in a foot/endnote.

**For books**

Surname, First name. Title of book. Place of publication: publisher, year.

**For articles in books**

Surname, First name. "Title of article", in Name of Book Editor, ed., Title of Book. Place of publication: publisher, year. Page numbers of the article as a whole.

**For articles in journals**

Surname, First name. "Title of article", Title of Journal, volume number, issue number (year of publication), page numbers of the article as a whole.

Noting or listing an Internet resource

**In a footnote**

First Name Surname of Author or Webmaster/Webmistress (if known), "Title of text", heading of page, full URL (date last accessed).

**In a bibliography**

Surname, First Name of Author or Webmaster/Webmistress (if known). "Title of text", heading of page, full URL (date last accessed).

**V. Plagiarism**

YOU MUST TAKE THE ONLINE COURSE ON PLAGIARISM BEFORE YOU SUBMIT ANY WORK. IT CAN BE FOUND ON: http://tcd-ie.libguides.com/plagiarism (Ready,
Steady, Write) – you must complete declaration with every assessment. The declaration can be downloaded from the department website.

Whenever you draw on another person’s work, you are required to acknowledge your source. Failure to do so exposes you to the accusation of passing off someone else’s work as your own. This is called “plagiarism”. The University Calendar states that this is "a major offence, and subject to the disciplinary procedures of the University". As your essays count towards your final mark, plagiarism in your essays is considered the equivalent of cheating in an examination, a major offence for which you may be expelled.

Plagiarism results from either deliberately using the work of another without proper acknowledgement, or from lack of care in acknowledgements. All quotations and paraphrases of other people's work must be properly referenced to avoid the charge of plagiarism. This includes the work of other students and websites. If you use another student’s essay notes without acknowledgement, both you and the author of the notes might be charged with plagiarism. To properly reference material taken from a website, you should give the full URL of the page and the date it was last accessed.

**V.I. Matrix of Levels & Consequences**

The University of Dublin Calendar refers to various levels of plagiarism. What constitutes plagiarism at a particular level, and the consequences of being found to have committed plagiarism at that level, are detailed below.

Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes.

**Please read the matrix in full before any determination is made as to the level of plagiarism which applies.**

<table>
<thead>
<tr>
<th>Range of Penalties</th>
<th>Characteristics of Offence</th>
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<tbody>
<tr>
<td>Level 1</td>
<td>You receive an informal verbal warning from the Director of Undergraduate Teaching and Learning/Postgraduate Teaching and Learning.</td>
<td>You have little previous exposure to the norms and conventions of different types of</td>
</tr>
</tbody>
</table>
The piece of work in question is inadmissible. You are required to rephrase and reference correctly all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty.

Your work* demonstrates one or more of the following:

- Poor use and/or understanding of referencing conventions, including how to present direct quotations;
- Poor understanding of how to acknowledge sources of direct and indirect quotations;
- Poor paraphrasing skills;
- Lack of recognition of the
<table>
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<tr>
<th>Level 1</th>
<th>Plagiarism is not deemed to be academic misconduct.</th>
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<tr>
<td></td>
<td>Generally, only small amounts of material (text, graph, computer code, images, etc.) are unacknowledged. If more substantial amounts are involved, the offence should be classified as Level 2 or 3 plagiarism.</td>
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</tbody>
</table>

**Level 2**  

You receive a formal written warning from the Head of School.

**Level 2 Plagiarism** occurs when you should have been aware of what constitutes plagiarism.

The piece of work in question is inadmissible. You are required to rephrase and reference correctly all plagiarised elements. Other content should not be altered. The resubmitted work will receive a reduced or capped mark (at the pass mark) depending on the seriousness/extent of plagiarism.

Your work* demonstrates one or more of the following:

- Failure to utilize referencing conventions, including the use of direct quotations;
- Failure to acknowledge public and private domain sources;
- Paraphrasing
Level 2 Plagiarism is considered as academic misconduct.

You receive a formal written warning from the Head of School.

The piece of work in question is inadmissible. There is no opportunity for resubmission with corrections. The student is required to submit a new piece of work as a supplemental assessment during the next available session. Provided the work is of passing standard, the assessment mark and the module mark will be capped at the pass mark. Discretion lies with the Senior Lecturer/Dean of Undergraduate Studies and the Dean of Graduate Studies (as appropriate) in cases where there is no standard opportunity for a supplemental assessment under applicable course regulations.

