Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
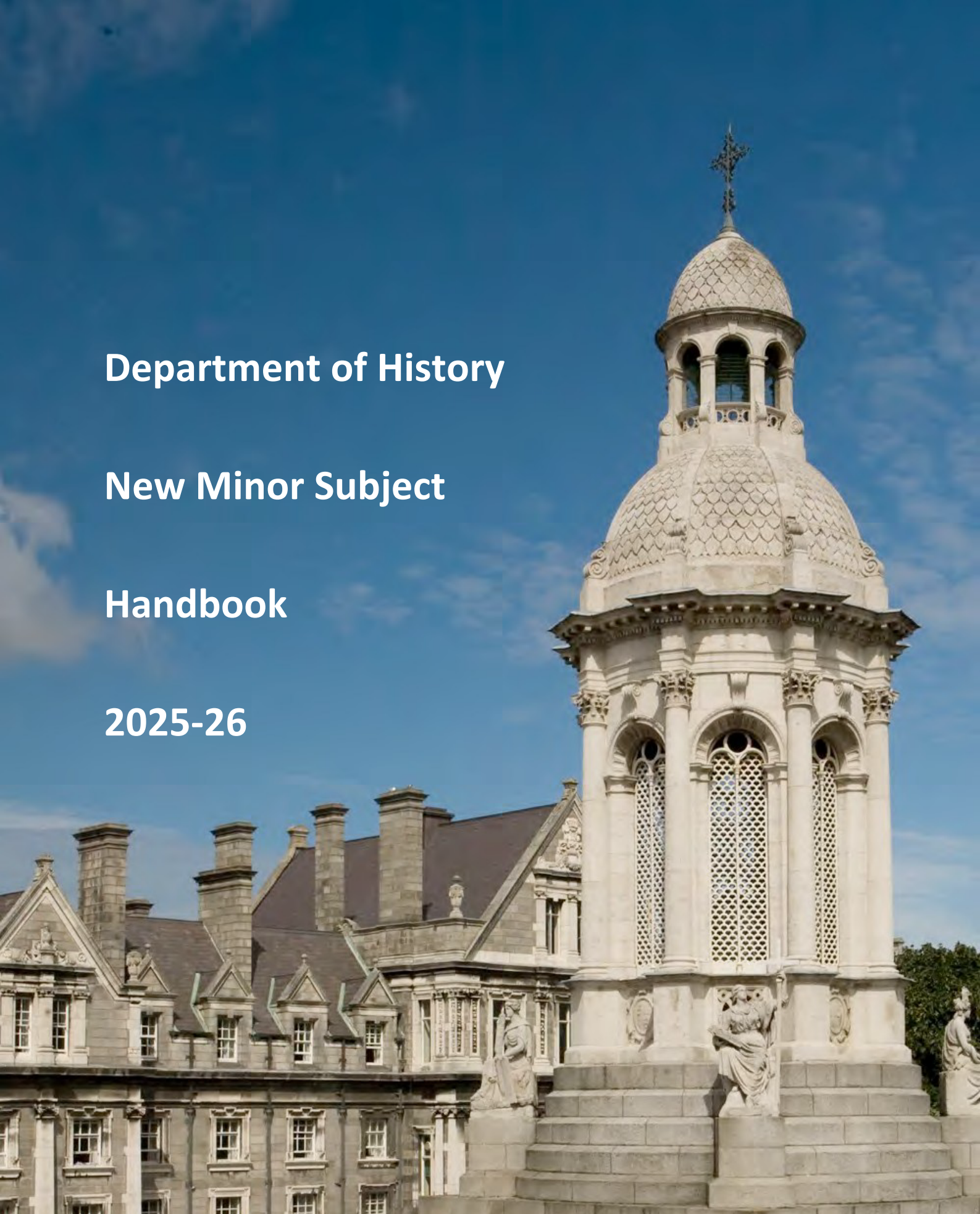### The University of Dublin

Department of History

New Minor Subject

Handbook

2025-26

Contents

Introduction

We are delighted to welcome you to the Department of History. The Senior Fresh year offers a number of new challenges, with a wide variety of periods and places to study, and a range of methodological approaches to explore. This handbook will guide you through your studies in the Department in 2025-26. We hope that you will engage fully with the Department this year, not just in modules, but also in our weekly Departmental Research Seminars. Full details of these seminars will be posted on the Departmental website and we would certainly encourage you to attend these seminars when your schedule allows.

This handbook provides essential information about your History programme. It supplements information in the *University Calendar*. In the event of conflict or inconsistency between the General Regulations published in the *University Calendar* and information contained in our handbooks, the General Regulations prevail. The *University Calendar* is available at http://www.tcd.ie/calendar/

More detailed information on individual modules is provided in the relevant module guides and on the Department website https://www.tcd.ie/history/. Module guides will also be provided through Blackboard.

As a Department we expect certain things of you:
- to read this handbook carefully
- to read your Trinity e-mails regularly
- to set aside at least 40 hours each week for academic work
- to attend all classes, whether shared-space, synchronous or asynchronous
- to read for each class and come to seminars prepared to speak
- to know and meet your deadlines
- and, if you have a problem, to speak to someone about it: your module coordinator, year coordinator, Head of Department, or College Tutor. We cannot promise that we can solve your problem, but we will do our best to help.

If you are in any doubt about how the regulations affect you, consult a member of staff in the Department or your College Tutor.

This handbook addresses four main areas:
  1) Useful information about the Department
  2) Your programme of study
  3) Advice and regulations
  4) Important dates for 2025-26

Best of luck with your studies in 2025-26

Section 1: About the Department

Executive Officers: Joanne Lynch and Alberto Santos Cancelas

Dept. of History Office: room 3133. **Normal Opening Hours** are 10.00 - 12.00 & 14.00 - 16.00. Only one staff member will be in the office as a rule, and they may need to leave the office occasionally. Email may be a better way of contacting them.

Telephone: 01- 896 1020   **E mail:** histhum@tcd.ie

Academic Staff	Role	E mail address
Dr Joseph Clarke	Head of the Department of History	joseph.clarke@tcd.ie
Professor Robert Armstrong		robert.armstrong@tcd.ie
Dr Sparky Booker		
Dr Katja Bruisch	Exams Officer	bruischk@tcd.ie
Dr Philippa Byrne		phbyrne1@tcd.ie
Dr. Diogo De Carvalho Cabral		decarvad@tcd.ie
Dr Peter Crooks	On research leave MT - Research Students Coordinator	pcrooks@tcd.ie
Dr David Ditchburn	AHMC Coordinator & Columbia Joint Degree Coordinator	ditchbud@tcd.ie
Professor Anne Dolan	On research leave - Research Students Coordinator	adolan@tcd.ie
Professor Lindsey Earner-Byrne	Senior Sophister Coordinator & Director of Research	earnerbl@tcd.ie
Dr Susan Flavin	On research leave MT	sflavin@tcd.ie
Dr Gillian Frank		frankg@tcd.ie
Professor Daniel Geary	Director of Undergraduate Teaching and Learning	gearyd@tcd.ie
Professor Patrick Geoghegan	Director – Trinity Long Room Hub	patrick.geoghegan@tcd.ie
Dr Brian Hanley	Junior Fresh Coordinator	hanleybr@tcd.ie
Professor Poul Holm		holmp@tcd.ie
Dr Carole Holohan		holohaca@tcd.ie
Dr Patrick Houlihan	Junior Sophister Coordinator	patrick.houlihan@tcd.ie
Dr Isabella Jackson	Dissertation Coordinator	jacksoni@tcd.ie
Professor Ruth Karras		ruth.karras@tcd.ie
Dr Georgina Laragy		laragy@tcd.ie
Dr Erin-Marie Legacey		
Dr Francis Ludlow	Incoming Exchange Student Coordinator	ludlowf@tcd.ie
Dr Graeme Murdock		murdocg@tcd.ie
Professor Jane Ohlmeyer	On research leave	jane.ohlmeyer@tcd.ie
Dr Ciaran O'Neill	On research leave	ciaran.oneill@tcd.ie
Dr Ramazan Öztan	Outgoing Exchange Student Coordinator	ramazan.oztan@tcd.ie
Professor Micheál Ó Siochrú	Head of the School of Histories and Humanities	osiochrm@tcd.ie
Dr Molly Pucci		puccim@tcd.ie
Dr Immo Warntjes	Disability Liaison Officer	iwarntje@tcd.ie
Dr Patrick Walsh	On research leave MT	walshp9@tcd.ie

