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17. SKILLS 4 STUDY

1. STAFF IN THE DEPARTMENT

**Professor Anne Fitzpatrick**, BA (Mod), PhD (Head of Department)
Biblical Studies
E-mail: fitzpaa@tcd.ie
Tel.: (01) 896-3397
Location: Arts Building, Room 5038

**Professor Roja Fazaeli**, BA (Mod), MPhil, PhD
Islamic Civilisations
E-mail: fazaelr@tcd.ie
Tel.: (01) 896-1409
Location: Arts Building, Room 5029

**Professor Zuleika Rodgers**, BA (Mod), PhD.
Jewish Studies
E-mail: rodgersz@tcd.ie
Tel.: (01) 896-2229
Location: Arts Building, Room 5037

**Professor Lesley Grant**, BA (Mod), PhD.
Elrington Fellow
E-mail: grantlm@tcd.ie
Tel.: (01) 896-1101
Arts Building, Room 5032

**Visiting Chester Beatty and Near and Middle Easter Studies Scholar**
2016-2017
Dr. Mary Fraser (from January 2017)

The Department’s Executive Officer Ms. Sandra Ellis can be contacted at:
E-mail: nmes@tcd.ie;
Tel: (01) 896-1451
Location: Arts Building, Room 5042
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:

JF  Prof. Roja Fazaeli
SF  Prof. Anne Fitzpatrick
JS  Prof. Anne Fitzpatrick
SS  Prof. Zuleika Rodgers
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 2016–2017

Semester A begins Monday, 26th September and concludes Friday, 16th December.

Semester B begins Monday, 11th January and concludes Friday, 8th 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
• 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:

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<th>Title</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>Junior Freshman</td>
<td>(JF)</td>
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<tr>
<td>Year 2</td>
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<td>Year 3</td>
<td>Junior Sophister</td>
<td>(JS)</td>
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<td>Year 4</td>
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5. MODULE DESCRIPTIONS

I. JUNIOR FRESHMAN

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 Pentateuch and its account of creation and on the Deuteronomistic history and its account of Israel’s past.

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 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?

Indicative Resources

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 put together diverse materials, both literary and material, to reconstruct ancient history
- Discuss the background out of which monotheistic thinking began to emerge
- Outline the background, context and content of the Pentateuch and the Deuteronomistic history
- Discuss the importance of oral tradition and ritual in the construction of identity

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 40% of the total mark for the year and the examination held at the end of the year is worth 60%. 
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.

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**Jewish and Christian Origins and the Bible: NM 1002 (Semester B)**

**Lecturer(s):** Prof. Anne Fitzpatrick with Dr. Mary Fraser

**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 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.

Indicative Resources


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
- 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

c) Essays are worth 40% of the total mark for the year and the examination held at the end of the year is worth 60%.
d) 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.

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

Lecturer: Prof. Zuleika Rodgers and Dr Natalie Wynn

Contact Hours:
44 hours lectures (Semester A and B) including 10 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 just starting their study of Judaism 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.

Module Content

Semester A: Historical Overview

1. Introduction to Jewish Civilization
2. The Jewish Library
3. Jewish Calendar
4. Sabbath  
5. Festivals and Worship  
6. Study  
7. Lifecycle  
8. Women and Judaism  
9. Dietary Laws

**Semester B**

1. Jewish Antiquity in the Roman Period  
2. Rabbinic Judaism  
3. Jewish Life Under Islam in the Medieval Period  
4. Jews in Western Europe in the Medieval Period  
5. Jews in the Early Modern Period  
6. Jewish Life in the Modern Period  
7. Jewish Life in North America  
8. The Holocaust

**Indicative Resources**  
Nicholas De Lange, *An Introduction to Judaism* (Cambridge, 2007)  
For an important online resource, see:  

**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.

**Methods of Teaching and Student Learning**  
This module is presented through seminar-style lectures combining an introduction to a subject with in-class analysis of primary material. Powerpoint presentations are available on Blackboard as are all documents and texts. For
each new subject, a list of key terms, dates and figures is provided along with relevant maps. Many of the issues are also presented through film, documentaries and podcasts. Study trips to relevant venues, attendance at public lectures and interacting with guest speakers are important components of the module.

**Methods of Assessment**

**Semester A:** This semester is assessed by one 1,500-word essays worth 40% of the final grade. There is a 1.5-hour examination worth 60%.

**Semester B:** This semester is assessed by one-1,500 essay and six-reading reports. The essay is worth 30% of the final grade and the reading reports are worth 70%.