Level 3 Plagiarism occurs when you should have been aware of what constitutes plagiarism.

Your work* demonstrates one or more of the following:

- It contains elements of another student's work, even if they gave you permission to use their work;
- You have submitted, on more than one occasion for credit, a correctly cited and referenced assignment from your own research. This work may have been submitted either in whole or in part, for separate marks in a different module or in previous years;
<table>
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<tr>
<th>Level 3</th>
<th>Plagiarism is considered as academic misconduct.</th>
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<tbody>
<tr>
<td>Level 4</td>
<td>Case referred to the Junior Dean for disciplinary procedures.</td>
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<tr>
<td></td>
<td>Level 4 plagiarism cannot normally be dealt with under summary procedures (Levels 1-3 above). For example, plagiarism in the context of postgraduate theses or dissertations will always be categorised as Level 4. The</td>
</tr>
</tbody>
</table>

- Substantial sections copied from other sources and presented as your own;
- It borrows, substantially, material and/or language from a source without correct acknowledgement;
- It makes extensive use of synonyms instead of the author’s original voice, but keeps to the same structure and meaning of the original work;
- It contains fabricated referencing, is without referencing or citation, or lacks, to a large degree, appropriate citation and/or referencing.

Level 3 Plagiarism is considered as academic misconduct.

Level 4 plagiarism cannot normally be dealt with under summary procedures (Levels 1-3 above). For example, plagiarism in the context of postgraduate theses or dissertations will always be categorised as Level 4. The
following constitute examples of Level 4 plagiarism:

- You have previously committed plagiarism and this is a repeat offence;
- You have sought, bought or commissioned work with the intention of representing it as your own work;
- You have improperly enlisted editorial input, e.g. engaging a paid proof reader or copy-editing service, having a language assignment edited by a native speaker where language competence is being assessed;
- Your submitted assignment is identical to another student’s work, even if they gave you permission to use their work.

*The term 'work' refers to individual or group work

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<tr>
<th>VI. Essays Handing in Essays</th>
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<tr>
<td>There is a submission date and time for each essay/assignment. Essays are to be submitted in the following way: in hardcopy to the Department’s essay box outside room 5042 and electronically using the software Turnitin. Please do not leave essays on or under the door.</td>
</tr>
</tbody>
</table>
User guidelines for Turnitin can be found on the following site: http://www.turnitin.com/resources/documentation/turnitin/training/en_us/qs_instructor_en_us.pdf

You must include a cover sheet and an assignment submission form which can be downloaded from the Departmental website: www.tcd.ie/nmes/local

If you hand your essay in after the due date without an extension, it will still be accepted up to one week late with a loss of 10% of whatever mark is awarded. It will not be accepted after the lapse of one week. If you require an extension, contact your college tutor who will liaise with the Director of Studies for your year.

**Returning Essays**
Lecturers return essays during their office hours.

**7. EXAMINATIONS**

**I. Examination Results**
First Class (I = over 70%)
Second Class, First Division (II1 = 60 - 69%)
Second Class, Second Division (II2 = 50 - 59%)
Third Class (III = 40 - 49%)

**Fail**
F1 = 30 - 39%
F2 = less than 30%

The Faculty of Arts describes the characteristics of work achieving these grades as follows:

A grade of I (70-100%) indicates that the work is of excellent standard. The question will be answered fully and clearly in a sustained and coherent argument. The work will show a wide range of relevant sources, which provide relevant support for the argument. The work will also show originality and an ability to integrate a wide range of material.
A grade of II.1 (60-69%) indicates a clear understanding of the subject, a clear and relevant answer to the question, and shows a wider range of sources. The argument is coherent and logical, and there will be few, if any, errors.

A grade of II.2 (50-59%) indicates a familiarity with the subject, and shows evidence of somewhat wider reading than work awarded a lower grade. There may be some errors in the work, but it presents some relevant ideas and examples.

A grade of III (40-49%) indicates an attempt to answer the question. The work may omit key details, or lack support for the arguments presented, but includes some relevant details. Work awarded this grade typically draws on a narrow range of sources, and may be based solely on lecture notes.