How to make contact with the Department

- Staff will communicate with you via your Trinity email address. You are expected to check this regularly and to read and act promptly upon all messages sent to you.
- Staff post boxes are located in the Departmental Office (Room 3133), but especially in Michaelmas term it is best to use email.
- Staff usually post office hours, when they are available for consultation, on their door, but as many will be holding office hours synchronously on-line, please email them to find out arrangements.
- Departmental notices will be posted on relevant noticeboards and on the department website.
- The student information system, Blackboard, and your myzone email accounts are all accessible at https://www.tcd.ie/students/

E-mail Protocols for Students

Every student has a TCD e-mail address. You should check your College e-mail daily during teaching term as it will be used to communicate important information. If away from Trinity on Erasmus or on an exchange you should still check your TCD mail periodically.

Sending e-mails. E-mail is a useful way of contacting lecturers and administrators with queries about course work, to arrange an appointment, or to request a letter of recommendation. E-mail within College is essentially work-related, so it is appropriate to be relatively formal.

Subject Lines. When sending e-mail, please fill in the subject line so as to indicate the purpose of the e-mail. This will help the recipient to answer your query and to recover the e-mail subsequently if necessary.

Forms of address. As a courtesy, e-mails should address recipients by name. If you are using titles (Ms.; Mrs.; Mr.; Dr; Professor) these should be accurate. If you are unsure as to a name or title this can be checked in this handbook.

Introducing yourself. If you are writing to a member of staff for the first time, make sure your complete name and student number appears somewhere in the e-mail. If your e-mail relates to a particular module, include the module code and title.

Expectations re response. Responses to e-mail should only be expected during normal working hours, i.e. from 9.00am to 5.00pm, Monday to Friday. You should not expect academic or administrative staff to respond to your e-mails at weekends or when College is closed during holiday periods.

Requests for Transcripts/Letters of Recommendation. If you are e-mailing a request for a transcript or a letter of recommendation, please allow at least ten days for your request to be processed. Such requests will be expedited if you include your student number in your e-mail.

Be secure. Beware of phishing, never divulge your account details to non-TCD addresses and do not click on links from unknown sources.

Submission of written work

Essays must be submitted on Blackboard via Turnitin, **not** to your module coordinator or teaching assistant, by 11:00 am. on the specified date. (Dates are to be found in the 'Important dates' section at the end of this handbook.) They must include a signed coversheet including a declaration concerning plagiarism. Copies of coversheets can be downloaded on the Departmental webpage. Please note 11am is the latest you can submit without incurring a penalty

- Essays may not be posted, emailed, or handed to academic staff.
- Students are required to retain their own electronic copy of all written work. If we do not receive the electronic copy of your essay, you will be deemed not to have submitted your essay and standard penalties for non-submission will be applied.

For further details on the submission of essays see pp. 13 below.

Whom to Contact When

- If you are unable to attend a class because of illness or any other reasons, you must, where possible, give prior notice to the lecturer or teaching assistant, or leave a message with a member of the administrative staff.

- If you have an academic problem with a particular module, you should discuss it with your module coordinator, the Fresh Coordinator, or the Head of Department.

- If you have other problems affecting your work, you should contact your College Tutor.

- Full details of all student support services are available at https://www.tcd.ie/students/supports-services/

- If you believe you have grounds for an extension on your work, you must contact your year Coordinator directly or through your College Tutor. The appropriate Coordinator will advise you on all aspects of the programme. Contact details for your year Coordinator are as follows:

Dr Brian Hanley	Junior Fresh Coordinator	hanleybr@tcd.ie
Dr Susan Flavin	Senior Fresh Coordinator	sflavin@tcd.ie
Dr Patrick Houlihan	Junior Sophister Coordinator	Patrick.houlihan@tcd.ie
Professor Lindsey Earner-Byrne	Senior Sophister Coordinator	earnerbl@tcd.ie

- Students are elected each year to represent your views, and they participate in Departmental meetings and in Staff-Student meetings. A Staff-Student meeting takes place each term.
- If you need a reference, ask either your College Tutor or your module coordinator.
- If you need special exam provision for any medical reason, approach the Disabilities Office http://www.tcd.ie/disability/index.php

Transcripts

Students may download transcripts via your Student portal from the Student Information System. If you have any problems doing this please contact the Departmental Office at histhum@tcd.ie.

Trinity Careers Service

As a Trinity student you have access to information, support and guidance from the professional team of Careers Consultants throughout your time at Trinity and for a year after you graduate. The support offered includes individual career guidance appointments, CV and LinkedIn profile clinics, practice interviews and mentoring.

Visit https://www.tcd.ie/Careers/ for career, further study and job search advice.

Sign into MyCareer to book appointments, find information about vacancies and bursaries, and book your place on upcoming employer events.

Follow the service on Instagram for career news and advice @trinity.careers.service

What do you want to do? How will you get there? We are here to support you in answering these and other questions about your career.

Junior (JF) & Senior Fresh (SF)

What can I do with my degree? Start with Trinity Careers Service website. Then book an appointment with your careers consultant through MyCareer.

Pathway Choices: Book an appointment with your careers consultant through MyCareer to tease out the career implications of minor, major subject choice as well as Electives and Open Modules.

Get work experience: Apply for work experience and internships to get an insight into different sectors. Opportunities are increasingly available remotely. Personalise your MyCareer profile to receive email alerts tailored to your preferences.

Trinity Employability Bursary: Apply for the bursary, in place to support students finding it financially difficult to take up a career-related opportunity e.g. internship, job shadowing.

Laidlaw Undergraduate Research and Leadership Programme (SF): Apply for a scholarship designed to invest in talented and motivated undergraduate students from all disciplines and walks of life. The Programme aims to develop your potential, equip you with strong leadership and research skills and give you the experience to become active global citizens and future leaders.

Spring Week Bursary (SF): Apply for this bursary that supports costs for students of any discipline who secure Spring Week internships with leading professional services firms.

Polish your CV: Book onto a CV/LinkedIn Clinic for a 15mins consultation through MyCareer

MyCareer: Login to the Trinity careers portal to keep abreast of awards, scholarships, jobs, events, mentoring and lots more

Need to chat about your future? Book an appointment with your careers consultant, Orlaith Tunney on MyCareer. No career query or concern too small!

More information on the above and lots more at Trinity Careers Service website www.tcd.ie/careers

Get work experience: Apply for work experience and internships to get an insight into different sectors. Personalise your MyCareer profile to receive email alerts tailored to your preferences.