**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.

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

**Lecturer:** Prof. Roja Fazaeli

**Contact Hours:**
22 hours lectures, 6 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 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

Indicative Resources
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 FRESHMAN and JUNIOR SOPHISTER

Students choose six modules, three in each semester.

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

1. Jews and European Society from 1750 NM 2322 (Semester B)
   Lecturer: Prof. Zuleika
   Contact hours p/w: 2 hours per week
   Assessment: 1 x 3,000-word essay and other assignments set by the lecturer
   Weighting: 5 ECTS
   Description: This module provides a survey of the Jewish experience in modern Europe. After a brief introduction to the harbingers of the modern period, we begin with an examination of the Enlightenment and the formation of the modern state and their consequences for Jewish life and thought and end at the outbreak of the First World War. The cultural, social, and political lives of Jews were transformed in this period, which is marked by innovation, tragedy and success. Among the themes explored in depth are: Jewish emancipation; acculturation and religious reform; Jewish life in the Russian empire and in Eastern Europe; the rise of political and racial antisemitism; mass migration; and varieties of Jewish national politics.

2. NM 2324: Contemporary Islamic Movements
   Duration: Semester B
   Contact hours p/w: 2 hours per week
   Assessment: 1 x 3,000-word essay and other assignments set by the lecturer
   Weighting: 5 ECTS
   Description: This module examines contemporary Islamic social and political movements and thought. The history of the revivalist and Islamic movements in Iran, Egypt, Afghanistan, as well as transnational Islamist movements such as Al-Qaeda and Daesh, are studied. Sources include the writings of founders and followers alongside critical scholarship. The uprisings in the Middle-East and North-Africa, widely known as the “Arab Spring,” will be discussed in the form of class presentations.
Indicative Resources


Saleem Haddad, Guapa, Other Press, 2016.

Learning Outcomes

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

· Discuss the diversity inherent in Islamic thought and social and political movements;

· Contextualise religious thought within Islamic political narratives;
· Analyse the interaction between state, politics, law and religion in the Islamic world.

Methods of Teaching and Student Learning

The lectures are mainly participatory. Students are asked to prepare the assigned readings before each class and there are discussion groups assigned during each class. The lectures are delivered using PowerPoint, videos and photos. There are a number of field trips designed to increase student learning and support different learning styles.

Methods of Assessment

a) This module is continuously assessed by one essay (2500 words for SF and 3500 for JS worth 60%), a book review (20%) and a class presentation and report (20%).

b) 90% attendance at lectures is required to pass the module.

3. Intellectual Trends in Early Judaism: Prophecy, Apocalyptic and Wisdom

Literature: NM 2314 (Semester A)

Lecturer: Prof. Anne Fitzpatrick

Contact Hours:
22 hours
5 hours self-study per week

ECTS Value: 5

Rationale and Aims

This module examines the prophetic, apocalyptic and wisdom texts of the Hebrew Bible as well as the sectarian literature of the Dead Sea Scrolls. These literary traditions are widely regarded as having been formative in the period which saw the emergence of monotheistic thinking in early Judaism. Also visible in this literature is the emergence of debates about divine retribution, humanity’s place in the cosmos,
the individual’s search for the right way to live one’s life, the responsibility of Israel to observe social justice, the significance of the Jerusalem temple and its cult, the question of cultic purity and the correct interpretation of the torah.

Module Content
This module explores the development of intellectual trends in early Judean and Jewish literature from the monarchic to the Hellenistic period. It begins with an examination of the prophetic literature and the social function of prophetic figures in Israel and the ancient Near East. Seminars focus on the oracles in Hosea, Amos and Jeremiah. To what degree can these earlier “pre-exilic” prophetic ideals be traced in later wisdom and apocalyptic trends? The social function and background of apocalyptic and wisdom literature is also explored with particular attention paid to Daniel, Enoch, Job, Proverbs, Ecclesiasticus and Ecclesiastes. Finally, the module explores the Dead Sea Scrolls and asks whether or not the literature of the Dead Sea Scrolls was produced by a sect which withdrew to the desert as a response to a crisis in Jerusalem and in expectation of the eschaton. The degree to which this literature was influenced by earlier prophetic, apocalyptic and wisdom traditions is investigated.

Indicative Resources
Hebrew Bible

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

- Discuss the social function of the prophet within Israel and the ancient Near East
• Appreciate the complications of defining a genre “apocalyptic”
• Examine the complex historical and social background against which this literature emerged
• Assess the impact which this literature had on developing Judaism
• Discuss this literature against the background of other Judean/Jewish responses to the problems of the time
• Examine the background to the emergence of Wisdom literature in Israel and in the wider Near Eastern context
• Outline and assess the various theories about the sectarian literature of the Dead Sea Scrolls

Methods of Teaching and Student Learning
Central to this module is the active class participation of all students. Each week the seminar is led by a group of students who have prepared the topic in advance. All students are expected to participate in discussions arising from the presentations.