A minimum of 40% must be achieved for a pass.

Work that receives a failing grade does not answer the question set, and/or contains minimal relevant information. The work may also be unstructured or incoherent.

A grade of F1 (30-39%) indicates that the work has an imperfect understanding of the question, but contains at least some relevant material.

A grade of F2 (0-29%) indicates the work has completely misunderstood the question, or has made no attempt to use relevant material.

II. Examination Conventions
In order to rise with their year, students must pass the annual examination. The following conventions apply in the determination of results. Students wishing to discuss their examination results should consult in the first instance the Director of Studies for their year.

III. Two-Subject Moderatorship Module Examination Regulations

Extract from College Calendar
Academic progress
To rise with their class students must (a) attend satisfactorily the lectures given in the subjects of their module each term, as required by the University Council, the school or department committees and the two-subject moderatorship management committee, (b) perform the prescribed exercises (essay, tutorial or practical work), (c) pass, in accordance with the two-subject moderatorship module regulations, the prescribed examinations in both subjects, and (d) meet special examination requirements as prescribed and published by each school or department. See also GENERAL REGULATIONS AND INFORMATION, section II.

General examination information and regulations
Grading scheme: Results for all examinations are published according to the following grades: I = 70-100, II1 = 60-69, II2 = 50-59, III = 40-49, F1 = 30-39, F2 = 0-29.

Annual examinations: Annual examinations are held during Trinity term.

Assessment methods: All students taking the same module (that is enrolled under the same module code), in the same examination session, are assessed using the same method(s).

Compensation scheme: Some modules or module components are non-compensatable, as specified by the relevant departments and schools. Subject to this, compensation of failed modules may be permitted as defined by College regulations, details of which are found in §§ 23-26 below.

Supplemental examinations: Supplemental examinations are held in the Freshman years and in the Junior Sophister year for pattern A students at the beginning of Michaelmas term. Students who pass their end of year examinations at the supplemental (or special) examination session and who are eligible to proceed to the next year will have their overall result recorded as ‘pass at supplemental’. There are no supplemental examinations in the Junior Sophister year for pattern B (and C) students and in the Senior Sophister year.
Re-assessment requirements: Candidates who are unsuccessful at the annual examination session will be re-assessed in failed modules during the supplemental examination session by taking such module components as required by the departmental or school regulations.

Within the two-subject moderatorship module, a module component of assessment would generally refer to an end-of-year examination, module work, class test, practical laboratory requirement, field trip requirement, oral and aural examination, where the assessment forms part or all of a specific module's assessment requirement.

Absence from examination: Students who have been absent from any or all examinations without permission from the Senior Lecturer are governed by the regulations applying to students in the relevant years, §§23-26, in one or both subjects. Permission to repeat the year will normally be granted only to students who are considered to have made a serious attempt at their examinations, or who have been able to provide the Senior Lecturer with acceptable reasons for absence from examination.

Repetition of year
Students who in any year have failed to satisfy any one or more of the conditions defined in §19 will not, except as provided in GENERAL REGULATIONS AND INFORMATION, receive credit for the year. The two-subject moderatorship court of examiners may permit them to repeat the year, if they are entitled to do so (see GENERAL REGULATIONS AND INFORMATION, section II, and §§19-20 above and §§23-26 below), or may exclude them from the subject(s).

Students granted permission to repeat the year are required to repeat both subjects in full. They must attend lectures and perform such exercises as may be required in both subjects in accordance with GENERAL REGULATIONS AND INFORMATION, unless exempted by the Senior Lecturer. For details see §§19-20 above and §§23-26 below.

Junior Fresh examination regulations
(i) General academic progress — see §§19-22 above.
(ii) Students must achieve an overall pass mark (grade III or above) in both subjects at the annual or supplemental examinations in the same academic year in order to pass the year overall and to proceed to the next year. 

(iii) Students may pass the Junior Freshman year by compensation if they achieve an overall credit-weighted average mark of at least 40 per cent (grade III) in each subject, and either (a) pass outright modules totalling at least 25 credits in each subject and achieve a mark of at least 30 per cent in any failed module(s), or (b) pass all modules outright in one subject, and modules totalling at least 20 credits in the other subject, and achieve a mark of at least 35 per cent in any failed module(s). Some modules or module components in some subjects are non-compensatable. 