Trinity Employability Bursary: Apply for the bursary, in place to support students finding it financially difficult to take up a career-related opportunity e.g. internship, job shadowing. The work experience you undertake must help you to develop your employability skills and prepare you for your future career.

Mentoring & Connecting: Message or meet with a Trinity graduate through Careers Mentoring.

Employability Awards: Apply for an award of interest to you. The awards combine industry-led training in highly transferable soft and technical skills with a university-led workshop to help you reflect on and articulate your learning.

Attend Employer Fairs: Book onto a fair to meet with employers. Fairs take place in Michaelmas Term.

Polish your CV: Book onto a CV/LinkedIn Clinic for a 15mins consultation through MyCareer.

Find a Job: Personalise your MyCareer profile to receive email alerts tailored to your interests.

Practice Interviews: Book a practice interview with a careers consultant or self-serve 24/7 using video interviews on Shortlist.me**.**

Further study: Research your options using the Careers Service website and book an appointment with your careers consultant through MyCareer to decide on your best course of action.

Need to chat about your future? Book an appointment with your careers consultant, Orlaith Tunney on MyCareer. No career query or concern too small!

MyCareer

An online service that you can use to:
- Apply for opportunities which match your preferences - vacancies including research options
- Search opportunities
- View and book onto employer and Careers Service events
- Submit your career queries to the Careers Service team
- Book an appointment with your careers consultant

Simply login to MyCareer using your Trinity username and password and personalise your profile.

Trinity Careers Service

Trinity College Dublin, 7-9 South Leinster Street, Dublin 2

01 896 1705/1721 | Submit a career query through careers@tcd.ie or MyCareer

MyCareer: mycareerconnect.tcd.ie	Trinity.Careers.Service	
www.tcd.ie/careers	@TCDCareers	trinity.careers.service/

Section 2: Your programme of study

Learning Outcomes

On successful completion of the Minor programme in History students should be able to:

- demonstrate an assured and critical knowledge of historical periods, processes, peoples and places
- employ a set of appropriate methods for the comprehension and analysis of historical periods and processes
- identify and analyse key historical problems
- compare and assess existing historical interpretations
- analyse and evaluate primary materials relevant to the historical problems and periods under examination and conduct independent research among primary materials
- compare and assess primary materials against each other and against secondary commentary
- apply skills of summary, synthesis and generalization
- apply skills of argument, debate and reconciliation
- apply skills of oral, written and visual communication
- demonstrate a reflective and self-reflective appreciation of the problems of historical thinking and writing

Modules and assessment

To achieve these outcomes, we have constructed a varied programme of study, which begins in the Fresh years with the study of periods and/or places often through the prism of key debates and themes. The programme also introduces students to some of the core methodologies historians practice, and as you move through the Minor you will engage more and more with primary sources, with historiographical approaches, and with the types of questions historians pose.

Modules in the Senior Fresh year combine the study of peoples, movements, and epochs with modules directly engaging with historical methodologies.

Senior Fresh New Minor students take modules totalling **20 ECTS**. You should choose two of the following modules for a total of 10 ECTS in History in each term. The following table illustrates the modules on offer in 2025-26:

Modules for 2025-26 for NMS Senior Fresh Students

Michaelmas Term	• HIU12035 Saints and Sinners in Medieval Europe • HIU12036 Europe Divided, c. 1480-1620 • HIU12037 The Sexual Politics of Modern Ireland • HIU12038 US History: Power, Politics People	5 ECTS 5 ECTS 5 ECTS 5 ECTS
Hilary Term	• HIU12039 The English Invasion of Ireland and its Impact, 1100-1400 • HIU12040 Conquest and Colonization: Early Modern Ireland • HIU12041 Earthly Pasts: An Introduction to Environmental Histories • HIU12042 Famine, Land and People: Ireland, 1830s-1880s • HIU12043 The World Wars, 1914-1945 • HIU12044 Imperialism, Neo-colonialism and Decolonisation in Modern East Asian History	5 ECTS 5 ECTS 5 ECTS 5 ECTS 5 ECTS 5 ECTS

If you have any queries at all about any of these modules please contact the Executive Officer in the Department Office by e-mail at histhum@tcd.ie.

To complete the History Minor you will take 20 ECTS in each of your Sophister years. In the Junior Sophister Year, you may choose two of the following modules in History in each term.

Modules for 2025-26 for Junior Sophister NMS students

Michaelmas Term		
HIU12045	Across the Sea: Ireland and its Neighbours in the Early Middle Ages	5 ECTS
HIU12046	Thinking About Thought: Ideas in History	5 ECTS
HIU12047	American Dreams: Culture in the US, 1840-present	5 ECTS
HIU12048	Modern Eastern Europe, 1890-1990	5 ECTS
HIU12049	Humans and the Environment in Modern History	5 ECTS

Hilary Term		
HIU12030	The Hundred Years War	5 ECTS
HIU12050	Northern Ireland since 1921	5 ECTS
HIU12051	Debating Modern Britain: Conflict, Change, and Society in the Long Eighteenth Century	5 ECTS
HIU12052	Empire, Oil, and Revolution: The Middle East in the 20th Century	5 ECTS

In your Senior Sophister year you will choose one 10 ECTS List 2 module in each term. The modules on offer this year are as follows.

Modules for 2025-26 for Senior Sophister NMS students

Michaelmas Term		
HIU34575	Early Insular Learning: Fragmented Books in the Irish and Anglo-Saxon Worlds	Immo Warntjes & Nicole Volmering
HIU34517	Gender and Sexuality in Early Modern Europe	Linda Kiernan
HIU34518	Histories of Transylvania	Graeme Murdock
HIU34533	Re-Imagining Northern Ireland	Micheál Ó Siochrú
HIU34531	German Empires at War	Patrick Houlihan
HIU34528	Empire, Community and Culture	Robert Armstrong

Hilary Term		
HIU34576	Race, Ethnicity and Constructions of Irishness, 1150-1500	Sparky Booker
HIU34577	The Alehouse Experience: Gender, Class and Social Negotiation on Early Modern England and Ireland	Susan Flavin
HIU34515	Romance before Romanticism: Life, Love and Death in Ancien Regime and Revolutionary France	Linda Kiernan
HIU34509	Atlantic Island: Eighteenth-Century Ireland in Oceanic Perspective	Patrick Walsh
HIU34571	Reproductive Polics in the 20th Century United States	Gill Frank

Section 3: Advice and regulations

What is ECTS?

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

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

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

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

Things to remember about ECTS

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

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

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

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

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

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

Requirements for obtaining academic credit

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

Progression

As you progress through the History programme, you are faced with a widening range of intellectual and methodological challenges. Whereas Freshman modules aim to survey national or international histories over long periods, most Sophister modules concentrate on short periods or specific themes. The closer focus of Sophister modules requires more intensive teaching through small classes, and more immersion in documentary sources. The shift from survey to specialist work culminates in the dissertation and research essays which form a major element of Moderatorship.

Classes and Coursework

Making the best use of your lectures and tutorials

- If you cannot understand any aspect of your modules, please feel free to make this clear during or after a tutorial or seminar, after a lecture, or by visiting our offices at times notified on our doors or our synchronous on-line office hours. We welcome comments and questions. Each instructor will indicate the best method of reaching them.
- Mobile telephones are not to be used during shared-space or synchronous classes.
- Please arrive punctually in your classes and stay to the end.