Methods of Assessment
This module is assessed by essays and in-class tests as assigned by the lecturer (2,000-2,500 word essays for SF and 2,500-3,000 for JS).

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.

4. NM 2325: Islam in Europe
Duration: 22 weeks Semester A
Rationale and Aims

This course will begin with a brief history of Islam in Ireland. It will subsequently examine the Islamic “other,” and Muslim identities in Europe from historical and modern perspectives. The focus of the course will then shift to the modern era and to debates concerning Muslims living in Europe, including discussions around secularism, human rights and religious freedoms.

Indicative Resources


Learning Outcome

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

- Discuss the role of Islam in Europe from a historical perspective;
- Engage contemporary debates on Islam in Europe;
- Identify and discuss different modern themes in regards to Islam in Europe;
- Recognize the diversity of Islamic traditions and contextualize Islam within European perspectives.
Methods of Teaching and Student Learning

The lectures are mainly participatory. Students are asked to prepare the assigned readings before each class and there are discussion groups assigned during each class. The lectures are delivered using PowerPoint, videos and photos. There are a number of field trips designed to increase student learning and support different learning styles.

Methods of Assessment

This module is assessed by one essay (2,000-2,500 words for SF students and 2,500 - 3,000 words for JS students) and an examination paper (worth 60%).

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.
Contact hours p/w: 2 hours per week
Assessment: 1 x 2,000-3,000 word essay and an end of year examination
Weighting: 5 ECTS

Description: This module offers historical and modern perspectives on Islam in Europe. It begins with a brief history of Islam in Europe starting from the Ottoman era. It then focuses on contemporary Europe and themes such as “the secular state”, “Islam and human rights”, “terrorism”, “the veil question,” and “Islam in Ireland.”

5. History of the Ottoman Empire NM 2329

Lecturer: TBA

Contact Hours:
Two hours of classes per week and 5 hours of self-study.

ECTS Value: 5

Assessment: One x 2,000 – 3,000 word essay and an end of year examination.

Rationale and Aims
Beginning with the multi-ethnic and multi-religious Ottoman Empire, this module introduces the political and cultural history of the Turkish Republic and the construction of Turkish national identity. In particular it focuses on the complex history and identities in conflict which have been characteristic of the region. Topics such as nationalism and secularism and their place in the formation of modern Turkey are investigated.

Learning Outcomes:
On successful completion of this module, students should be able to:
• Have a knowledge of the formation and history of the Ottoman Empire
• Discuss cultural transformations from the period of the Ottoman Empire to the Republic of Turkey
• Explain Turkish Nationalism
• Examine Turkey and its relations with Europe
• Explore Islamism and Secularism in Contemporary Turkey

Methods of Teaching and Student Learning
Students attend 2 lectures per week.

Contact Hours and Student Workload
2 hour/week lecture = 44 hours
4 hours/week independent study = 88 hours

Methods of Assessment
The mark for this module will be calculated on the basis of marks for two components:
1 x 2,000-2,500 (SF) – 2,500-3,000 (JS) word essay, 40%
1 x examination paper 60%

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.
III. SENIOR FRESHMAN 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.

Indicative Resources

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 Teaching and Student Learning

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.

Indicative Resources
Oxford Essential Arabic Dictionary.
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.

3. Introduction to Turkish Language (for details speak to head of year)

IV. JUNIOR SOPHISTER LANGUAGE OPTIONS

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

Lecturer: Prof. Anne Fitzpatrick

ECTS Value: 10

Contact Hours:
Class hours: 2 per week

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

- recognise and use Classical Hebrew grammatical forms, and read Classical Hebrew narrative prose with the aid of a lexicon/dictionary.

**Module Learning Aims**
To enable the student to read Classical Hebrew narrative prose texts.

**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.

**Recommended Reading List**
*Biblia Hebraica Stuttgartensia*

Brown, Driver and Briggs, *Hebrew and English Lexicon of the Old Testament*
J. Weingreen, *Hebrew Grammar* (as from Introduction to Hebrew)

**Module Pre Requisite**
Students taking this course must have reached a mark of 55% or above in their senior freshman language exam.

**Assessment Details:** 50% continual assessment, 50% examination.

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.

Indicative Resources
Abdulmajeed Ihdidan, Muhammad Kiddah, Fathiya Saleh, Zahia Al-Khukhi and Naja Amarzouq, Miftah Al-Arabiya 2.