(iv) Students who do not pass at the annual examination session, either outright or by compensation, must complete supplemental assessments in all modules in which they did not achieve a mark of at least 40 per cent (grade III). 

(v) Students who fail one or both subjects at the annual examinations will be reassessed in their failed modules during the supplemental examination session. Where required, module work must be re-submitted by the Friday before the supplemental examination period commences. 

(vi) Students who fail in one or both subjects at the supplemental examination may be permitted to repeat the year in both subjects (subject to GENERAL REGULATIONS AND INFORMATION, section II, §§60-62). 

(vii) Students who are absent from any or all of their supplemental examinations without permission from the Senior Lecturer are excluded from the module.

Senior Fresh examination regulations 

(viii) General academic progress — see §§19-22 above. 

(ix) Students must achieve an overall pass mark (grade III or above) in both subjects at the annual or supplemental examinations in the same academic year in order to pass the year overall and to proceed to the next year. Students may pass the Senior Freshman year by compensation if they achieve an overall credit-weighted average mark of at least 40 per cent (grade III) in each subject and either (a) pass outright modules totalling at least 25 credits in each subject and achieve a mark of at least 30 per cent in any failed module(s), or (b) pass all modules outright in one subject, and modules totalling at least 20 credits in the other subject, and achieve a mark of at least 35 per cent in any failed module(s). Some modules or module components in some subjects are non-compensatable.
(x) Students who do not pass at the annual examination session, either outright or by compensation, must complete supplemental assessments in all modules in which they did not achieve a mark of at least 40 per cent (grade III).

(xi) Students who fail one or both subjects at the annual examinations will be reassessed in their failed modules during the supplemental examination session. Where required, module work must be re-submitted by the Friday before the supplemental examination period commences.

(xii) Students who fail in one or both subjects at the supplemental examination may be permitted to repeat the year in both subjects (subject to GENERAL REGULATIONS AND INFORMATION, section II, §§60-62).

Students who are absent from any or all of their supplemental examinations without permission from the Senior Lecturer are excluded from the module. Junior Sophister examination regulations

PATTERN A STUDENTS

(i) General academic progress — see §§19-22 above.

(ii) Students must achieve an overall pass mark (grade III or above) in both subjects at the annual or supplemental examinations in the same academic year in order to pass the year overall and to proceed to the next year.

(iii) Students may pass the Junior Sophister year by compensation if they achieve an overall credit-weighted average mark of at least 40 per cent (grade III) in each subject, and either (a) pass outright modules totalling at least 25 credits in each subject and achieve a mark of at least 30 per cent in any failed module(s), or (b) pass all modules outright in one subject, and modules totalling at least 20 credits in the other subject, and achieve a mark of at least 35 per cent in any failed module(s). Some modules or module components in some subjects are non-compensatable.

(iv) Students who do not pass at the annual examination session, either outright or by compensation, must complete supplemental assessments in all modules in which they did not achieve a mark of at least 40 per cent (grade III).

(v) Students who fail one or both subjects at the annual examinations will be reassessed in their failed modules during the supplemental examination session. Where required, module work must be re-submitted by the Friday before the supplemental examination period commences.
(vi) Students who fail in one or both subjects at the supplemental examination may be permitted to repeat the year in both subjects (subject to GENERAL REGULATIONS AND INFORMATION, section II, §§60-62).

(vii) Students who are absent from any or all of their supplemental examinations without permission from the Senior Lecturer are excluded from the module.

(viii) Students who obtain a minimum grade of III in each of their two subjects at the annual or supplemental examinations may be permitted to graduate with an ordinary degree of B.A. Except by special permission of the University Council, the ordinary degree of B.A. may be conferred only on candidates who have spent at least three years in the University.

PATTERN B STUDENTS

(ix) General academic progress — see §§19-22 above.

(x) Students must achieve an overall pass mark (grade III or above) in both subjects at the annual examinations in the same academic year in order to pass the year overall and to proceed to the next year.