Attendance at lectures and seminars

You should aim to attend all lectures. Lectures are intended to provide analysis of selected topics and an introduction to the issues raised in the reading set for each module. They are not intended as a substitute for reading. There is wide variation in the style of presentation across modules, which reflects the variety of approaches historians take to their research. The value of a lecture depends as much on your responsiveness as on its quality.

Attendance at tutorials and seminars is compulsory. They are designed to allow small groups to discuss selected topics under the guidance of a teacher, and to encourage students to practice the arts of documentary interpretation, critical reading, and lucid exposition. You will experience much variation in the nature of tutorials and seminars, again reflecting the wide range of methodological approaches, as well as in the format (synchronous, asynchronous or shared space).

Tutorial exercises and assignments will differ across modules –from class presentations and debates to summaries of vying interpretations and textual analyses of extracts taken from documents. The more you contribute, the better the tutorial. Materials for tutorials will be available through Blackboard. Once you are registered for a module, you are also registered for that module on Blackboard. Remember that you may be required to have prepared work and be set assignments for your first tutorial, so check Blackboard before your first tutorial. **Tutorials begin in Week 3 of term.** You are required, where stipulated, to have work prepared for your tutorials. College regulations state that students must take part fully in the academic work of their class throughout the period of the course (Calendar H5) and the ECTS calculation for all modules includes a proportion of credits for tutorial work. Persistent non-attendance may result in you being returned as non-satisfactory for a given module.

Module assessment

To pass any history module, students must complete all the prescribed exercises.

In Senior Fresh year of the History Minor, assessment is based on the following patterns:

Michaelmas Term	
Module	**Assessment**
HIU12035 Saints and Sinners in Medieval Europe	• Two 500-word primary source commentaries (40%) • An end-of-term take-home exam (60%)
HIU12036 Europe Divided, c. 1480-1620	• A 1,000-1,500-word document commentary (40%) • A 2,000-word end-of-term essay (60%)
HIU12037 The Sexual Politics of Modern Ireland	• A 1,000-1,500-word document analysis (40%) • A 2,000-word end-of-term essay (60%)
HIU12038 US History: Power, Politics, People	• A 1,000-1,500-word review of a relevant podcast (40%) • A 2,000-word podcast script (60%)

Hilary Term	
Module	**Assessment**
HIU12039 The English Invasion of Ireland and its Impact, 1100-1400	• Two tutorial assignments (40%) • An end-of-term in-person exam (60%)
HIU12040 Conquest and Colonization: Early Modern Ireland	• An annotated bibliography (10%), • A 1,000-1,500-essay (30%), • An end-of-term exam (60%).
HIU12041 Earthly pasts: an Introduction to Environmental Histories	• A 1,000-1,500-word review essay (40%) • A 2,000-word end-of-term essay (60%)
HIU12042 Famine, Land and People: Ireland 1830s-1880s	• Tutorial-based coursework (40%) • A 2,000-word end-of-term essay (60%).
HIU12043 The World Wars, 1914-1945	• A 1,000-1,500-word book or film review (40%) • A 2,000-word end-of-term essay (60%)
HIU12044 Imperialism, Neo-colonialism and Decolonisation in Modern East Asian History	• A 1,000-1,500-word essay (40%) • An end-of-term in-person exam (60%)

In the Junior Sophister year of the History Minor, assessment is based on the following patterns:

Michaelmas Term	
Module	**Assessment**
HIU12045 Across the Sea: Ireland and its Neighbours in the Early Middle Ages	• A 1,000-1,500-word review or source commentary (40%) • A 2,000-2,500-word end-of-term essay (60%)
HIU12046 Thinking About Thought: Ideas in History	• A 1,000-1,500-word essay (40%) • An end-of-term in-person exam (60%)
HIU12047 American Dreams: Culture in the US, 1840-present	• A 1,000-1,500-word essay (40%) • An end-of-term take-home exam (60%)
HIU12048 Modern Eastern Europe, 1890-1990	• A 1,000-1,500-word essay (40%) • An end-of-term in-person exam (60%)
HIU12049 Humans and the Environment in Modern History	• A learning journal (40%) • A 2,000-2,500-word end-of-term essay (60%)

Hilary Term	
Module	**Assessment**
HIU12030 The Hundred Years War	• A primary source-focussed 1,000-1,500-word essay (40%) • An end-of-term exam (60%)
HIU12050 Northern Ireland since 1921	• A 1,000-1,500-word essay (40%), • An end-of-term take-home exam (60%)
HIU12051 Debating Modern Britain: Conflict, Change, and Society in the Long 18th Century	• A 1,000-1,500-word primary source commentary (40%) • A 2,000-2,500-word essay (60%)
HIU12052 Empire, Oil, and Revolution: The Middle East in the 20th Century	• A 1,000-1,500 essay (40%) • A 2,000-2,500-word end-of-term essay (60%)

In Senior Sophister year of the History Minor, each module follows one of three assessment patterns. The module description will indicate which pattern each module follows. https://www.tcd.ie/history/undergraduate/single-honors.php

- Two essays, one of 2000-2500 words (40% of mark) and one of 3000-3500 words (60% of mark)
- One essay of 2000-2500 words (40% of mark) and a take-home exam (60% of mark)
- One essay of 5000-6000 words

Essays

Essays allow us to assess your mastery of relevant secondary reading, your ability to supply full and accurate citations, and your critical and analytical skills. The ability to synthesise information in lucid, clearly-argued prose is no less important than your capacity to carry out systematic research or reading. The more you write, the better you will perform. (See Guidelines for writing essays, pp. 19-20.)

Guidance on essay topics or questions will be found in each module guide. Check with your lecturer and teaching assistants if you have any questions regarding your essay topics.

The word-count of your essay should be *within* the specified range; penalties may apply if it falls above or below the range. If the essay is shorter it is likely that you have not done enough, and if it is longer you have likely either attempted too much, been too wordy, or included irrelevant information. Adjusting your writing plan to the task at hand is part of good writing.

The footnotes and the bibliography must conform to the style prescribed below and are not counted as part of the word count.

Referencing your essays

Please remember that poor citation practice may be taken into account in assessing your work. The absence of an appropriate scholarly apparatus (adequate footnoting and a properly formatted bibliography) in assessed work at sophister level will be treated as a case of poor academic practice (Level 1) and dealt with according to the guidelines set out in the College Calendar, Part II, section 101 (p. 50). Consequently, any work submitted without appropriate footnoting and a full bibliography will be deemed ineligible for assessment and must be corrected and resubmitted for assessment. As a level 1 offence, this will be recorded on your student record, but the assignment mark will not be reduced for a first offence. For the Department's guidance on footnoting your work and preparing your bibliography, see the guidelines below on pp 28-30.

Oral Examinations

A selection of your written work, including essays and examination answers, may be subject to a short *viva voce* (live oral) examination. Where students are selected for a *viva voce* examination, this is part of the assessment and the viva must be passed in order to gain pass marks in the written assignment.