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 Modules**

**Holocaust Representation in Film and Literature: NM 4003**

**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.
Module Content

Ka-Tzetnik (Yehiel De-Nur), *Sunrise over Hell*

Tadeusz Borowski, *This Way for the Gas, Ladies and Gentlemen*

Sidney Lumet, *The Pawnbroker* (1964)

Elie Wiesel, *Night*

Primo Levi, *If This is a Man*

David Grossman, *See Under: LOVE: A Novel*


Art Spiegelman, *The Complete Maus*

Indicative Resources

Books listed above


“Hitler in History,” *In Our Time*. BBC Radio

http://www.bbc.co.uk/programmes/p00546wh

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 2G writers

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.

1. Islam and Gender: NM 4004

Lecturer: Prof. Roja Fazaeli

Contact Hours:
22 hours of lectures
10 hours of film screenings (group viewings)
35-40 hours readings and essay

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.

**Indicative Resources**


Amina Wadud, Qur’an and Women, Rereading the Sacred Text from a Woman’s Perspective, Oxford University Press, New York, 1999.


**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 short paper and a three-hour examination.

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.

Rationale and Aims

This module addresses 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 are covered. The areas of Islamic law pertaining to women’s legal rights will be another topic of discussion. The changing dismodule regarding construction of gender identities is explored through studies of women’s movements in Muslim majority countries. This module will encourage students to challenge stereotypes surrounding women’s status in 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.

**Module Content**

Women at the Inception of Islam: The Prophet and Women
Women, the Qur’an and the Hadith: Women in the Qur’an and the Story of Creation
Women in Islamic Law: Marriage
Women in Islamic Law: Divorce
Sexuality and Islam
Patriarchy and Honour
Dismodules on the Veil: Comparative perspectives
Islamic Feminisms and Women’s Movements: Comparative Perspectives (Iran, Turkey, Morocco, Egypt, Indonesia)
Women and the Islamic State

**Indicative Resources**


**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 which are deemed discriminatory against women.
- Challenge stereotypes surrounding women’s lives in Islam
- Identify and debate women’s movements in Muslim-majority countries

**Methods of Teaching and Student Learning**
The lectures are all 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 word paper (10%) and a three-hour terminal examination (90%).

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, the students are asked to write summaries of their readings and email them to the lecturer before each class to ensure their understanding of the reading materials.

**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.

**4. 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.

Indicative Resources
Abdulmajeed Ihidian, Muhammad Kiddah, Fathiya Saleh, Zahia Al-Khukhi and Naja Amarzouq, Miftah Al-Arabiya 2.

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.

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 analyse a selection of Classical Hebrew texts in both poetry and
  prose
- Explain textual and exegetical difficulties relevant to such texts

Module Learning Aims

- To enable the student to read Classical Hebrew poetry and prose texts.

Module Content

- This course is intended for students who have completed an intermediate
course in Classical Hebrew. The course concentrates on the reading and
translation of poetry texts from the Hebrew bible and extra-biblical prose
texts.
Methods of Assessment

This module is assessed by one three hour examination
Semester B Modules

Arabic Literature NM 4017
Duration: Semester A
Contact hours p/w: 2 hours per week

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. The module concentrates on the reading and translation of selected passages from Arabic works of modern fiction and poetry and discusses their cultural significance. Students engage in translation of advanced-level Arabic texts.

Assessment: 1 x 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.
The Jews of Egypt: NM 4002 (Semester B)

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 with a particular focus on Judean communities in Egypt. 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: 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.

Indicative Resources

**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
- Discuss the view that anti-semitism was present in the ancient world

**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 % of the overall mark and a three-hour examination. 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.
Into/Out of Egypt: Biblical Narratives and Popular Culture: NM 4001 (Semester B)

Lecturer: Prof. Lesley Grant

Contact Hours: 2 hours per week of lectures

ECTS Value: 10

Rationale and Aims

To understand the ongoing importance of Biblical narratives as a source for popular cultural images even in the increasingly secular Western societies of the 20th and 21st centuries.

Module Content

This module considers the continuing use and re-use of Biblical narrative in Western cinema and popular novels, examining how the presentation of the Biblical material differs in each case and how that presentation reflects the time-period, and the 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, among others, such issues as:

- differing constructions of ethnicity, gender and sexuality;
- the use of Egypt as a political symbol;
- 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 of the films/novels are discussed in student led-seminars and then group discussions, supplemented by short lectures.
Indicative Resources

Ancient Texts

The Great Hymn to the Aten

The Tale of Sinuhe

Tanakh: Genesis 29-50; Exodus


Films

The Ten Commandments (1923)

The Egyptian (1954)

Land of the Pharaohs (1955)

The Ten Commandments (1956)

Prince of Egypt (1998)

Joseph, King of Dreams (2000)

Exodus (2007)

Exodus: Gods and Kings (2014)

Novels

Diamant, A. The Red Tent, London, 2002

Hurston, Z. Neale, Moses, Man of the Mountain, New York, 1939

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.