(xi) Students in pattern B may pass the Junior Sophister year by compensation if they achieve an overall credit-weighted average mark of at least 40 per cent (grade III) in each subject, and pass outright modules totalling at least 20 credits in each subject, and achieve a mark of at least 30 per cent in any failed module(s). Some modules or module components in some subjects are non-compensatable.

(xii) The examination in the minor subject (subject studied for the first three years of the module only) is part I of the moderatorship examination. This is the final examination for the minor subject.

(xiii) The examination in the major subject (subject studied for all four years of the module) forms part of the moderatorship part II examination.

(xiv) The total moderatorship mark is the combined result of both the Junior Sophister and Senior Sophister years in both subjects. The overall mark is calculated on the basis of equal weighting of both subjects in the Junior Sophister year and equal weighting of both Sophister years.

(xv) There are no supplemental examinations.

(xvi) Students who fail in one or both subjects at the annual examination may be permitted to repeat the year in both subjects (subject to GENERAL REGULATIONS AND INFORMATION, section II, §§60-62).
(xvii) Students who are absent from any or all of their examinations without permission from the Senior Lecturer are excluded from the module.

(xviii) Students who obtain a minimum grade of III in each of their two subjects at the annual examinations may be permitted to graduate with an ordinary degree of B.A. Except by special permission of the University Council, the ordinary degree of B.A. may be conferred only on candidates who have spent at least three years in the University.

(xix) Students taking a modern language other than English literature as their minor subject must complete their residence requirement in that subject before the Junior Sophister end-of-year examination in that subject. Students who do not complete their residence requirement before their Junior Sophister examinations will not receive their results and will be unable to proceed until the requirement has been met and approved by the relevant schools or departments. See §16 above.

PATTERN C STUDENTS

(xx) Pattern C regulations are applied to approved students participating on a full-year exchange programme in their Junior Sophister year where only one subject can satisfactorily be studied, see §13 above.

(xxi) General academic progress — see §§19-22 above.

(xxii) The Junior Sophister pattern C annual examination is a moderatorship examination. Students are assessed in one subject only. There are no supplemental examinations.

(xxiii) Students must achieve an overall pass mark (grade III or above) in the one subject studied in the Junior Sophister year at the annual examinations in order to pass the year overall and to proceed to the next year. Since pattern C students must participate in a full year exchange in their Junior Sophister year, and as there is a reduced credit requirement for exchange students (minimum 45 credits instead of 60), students may compensate by taking in excess of 45 credits to compensate for poor performance. The minimum 45 credits must be passed. The overall result is based on the credit-weighted average up to a maximum of 45 credits (or nearest credits above this) of the highest, subject-relevant, module results.

(xxiv) The marks awarded in both the Junior and Senior Sophister years contribute with equal weighting to the aggregate mark of the overall moderatorship result.
(xxv) Students who fail in the one subject studied in the Junior Sophister year may be permitted to repeat the year in both subjects (subject to GENERAL REGULATIONS AND INFORMATION, section II, §§60-62). Students repeating the year will revert to studying both subjects, following the relevant standard pattern or choose either pattern A or pattern B, where relevant. Students who are absent from any or all of their annual examinations without permission from the Senior Lecturer are excluded from the module.

(xxvi) Students who obtain a minimum grade of III in the one subject studied in the Junior Sophister year at the annual examinations may be permitted to graduate with an ordinary degree of B.A. Except by special permission of the University Council, the ordinary degree of B.A. may be conferred only on candidates who have spent at least three years in the University.

Senior Sophister examination regulations

ALL PATTERNS

(xiii) General academic progress — see §§19-22 above.

(xiv) The moderatorship examination is held on only one occasion annually in Trinity term.

(xv) There is no supplemental examination.

(xvi) Students unavoidably absent from the moderatorship examination due to illness or other grave cause beyond their control may apply through their tutor to the Senior Lecturer to sit the examination the following year.

(xvii) Students who are absent from any or all of their annual examinations without permission from the Senior Lecturer are excluded from the module.

(xviii) Students who have failed to obtain a moderatorship may nevertheless be allowed the ordinary B.A. degree on their answering in the Senior Sophister examination.

PATTERN A STUDENTS

(i) Pattern A students are examined in both subjects. This is the final examination in both subjects.