Academic Integrity

Upholding the principles of academic Integrity should be central to all of your work at Trinity College. Plagiarism is an extremely serious matter which carries severe penalties for students. The College has drafted a definition of plagiarism and some rules and guidelines which must be followed, which can be accessed here, Academic Integrity Homepage

College now requires **all** students to complete an online tutorial on maintaining academic integrity and avoiding plagiarism, the 'Ready, Steady, Write' tutorial, at Ready Steady Write
All essay cover sheets now include a statement confirming that students have read the College regulations and taken the online tutorial. You can find the text of this declaration at Coversheet Declaration
Failure to comply with these regulations will result in serious penalties and/or disciplinary steps in accordance with College Regulations. The consequences may be found here Levels and Consequences

If you are unsure of what the plagiarism regulations require, please contact your tutorial teacher, your module coordinator, your College Tutor, the Junior Fresh Coordinator or the Head of Department.

The official College position is set out in the *Calendar* and the principal points are as follows:

96 General
It is clearly understood that all members of the academic community use and build on the work and ideas of others. However, it is essential that we do so with integrity, in an open and explicit manner, and with due acknowledgement.
Any action or attempted action that undermines academic integrity and may result in an unfair academic advantage or disadvantage for any member of the academic community or wider society may be considered as academic misconduct. Examples of academic misconduct include, but are not limited to:
  (i)   plagiarism - presenting work/ideas taken from other sources without proper acknowledgement. Submitting work as one's own for assessment or examination, which has been done in whole or in part by someone else, or submitting work which has been created using artificial intelligence tools, where this has not been expressly permitted;
  (ii)   self-plagiarism - recycling or borrowing content from the author's own previous work without citation and submitting it either for an assignment or an examination;
  (iii)   collusion - undisclosed collaboration of two or more people on an assignment or task, or examination, which is supposed to be completed individually;
  (iv)   falsification/fabrication;
  (v)   exam cheating - action or behaviour that violates examination rules in an attempt to give one learner an unfair advantage over another;
  (vi)   fraud/impersonation - actions that are intended to deceive for unfair advantage by violating academic regulations. Using intentional deception to gain academic credit;
  (vii)   contract cheating - form of academic misconduct in which a person uses an undeclared and/or unauthorised third party to assist them to produce work for academic credit or progression, whether or not payment or other favour is involved. Contract cheating is any behaviour whereby a learner arranges to have another person or entity ('the provider') complete (in whole or in part)

any assessment (e.g. exam, test, quiz, assignment, paper, project, problems) for the learner. If the provider is also a student, both students are in violation.

(viii)   Further examples of the above available at www.tcd.ie/teaching-learning/academic-integrity.

97 Academic misconduct in the context of group work

Students should normally submit assessments and/or examinations done in co-operation with other students only when the co-operation is done with the full knowledge and permission of the lecturer concerned. Without this permission, submitting assessments and/or examinations which are the product of collaboration with other students may be considered to be academic misconduct.

When work is submitted as the result of a group project, it is the responsibility of all students in the group to ensure, so far as is possible, that no work submitted by the group is plagiarised, or that any other academic misconduct has taken place. In order to avoid academic misconduct in the context of collaboration and group work, it is particularly important to ensure that each student appropriately attributes work that is not their own.

Should a module co-ordinator suspect academic misconduct in a group assignment, the procedure in cases of suspected academic misconduct must be followed for each student.

98 Avoiding academic misconduct

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

99 Procedure in cases of suspected academic misconduct

If academic misconduct as referred to in §96 above is suspected, in the first instance, the module co-ordinator may choose to arrange an informal meeting with the student to discuss the instance of concern. Following this informal meeting, or if a meeting is not necessary, the module co-ordinator must complete the academic integrity form (accessed via www.tcd.ie/teachinglearning/academic-integrity), which will provide an indicative score and level, as below.

(i)   Level 1: (0 - 200) poor academic practice/conduct
(ii)   Level 2: (201 - 350) academic misconduct (minor)
(iii)   Level 3: (351 - 500) academic misconduct (major)
(iv)   Level 4: (501+) academic misconduct (severe)

Levels 1 - 3 are normally managed by the School, and all level 4 cases will be referred directly to the Junior Dean.

Level 1 (0 - 200): Scores in the range 0 - 200 are considered to reflect poor academic practice and level 1 consequences should apply. The module co-ordinator must inform their School's Director of Teaching and Learning (Undergraduate), or their designate, who will either approve the outcome, or if they form the view that the misconduct is more serious, agree an alternative level with the module co-ordinator.

Levels 2 - 3 (201 - 500): The module co-ordinator must inform their School's Director of Teaching and Learning (Undergraduate), or their designate, of the suspected infringement and proposed consequence. If the Director or designate approves the recommended consequences, the module co-ordinator will write to the student advising them of the suspected infringement of academic integrity, offering them the option of an appropriate consequence should they admit that misconduct has taken place.

If the Director or designate forms the view that the alleged misconduct requires further investigation, or if the student disputes the academic misconduct or the consequence, it will proceed to the academic integrity meeting.

100 Academic integrity meeting

The Director of Teaching and Learning (Undergraduate), or their designate, writes to the student and the student's tutor indicating the nature of the suspected academic misconduct and the evidence for it, and inviting the student to:

(i)   respond to the suspicions by completing and submitting the academic integrity response form (accessed via www.tcd.ie/teaching-learning/academic-integrity) within an appropriate timeline determined by the School;

(ii)   indicate whether or not they (and a representative) plan to attend an academic integrity meeting on a specified date. If the student and or/representative is unable to attend, or chooses not to attend, the meeting will take place as planned.

The academic integrity response form will be the student's submission to the meeting. The academic integrity meeting is attended by a Director of Teaching and Learning (Undergraduate) or their designate (Chair); two academic colleagues from the School (at least one from the discipline to which the module belongs); the student and their tutor (or a representative of the Students' Union), if they wish; the co-ordinator of the module, if they wish, but only to present additional evidence.

The academic integrity meeting considers the assessment or examination(s) in question; the academic integrity form (and any verbal submissions by the module co-ordinator, if present); the student's academic integrity response form (and any verbal submissions by the student and/or tutor, if present).

The academic integrity meeting assesses the abovementioned evidence in order to determine at what level (if at all) academic misconduct has occurred and selects a consequence appropriate to that level, giving due consideration to any mitigating circumstances. Minutes of the meeting must be recorded. The Chair completes the academic integrity meeting decision form (accessed via www.tcd.ie/teaching-learning/academic-integrity), which is submitted for approval to the Senior Lecturer/Dean of Undergraduate Studies. The Senior Lecturer may approve, reject, or vary the recommended consequence, or seek further information before making a decision. If the Senior Lecturer considers that the consequences provided for under the above procedure are inappropriate given the circumstances of the case, he/she may also refer the matter directly to the Junior Dean who will interview the student and may implement the procedures as referred to under CONDUCT AND COLLEGE REGULATIONS §2. If the Senior Lecturer/Dean of Undergraduate Studies approves the recommended consequence, the Chair communicates the decision to the student and their tutor.