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.

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.

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 Turnitín. 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**

**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://ted-]
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.

Your attention is drawn to the relevant pages of the Calendar for College regulations on plagiarism, which are reproduced below:

"Plagiarism

63. Plagiarism is interpreted by the University as the act of presenting the work of others as one’s own work, without acknowledgement. Plagiarism is considered as academically fraudulent, and an offence against University discipline. The University considers plagiarism to be a major offence, and subject to the disciplinary procedures of the University.

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

(a) copying another student’s work;
(b) enlisting another person or persons to complete an assignment on the student’s behalf; (c) quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format;
(d) paraphrasing, without acknowledgement, the writings of other authors.

Examples (c) and (d) in particular can arise through careless thinking and/or methodology where students:
(i) fail to distinguish between their own ideas and those of others;
(ii) fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;
(iii) fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement; (iv) come across a distinctive methodology or idea and fail to record its source.

All the above serve only as examples and are not exhaustive. Students should submit work done in co-operation with other students only when it is done with the full knowledge and permission of the lecturer concerned. Without this, work submitted which is the product of collusion with other students may be considered to be plagiarism.

65. It is clearly understood that all members of the academic community use and build on the work of others. It is commonly accepted also, however, that we build on the work of others in an open and explicit manner, and with due acknowledgement. Many cases of plagiarism that arise could be avoided by following some simple guidelines:
(i) Any material used in a piece of work, of any form, that is not the original thought of the author should be fully referenced in the work and attributed to its source. The material should either be quoted directly or paraphrased. Either way, an explicit citation of the work referred to should be provided, in the text, in a footnote, or both. Not to do so is to commit plagiarism. (ii) When taking notes from any source it is
very important to record the precise words or ideas that are being used and their precise sources. (iii) While the Internet often offers a wider range of possibilities for researching particular themes, it also requires particular attention to be paid to the distinction between one’s own work and the work of others. Particular care should be taken to keep track of the source of the electronic information obtained from the Internet or other electronic sources and ensure that it is explicitly and correctly acknowledged.

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

67. Students should ensure the integrity of their work by seeking advice from their lecturers, tutor or supervisor on avoiding plagiarism. All departments should include, in their handbooks or other literature given to students, advice on the appropriate methodology for the kind of work that students will be expected to undertake.

68. If plagiarism as referred to in §63 above is suspected, the head of department will arrange an informal meeting with the student, the student’s tutor, and the lecturer concerned, to put their suspicions to the student and give the student the opportunity to respond.

69. If the head of department forms the view that plagiarism has taken place, he/she must notify the Senior Lecturer in writing of the facts of the case. The Senior Lecturer will then advise the Junior Dean. The head of department may recommend that the work in question receives a reduced mark, or a mark of zero. If satisfactory completion of the piece of work is deemed essential for the student to rise with his/her year or to proceed to the award of a degree, the student may be required to re-submit the work. However the student may not receive more than the minimum pass mark applicable to the piece of work on satisfactory re-submission.

70. The Junior Dean will interview the student if the facts of the case are in dispute, or if the head of department feels that the penalty set out in §69 above is inappropriate given the circumstances of the case. In either circumstance, the Junior Dean may
implement the procedures set out in CONDUCT AND COLLEGE REGULATIONS §2."

VI. Essays

**Handing in Essays**

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.

User guidelines for Turnitin can be found on the following site:

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 Freshman 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 Freshman 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 re-assessed 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.

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

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.

General academic progress — see §§19-22 above.

The Junior Sophister pattern C annual examination is a moderatorship examination.

Students are assessed in one subject only. There are no supplemental examinations.

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.

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

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.

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

(xxviii) 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 of between 12,000 to 15,000 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 0,000 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:

YOU MUST TAKE THE ONLINE COURSE ON PLAGIARISM BEFORE YOU SUBMIT YOUR DISSERTATION. IT CAN BE FOUND ON [http://tcd-](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.

**Choose one topic.** For 2016-2017, the special topics are:

1. Islam in the **Medieval Period** *(bibliography available from Prof Fazaeli)*
2. **The Neo-Assyrian Empire** *(bibliography available from Prof Fitzpatrick)*
3. Human Rights in the Middle East *(bibliography available from Prof Fazaeli)*

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/](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](http://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](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/](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