(ii) The marks awarded in the two subjects in the Senior Sophister year contribute with equal weighting to the aggregate mark. To pass the year and be eligible for a moderatorship award candidates must achieve a grade III or higher in both subjects.
(iii) Students in pattern A may pass the Senior Sophister year by compensation if they achieve an overall credit-weighted average mark of at least 40 per cent (grade III) in each subject, and pass outright modules totalling at least 20 credits in each subject, and achieve a mark of at least 30 per cent in any failed module(s). Some modules or module components in some subjects are non-compensatable.

**PATTERN B STUDENTS**

(iv) Pattern B students are examined in the one subject studied in the Senior Sophister year. This is the final examination of the major subject, moderatorship part II.

(v) To be eligible for a moderatorship award candidates must achieve a grade III or higher in the moderatorship part I examination (Junior Sophister) and both parts of the moderatorship part II examination (Junior Sophister and Senior Sophister).

(vi) Pattern B students may pass the Senior Sophister year by compensation if they achieve an overall credit-weighted average mark of at least 40 per cent (grade III) in the one subject studied in the Senior Sophister year, and pass outright modules totalling at least 40 credits, and achieve a mark of at least 30 per cent in each failed module, up to a maximum of 20 credits. Some modules or module components in some subjects are non-compensatable.

(vii) Or pattern B students may pass the Senior Sophister year by aggregation if they achieve a mark of less than 30 per cent in one or more failed modules up to a maximum of 10 credits, if they achieve a credit-weighted average mark of 40 per cent for the year, pass outright modules totalling at least 40 credits and have a minimum mark of 30 per cent in any remaining failed modules. Some module or module components in some subjects are non-compensatable.

The total moderatorship mark is the combined result of both the Junior Sophister and Senior Sophister years in both subjects. The overall mark is calculated on the basis of equal weighting of both subjects in the Junior Sophister year and equal weighting of both Sophister years.

(viii) Students taking a modern language other than English literature as their major subject must complete their residence requirement in that subject before the Senior Sophister final examination in that subject. Students who do not complete their residence requirement before their Senior Sophister examinations will not receive their results and will be unable to graduate until the requirement has been met and approved by the relevant schools or departments. See §16 above.
PATTERN C STUDENTS

(ix) Pattern C regulations are applied to approved students who participated on a full-year exchange programme in their Junior Sophister year where only one subject could satisfactorily be studied, see §13 above. Pattern C students are examined in one subject studied in the Senior Sophister year. This is the final examination.

(x) To be eligible for a moderatorship award candidates must achieve a grade III or higher in both the Junior and Senior Sophister examinations.

(xi) Pattern C students may pass the Senior Sophister year by compensation if they achieve an overall credit-weighted average mark of at least 40 per cent (grade III) in the one subject studied in the Senior Sophister year, and pass outright modules totalling at least 40 credits, and achieve a mark of at least 30 per cent in each failed module, up to a maximum of 20 credits. Some modules or module components in some subjects are non-compensatable.

(xii) Or pattern C students may pass the Senior Sophister year by aggregation if they achieve a mark of less than 30 per cent in one or more failed modules up to a maximum of 10 credits, if they achieve a credit-weighted average mark of 40 per cent for the year, pass outright modules totalling at least 40 credits, and have a minimum mark of 30 per cent in any remaining failed modules. Some module or module components in some subjects are non-compensatable.

(xiii) The marks awarded in both the Junior and Senior Sophister years contribute with equal weighting to the aggregate mark of the overall moderatorship result.

III. Transcripts

Transcripts of examination results are available on application in writing to the School’s Executive Office and take five working days.

8. EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

The European Credit Transfer and Accumulation System (ECTS) has been introduced in Trinity College Dublin, and applies to all undergraduate and taught postgraduate programmes.

ECTS credits represent the student workload required to achieve the desired outcomes of modules and programmes where 60 credits is the norm for full-time
study over one academic year (40 weeks). ECTS credits are assigned to module components/modules incorporating their associated assessment exercises and examinations, and also to other forms of structured student input, such as major projects, dissertations, practice placements, etc. where these do not form part of the assessment for a taught component which is itself assigned ECTS credits.