101 Consequences in cases of suspected academic misconduct

If the instance of concern can be dealt with under the above procedure, one of the following consequences will be recommended:

(i) Level 1: (0 - 200): poor academic practice/conduct
    - Mandatory academic integrity training is required
    - Informal warning – a record is kept for the duration of the learner's enrolment on the programme of study to inform any future instances of concern
    - The work must be corrected. The student is required to amend all elements identified as poor academic practice. Other content may or may not be altered as appropriate to the assessment and as determined by the School. The corrected work will be assessed. In the case of examinations, the work must be reassessed. The mark for the component/ assessment/examination may or may not be reduced;

(ii) Level 2: (201 - 350): academic misconduct (minor infringement)
    - Mandatory academic integrity training is required
    - Formal warning – a written warning is issued by the Director of Teaching and Learning (Undergraduate) or designate, and the instance of academic misconduct is recorded for the duration of the learner's enrolment on the programme of study
    - The work must be resubmitted. The student is required to amend all elements identified as breaching academic integrity. Other content may or may not be altered as appropriate to the assessment and as determined by the School. The resubmitted work will be assessed. In the case of examinations, the work must be reassessed. The component/assessment/ examination mark will be reduced or capped at the pass mark and might not be confirmed until the reassessment Court of Examiners;

(iii) Level 3: (351 - 500): academic misconduct (major infringement)
    - Mandatory academic integrity training is required
    - Formal warning – a written warning is issued by the Director of Teaching and Learning (Undergraduate) or designate, and the instance of academic misconduct is recorded for the duration of the learner's enrolment on the programme of study
    - The work must be resubmitted at the reassessment session. The student is required to amend all elements identified as breaching academic integrity. Other content may or may not be altered as appropriate to the assessment and as determined by the School. In the case of examinations, the work must be reassessed. The mark for the module will be capped at the pass mark and will not be confirmed

until the reassessment Court of Examiners;

(iv) Level 4: (501 - 615): severe academic misconduct

- The case will be referred directly to the Junior Dean.

102 If the facts of the case are in dispute, or if the Director of Teaching and Learning (Undergraduate), or designate, feels that the consequences provided for under the academic misconduct procedure are inappropriate given the circumstances of the case, they may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under under CONDUCT AND COLLEGE REGULATIONS §2. Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes.

Submission of essays

All essays must be formatted for A4 paper, with 1 ½ or double---spacing and a wide margin for comments. All quotations, and substantive information taken indirectly from other works, must be acknowledged by means of footnotes giving author, title, place and date of publication, and page number. When citing unpublished sources, students should follow the advice of the module teacher. A bibliography, listing the documentary sources, books, and articles used (including all those acknowledged in footnotes) must be appended to the essay. The Department's Guidelines for writing essays are found below.

Essays must be submitted on Blackboard via Turnitin, not to your module coordinator or teaching assistant, by 11:00 am on the specified date. (Dates are to be found in the 'Important dates' section at the end of this handbook.) They must include a signed cover-sheet including a declaration concerning plagiarism. Copies of cover-sheets can be downloaded on the Departmental webpage. Please note 11am is the latest you can submit without incurring a penalty

Essays may not be posted, e---mailed or handed to academic staff.

Students are <u>required</u> to retain their own electronic copy of all written work. If we do not receive the electronic copy of your essay, you will be deemed not to have submitted your essay and standard penalties for non-submission will be applied.

Deadlines

Deadlines are serious. The deadlines for 2025-26 are available on the final page of this handbook. Deadlines exist so that you can structure your work with maximum efficiency and success. Serious penalties for late submission apply. Extensions will be granted only in exceptional circumstances.

Extensions can only be granted by your Year Coordinator.

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

Feedback

Marked term essays are returned in individual meetings (most likely virtual) with your lecturers or teaching assistants. They will arrange times for you to discuss your essay for about 15 minutes. Times will be notified either by e-mail or on Blackboard – so check both regularly. It is very important that you attend meetings about feedback on your work. They provide an invaluable opportunity for you to be given individual feedback on the strengths and weaknesses of your written work. Students who achieve high marks are usually those students who take careful note of what is said to them in feedback meetings and act upon the advice as they progress through the degree. Your module coordinator will not arrange a feedback meeting for your Michaelmas Term final essay unless you specifically request one.

Feedback sessions are also an opportunity for you to ask about any aspects of the topic about which you are unsure, but did not wish to raise in class discussion. You may also receive guidance on how to improve your essay writing skills and your capacity for historical analysis. Do not hesitate to ask about the mechanics of writing, as well as about matters of historical interpretation.

In order to benefit as much as possible from these sessions, you should do the following:
- Always keep a copy of your essay or assignment and read through it before coming to the

meeting
- Make a note of any questions that you would like to ask – e.g. 'I don't understand what Macinnes was arguing in the conclusion to his book'; 'I wasn't sure if this point went in the conclusion of introduction'; 'I really just didn't know what else to write;' etc.
- Take notes of the replies to these questions and think about them afterwards.
- When you come to write the next essay, look over your notes and think about how to apply the suggestions for improvement to your next submission.

Essay marking criteria

First class (70-80)
Structure and focus
- Engages closely with the question throughout, showing a mature appreciation of its wider implications.
- The structure of the argument is lucid and allows for the development of a coherent and cogent argument.
- Factual evidence and descriptive material is used to support the writer's argument, and is both concise and relevant.

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

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

Upper second class (60-69)
Structure and focus
- Work which displays an understanding of the question, an appreciation of some of its wider implications and tries seriously to engage with the question.
- The structure of the answer will facilitate the clear development of the writer's argument. But towards the lower end of this mark band the candidate will not be able to sustain a consistently analytical approach.
- The writer will deploy relevant evidence to support the argument. But towards the lower end of this mark band, the writer may not explain the full implications of the evidence cited.

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

Range of knowledge

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

Lower second class (50-59)

Structure and focus
- The work will display some understanding of the question, but it may lack a sustained focus and only a limited understanding of the question's wider implications.
- The structure of the work may be determined largely by the material available to the writer, rather than by the demands of the question. Ideas may be stated rather than fully developed.
- The writing may include descriptive and factual material, but without the kind of critical reflection characteristic of answers in higher mark bands.

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

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

Third class (40-49)

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

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

Range of knowledge
- There will be sufficient knowledge to frame a basic answer, but it will be patchy and limited. There are likely to be some inaccuracies.
- There will be some understanding of historical development, but it will be underdeveloped, and the ideas of historians and others may be muddled or misunderstood.

- There will be an argument, but the writer may be prone to excessive narrative, and the argument may be signposted by bald assertions rather than informed generalisations.
- Information will be employed uncritically as if it was always self-‐‐explanatory.
- The answer will demonstrate only a rudimentary appreciation of the historical period under discussion.

Fail 1 (30-39)

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

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

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

Fail 2 (20-29)

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

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

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

Results

Results will be provided on the web during Trinity Term. The examination period is a particularly busy time for the Department and we try to provide students with their results as promptly as we possibly can. College regulations prohibit us from providing results over the phone or to a third party.

Supplemental examinations

Supplementary examinations are available for those who fail Fresh modules. To pass the year you need to secure an overall mark of 40% and to obtain 60 ECTS, either by passing all modules or by 'compensation'. Please refer to College policy on passing by compensation.

Non-satisfactory performance

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

Failure to rise with the year

Students repeating a year, because of failure to gain academic credit, are required to attend lectures and tutorials, submit written work and perform all other exercises in the same way as if they were taking the year for the first time. They may be required to take a different combination of modules.

Guidelines for writing essays

Preparation

The usual purpose of writing a history essay is to answer a specific question or set of interlocking questions, not to provide a mere chronology of vaguely related events. Where the essay title does not consist of a specific question, you should formulate your own question to limit the topic. You should prepare for an essay by using the reading lists provided by the module lecturer, which are directly relevant to the subject, making use where appropriate also of relevant reference works. In reading, you should attempt to take account of historical controversies surrounding the topic. Before writing the essay, devise an outline with a clear structure. This may be submitted with the essay.

Essays should concentrate on argument and analysis, and not narrative.

An essay which simply narrates a series of events without analysing them will always score a low mark, no matter how well written and presented it is. In assessing essays, teachers take account of attributes such as critical ability, range of reading and analysis, accuracy, structure, expression, presentation and originality of thought. The mark represents a medley of distinct evaluations. An interesting, provocative, but technically flawed, essay might receive the same grade as one which is systematic, faultlessly presented, but dull.

Sourcing information

All direct and indirect **quotations**, as well as the ideas or opinions of others, must be referenced. Indirect quotations should be extensively reworded, reordered and their contents analysed, in order to avoid suspicion of plagiarism. As a general rule, any information taken from a book/article/website must be sourced. However, it is not necessary to source general information or facts (e.g. Hitler came to power in 1933) which are common knowledge and/or can easily be verified.

Structure

The basic structure of any essay should consist of an introduction, a main part, a conclusion, and a bibliography. The **introduction** should define a specific question or discuss the question already posed and outline how the student intends going about answering the question. Any terms/concepts requiring definition should be dealt with in the introduction (e.g. 'Was the First World War a total war?' requires a definition of what 'total war' is.).

The **main part** of an essay should consist of several central points, which deal with individual aspects of the question posed and lead up to an answer, or a set of possible conclusions based on the evidence. A clear structure will make the argument more coherent and easier to follow.

The **conclusion** should make a case for the arguments put forward in the essay. The reader does not need a summary of the preceding pages, but to be left thinking about the arguments put forward in a concise and coherent way. The conclusion does not have to be definitive. Often admitting that more questions need to be asked is the most honest conclusion we can make.

The **bibliography** is dealt with below.

Format and prose

- Essays must be typed or word-processed and may be submitted as Word, .rtf, or .pdf files.

- Pages must be numbered consecutively

- Text must be spaced at 1 ½ or double with generous left- and right-hand margins.

- Font size must be 12 point; footnotes must be 10 point.

- Quotations longer than three lines should be separated from the text and indented (reduced font size or single line spacing are optional but must be applied consistently).

- Paragraphs should be limited to less than a page and the development of a single point; single sentence paragraphs should be avoided.

- Write full sentences, do not link two grammatically separate sentences with a comma. (The previous sentence makes this mistake in order to demonstrate it.) All sentences begin with a capital letter and end with a full stop. This applies to footnotes as well as text. Quotations, too, must end with a full stop at some point: the footnote number and the inverted commas are no substitute for the full stop.

- Where possible the active rather than the passive form should be used (again, this sentence makes the mistake in order to demonstrate it).

- Avoid abbreviations (e.g. 'esp.' for especially) as much as possible within the text. Where abbreviations are used they should be consistent throughout the essay.

- Use the first person ('I', 'we') very sparingly if at all.

- Elisions (e.g. doesn't, isn't) as well as slang, jargon and an excessive use of metaphors constitute informal style not suited to a formal scholarly essay.

- A frequent mistake made is the use of it's (it is) instead of its.

- Use italics for foreign words and the titles of books, films, etc. within the text.

- Spell out all numbers less than 101 should be spelt out, except in groups or in statistical discussion. Figures in thousands, such as 5,000, take a comma.

- Note elisions: 156-9, but (for teens) 115-16.

- Dates should be formatted in the following manner: 12 December 1970 (no comma) in the text; 12 Dec. 1970 in footnotes. Elisions: 1834---5, 1816---17, except that in article headings and in citing titles of books and articles use 1834---1835, i.e. without elision. Place a comma before dates in titles of books and articles. Decades: 1850s not 1850's; eighties not '80s. 'Sixteenth century' (noun, without hyphen); 'sixteenth---century' (adjective, with hyphen).

- 'From 1785 to 1789', not 'from 1785-89'; likewise, 'between 1785 and 1789', not 'between 1785-89'.

- Attention should be paid to spelling and grammar; names, place names, and foreign words are frequently misspelled.

- Re-read your work before submitting it and, if possible, ask someone else to read it as well

Referencing

Bibliography

Every essay must contain a bibliography, situated at the end of the essay, listing the works consulted. Only works actually consulted should be listed. There are different methods of constructing a bibliography; the main thing is that it is consistent within itself and that sufficient information is supplied to trace the materials listed.
Divide the bibliography into **primary sources** and **secondary sources**.

Primary sources

- Primary sources, depending on your field, might include:
  > Manuscript sources (list by order of archive)
  > Official publications
  > Newspapers and periodicals
  > Contemporary printed texts and modern editions of contemporary sources
- As everyone's range of primary sources will differ consult with your module lecturer or teaching assistant as to the most appropriate method of arranging your particular bibliography.
- When listing primary sources (especially medieval) without an apparent author the text should be listed first followed by the name of the editor. Where the author is known the editor of the edition used must also be included. For example, *Die Chroniken Bertholds von Reichenau und Bertolds von Konstanz*, ed. I.S. Robinson (Hanover, 2003).

Secondary sources

Books and articles should be listed as secondary sources.

Books

When citing a book, observe the following order:
- author's surname
- author's first name
- Editors should be identified as such by placing '(ed.)' after their name – e.g. Roger Griffin (ed.). For more than one editor use '(eds)'.
- title in italics
- place and date of publication (The place of publication is the town and not the country (e.g. London and not England or Great Britain; Princeton, NJ, not just New Jersey.)
- edition used and date of first edition (if not first edition), for example:
  - Karras, Ruth, *Common women: prostitution and sexuality in medieval England* (Oxford, 1996)
  - Ó Siochrú, Micheál (ed.), *Kingdoms in crisis: Ireland in the 1640s* (Dublin, 2000)
  - Jackson, Isabella, *Shaping modern Shanghai: colonialism in China's global city* (Cambridge, 2017)
- The common abbreviation for page is 'p.', for pages 'pp.' (e.g. p. 3 and pp. 3-5).

Chapters in books

When citing a book chapter, observe the following order:
- author's surname
- author's first name
- title of the chapter
- editor's or editors' full name or names
- title of book
- place and date of publication

- edition and date of first edition (if not first edition)
- page numbers of the full chapter
  For example:
    - Duffy, Sean, 'Henry II and England's insular neighbours', in Christopher Harper---Bill and Nicholas Vincent (eds), *Henry II: new interpretations* (Woodbridge, 2007), 129– 53.
    - Murdock, Graeme, 'A magyar reformatus egyhaztortenet---iras', in G. Fazakas, D. Csorba & B. Barath (eds), *Egyhaz es kegyesseg a kora ujkorban. Kutatastorteneti tanulmanyok* (Debrecen, 2009), 59---82.
    - Flavin, Susan, 'Domestic materiality in Ireland, 1550-1730', in J. Ohlmeyer (ed.), *The Cambridge History of Ireland,* vol. 2*, Early Modern Ireland, 1550-1730* (Cambridge, 2018), 321-45.
    - O'Neill, Ciaran, 'Pearse, Parnell & the priests: history and politics in the Irish schoolboy novel', in K. Jencova (ed.), *The politics of Irish writing* (Prague, 2010), 69- 77.