Credits are obtained by individual students upon successful completion of the academic year or programme. However, one-year and part-year visiting students are awarded credit for all individual modules successfully completed.

For more information, go to: http://www.tcd.ie/vpcao/academic-development/ects.php

9. SENIOR SOPHISTER DISSERTATIONS

Students take four modules—two in each half-year or semester - and write a dissertation (10,000 – 12,000 words in length).

I. Preparing to write your dissertation in the Junior Sophister year
The subject of the dissertation should be discussed with the potential supervisor in Semester B of the Junior Sophister year and a topic and bibliography submitted by the end of the examination period.

II. Writing and researching your dissertation
Unless special provision is made, students meet with their supervisor for a maximum of five sessions during the SS year. Students are required to submit drafts of two chapters by the end of Semester A. All work should be submitted to your supervisor one month in advance of the deadline and after this date, no further work will be corrected.

III. Length of your dissertation
The dissertation should not exceed 12,000 words in length. A key part of writing a dissertation is learning to present an argument precisely and succinctly. On the other hand, if you produce a dissertation that is significantly below 12000 words,
you may be penalised on the ground that you have invested insufficient time and
effort into it.

**IV. Submitting your dissertation**

Due date: Dissertations are to be submitted to the Departmental office (room 5042)
by 12 noon on the due date which will be published on the notice board.

**Cover page**

The cover page of the dissertation should include the following:

- Main Title; Subtitle
- Student’s name
- Senior Sophister Dissertation presented to Department of Near and Middle Eastern
  Studies, Trinity College, Dublin
- Supervisor: Supervisor's name
- Date: X

YOU MUST TAKE THE ONLINE COURSE ON PLAGIARISM BEFORE YOU SUBMIT
YOUR DISSERTATION. IT CAN BE FOUND ON http://tcd-ie.libguides.com/plagiarism
Ready, Steady, Write – you must complete declaration with every assessment INCLUDING THE DISSERTATION. The declaration can be downloaded from the department website

Binding. Two copies of the dissertation are to be bound and submitted, no
preference is given to choice of either hard- or soft-bound copies.

**10. RESOURCES: THE LIBRARY & BLACKBOARD**

When studying at Trinity College Dublin you have access to the largest library in
Ireland. The collections are not only made up academic books but include a large
range of books across a huge range of subjects. Much material is now available in
electronic format and can be downloaded in pdf format to your desktop or mobile
device.

Preparing for class by doing the set reading is essential for passing modules and for
participating in class discussion and debates. Reliance on class notes alone is not
adequate for the standard expected in an honours degree programme. You are expected to buy a certain number of books. Before deciding what books to buy, ask your module lecturers for advice. For most of your reading, however, you will be using the College Library and Blackboard. You can login to Blackboard by going to mymodule.tcd.ie and entering your TCD username and password. Help with Blackboard can be found at: http://ondemand.blackboard.com/students.htm

11. RESOURCES: COMPUTER FACILITIES
Submitted work must be typed. A wide range of computing services is available to all Trinity Students. Please see the IS Services webpage for details: http://isservices.tcd.ie/students/ 

12. RESOURCES: THE WEINGREEN MUSEUM
The Weingreen Museum of Biblical Antiquities is named in honour of its founder Professor Jacob Weingreen, a former professor of Hebrew. He excavated in the Near East and maintained contact with archaeologists who donated pieces to the Museum.

The Museum’s collection consists of pottery and other artefacts from the ancient Near East: items from ancient Israel, Egypt and Babylon, Greek and Roman coins, Roman lamps, for example. You may be asked to carry out class work in the Weingreen collection.

The curator of the museum is Prof. Zuleika Rodgers.

13. RESOURCES: PUBLIC LECTURES
The Department offers regular public lectures, which are frequently delivered by distinguished international scholars and public figures. Attendance at these lectures is free of charge to all students of Trinity College, who are strongly encouraged to take advantage of them. Please consult the departmental noticeboard and website for news of public lectures: (http://www.tcd.ie/nmes/news/)
14. RESOURCES: THE LONG ROOM HUB
The Long Room HUB is the Arts and Humanities Research Institute of Trinity College Dublin. Throughout the year the HUB hosts events for researchers and the larger university community. The Department of Near and Middle Eastern Studies will keep you posted about departmental activities but you can also check for other events that might be of interest to you by visiting the HUB’s website: http://www.tcd.ie/trinitylongroomhub/ and public events

15. COLLEGE SCHOLARSHIPS AND PRIZES
I. College Scholarships and Conventions
Students in the Senior Freshman year are eligible to take the scholarship examinations which take place in January. A first class grade must be obtained in order for students to be recommended for scholarship. The names of those elected are formally announced by the Provost from the steps of the Examination Hall on the Monday of Trinity Week.

Scholars are entitled to free Commons (meals in the dining hall) and free rooms in College. They also receive an allowance and are exempt from paying fees.

Candidates must give notice of their intention to take the scholarship examination on the prescribed form, obtainable from the Senior Lecturer's Office, West Theatre. For specific dates and information please visit this link:

http://www.tcd.ie/vpcao/administration/examinations/information-for-students.php

II. TSM Jewish and Islamic Civilisations Scholarship Examination
For TSM Jewish and Islamic Civilisations students, the scholarship examinations entail the following:
Students are required to sit two two-hour fifteen minute papers.

Paper One: students are required to answer three questions, one from each section. Section one is based on the material from modules NM 1001 and NM 1002 (Jewish and Christian Origins and the Bible).
Section two is based on the material from module NM 1003 (Introduction to Jewish Civilisation).

Section three is based on material from module NM 1004 (Introduction to Islamic Civilisation).

Paper one reflects the material from the modules in the JF year and requires students to have a profound knowledge of each subject and be able to assess critically the primary and secondary material. The paper differs significantly from the annual examination since students need to demonstrate an ability to synthesise material when answering questions that cover a number of related topics.

Paper Two: students are required to answer two questions from one of the special set topics. For paper two, students choose one of the set topics which they are expected to research. The topics relate to the modules offered in the first semester of the SF year but knowledge of primary sources, critical approaches and scholarly opinion is required to answer the questions. A bibliography of primary and secondary material is provided and students are required to demonstrate an exceptional grasp of the material and understanding of scholarly discourse.

Students intending to take scholarship exam should see the relevant lecturers.

III. Prizes

A number of prizes are available to students in our Department, fuller details of which may be found in the University Calendar.

16. SKILLS 4 STUDY

Getting started

skills4studycampus is an online resource offering e-learning modules on: Writing skills, Referencing and understanding plagiarism, Reading and note-making, Critical thinking, Exam skills, and a new module Confidence with numbers. It comprises a wide variety of interactive activities which you complete before taking
a module assessment to see how much you learned. Based on The Study Skills Handbook, skills4studycampus is available 24 hours a day, 7 days a week.

How do you access it?

- Activate your TCD student username and password that you were given at registration.
- Visit: http://www.tcd.ie/local/
- You will need to use your TCD username and password to access the Local homepage.
- Click on the skills4studycampus link at the bottom right hand side of the page.
- Go to ‘First time accessing the resource?’ at the bottom of the screen, and click on the link to register.
- Complete the registration form.
- You will receive an email from skills4studycampus confirming your details.
- Once logged out you can only log back in via www.tcd.ie/local

When you first access the resource, we recommend that you sign-up for the student newsletter from the creators of skills4studycampus, offering tips, advice, and competitions.

From the list on the left of the homepage, we recommend that you choose the most appealing module for you and take the diagnostic test. (Most students start with Reading and note-making.) This will identify which parts of the module are most useful to you. From there, simply explore the resource one page at a time. The activities are designed to appeal to a variety of learning styles, if you prefer to listen to material rather then reading it, click on the audio icon at the top-left of the screen.

**Getting ready for academic study**

Before registration and orientation week in Trinity, you can try out skills4study campus. The first section of the introductory module ‘Getting ready for academic study’ is freely available and it is not necessary for you to be registered in Trinity: http://www.palgrave.com/skills4studycampustaster/An_introduction.html

We also recommend that you explore subject specific resources and study tips at http://www.palgrave.com/skills4study/
Questions?
Many common questions are answered within the resource by following the 'Help and FAQs' link at the top right-hand corner of the screen. If you have any other questions, please contact alison.doyle@tcd.ie