- ### Articles in journals
When citing a journal article, observe the following order:
- author's surname
- author's first name
- title of article
- name of journal
- volume, number, and year of journal
- page numbers of article
- edition and date of first edition (if not first edition)
  For example:
    - Bruisch, Katja, 'The Soviet village revisited: household farming and the changing image of socialism in the late Soviet period', *Cahiers du Monde Russe*, 57 (2016), 81-100.
    - Clarke, Joseph, '"The rage of the fanatics": religious fanaticism and the making of revolutionary violence', *French History*, 33 (2019), 236-58.
    - Dolan, Anne, 'Death in the archives: witnessing war in Ireland, 1919-1921', *Past and Present*, 253 (2021), 271-300.
- ### Websites
When citing a website, observe the following order:
- name of website
- exact website address in brackets (URL)
- date of access
  For example:
  Trinity College Dublin (http://www.tcd.ie) [accessed: 1 September 2016].
**Always check with your module lecturer or tutorial teacher that the websites you are consulting are reputable and authoritative sources of information.

Issues will arise in your bibliography because of the individual nature of your research. Consult your module lecturer if you are in doubt about any issues of presentation or citation.

Footnotes

References must be inserted as consecutively numbered footnotes after the relevant text passage. References must be consistent and unambiguous, containing precise page references, not only for direct quotations but also for indirect ones. Poor citation may lead to the impairment of grades.

These are just some general guidelines, but consult your module lecturer about their preferred style sheet.

- The **first reference** to a particular work should contain the same information as the bibliographic entry with just two differences:

  i.   the order of the author's name is reversed, so author's first name and then surname

  ii. and you must include specific page references

  For example: David Fitzpatrick, *Harry Boland's Irish revolution* (Cork, 2003), 57.

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

  [1] Jane Ohlmeyer, *Making Empire: Imperialism and the Early Modern World* (Oxford, 2023), 122-36.

  [2] Daniel Geary, 'Carey McWilliams and antifascism, 1934–1943', *Journal of American History,* 90 (2003), 912–34, at pp 919–20.

  [3] Ohlmeyer, *Making Empire*, 14–18.

  [4] Geary, 'Carey McWilliams', 933.

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

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

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

		Section 4: Important dates
		Senior Fresh NMS
		Note: All essays are due via Blackboard before 11.00am on the relevant date

WEEK	DATE	MICHAELMAS TERM 2025
5	Mon., 22 Sept.	Lectures begin in all modules
6	w/b Mon., 29 Sept.	Tutorials begin this week in: • HIU12035 Saints and Sinners in Medieval Europe • HIU12037 The Sexual Politics of Modern Ireland
7	w/b Mon., 6 Oct.	Tutorials begin this week in: • HIU12036 Europe Divided, c. 1480-1620 • HIU12038 US History: Power, Politics, People
10	w/b Mon. 27 Oct.	**READING WEEK**
10	Mon., 27 Oct.	Submission of Assignment 1 in: • HIU12037 The Sexual Politics of Modern Ireland
10	Fri., 31 Oct.	Submission of Assignment 1 in: • HIU12035 Saints and Sinners in Medieval Europe
11	Mon., 03 Nov.	Submission of Assignment 1 in: • HIU12036 Europe Divided, c. 1480-1620
12	Mon., 10 Nov.	Submission of Essay 1/Assignment in: • HIU12038 US History: Power, Politics, People
13	Mon., 17Nov.	Submission of Assignment 2 in: • HIU12035 Saints and Sinners in Medieval Europe
14	Mon., 24 Nov.	Submission of End-of-Term Essay in • HIU12037 The Sexual Politics of Modern Ireland
15	Mon., 1 Dec.	Submission of End-of-Term Essay in • HIU12036 Europe Divided, c. 1480-1620
15	Fri., 5 Dec.	Lectures end

WEEK	DATE	HILARY TERM 2026
22	Mon., 19 Jan.	Lectures begin in all modules
24	Mon., 2 Feb.	Tutorials begin this week in: • HIU12039 The English Invasion of Ireland • HIU12041 Earthly Pasts: An Introduction to Environmental History • HIU12043 The World Wars, 1914-1945

25	Mon., 9 Feb.	Tutorials begin this week in: • HIU12040 Conquest and Colonization: Early Modern Ireland • HIU12042 Famine, Land and People: Ireland 1830s-1880s • HIU12044 Imperialism, Neo-Colonialism and Decolonization in Modern East-Asian History
27	Mon., 23 Feb.	Submission of Assignment 1 in: HIU12039 The English Invasion of Ireland
27	Fri., 27 Feb.	Submission of Assignment 1 in: HIU12041 Earthly Pasts: An Introduction to Environmental History
28	w/b Mon., 2 Mar.	**READING WEEK**
28	Mon., 2 Mar.	Submission of Assignment 1 in: HIU12043 The World Wars, 1914-1945
29	Mon., 9 Mar.	Submission of Assignment 1 in: HIU12040 Conquest and Colonization: Early Modern Ireland
29	Fri. 13 Mar.	Submission of Assignment 2 in: HIU12039 The English Invasion of Ireland
30	Mon., 16 Mar.	Submission of Assignment 1 in: HIU12042 Famine, Land and People: Ireland 1830s-1880s
31	Mon. 23 Mar.	Submission of Assignment 1 in: HIU12044 Imperialism, Neo-Colonialism and Decolonization in Modern East-Asian History
32	Mon., 30 Mar.	Submission of End-of-Term Essay in: HIU12041 Earthly Pasts: An Introduction to Environmental History
33	Tues., 07 Apr.	Submission of End-of-Term Essay in: HIU12043 The World Wars, 1914-1945
33	Fri., 10 Apr.	Lectures end
34	Mon., 13 Apr.	Submission of End-of-Term Essay in: HIU12042 Famine, Land and People: Ireland 1830s-1880s
35-36	21 Apr. – 1 May	Examinations will be scheduled during this period in: • HIU12039 The English Invasion of Ireland • HIU12040 Conquest and Colonization: Early Modern Ireland • HIU12044 Imperialism, Neo-Colonialism and Decolonization in Modern East-Asian History

Section 4: Important dates 2025-26

Junior Sophister NMS

All essays are due before 11.00am on the relevant date

WEEK	DATE	MICHAELMAS TERM 2025
3	w/b Mon. 15 Sept.	**Lectures begin in all modules**
6	w/b Mon. 29 Sept.	**Tutorials begin this week in the following modules:** • HIU12045 Across the Sea: Ireland and its Neighbours • HIU12046 Thinking about Thought: Ideas in History
7	w/b Mon. 6 Oct.	**Tutorials begin this week in the following modules:** • HIU12047 American Dreams: Culture in the US • HIU12048 Modern Eastern Europe, 1890-1990 • HIU12049 Humans and the Environment in Modern History
9	Mon. 20 Oct.	Submission of Essay 1/Assignment in: • HIU22010 Writing History
10	w/b Mon. 27 Oct.	**Reading Week**
10	Mon., 27 Oct.	Submission of Essay 1/Assignment in: • HIU12046 Thinking about Thought: Ideas in History
11	Mon.,3 Nov.	Submission of Essay 1/Assignment in: • HIU12045 Across the Sea: Ireland and its Neighbours
12	Mon., 10 Nov.	Submission of Essay 1/Assignment in: • HIU12049 Humans and the Environment in Modern History
12	Fri. 14 Nov.	Submission of Essay 1/Assignment in: • HIU12047 American Dreams: Culture in the US
13	Mon., 17 Nov.	Submission of Essay 1/Assignment in: • HIU12048 Modern Eastern Europe, 1890-1990
15	Mon., 1 Dec.	Submission of End-of-Term Essay in: • HIU12045 Across the Sea: Ireland and its Neighbours
15	Fri., 5 Dec.	**Teaching Ends**
16	Mon., 8 Dec.	Submission of End-of-Term Essay in: • HIU12049 Humans and the Environment in Modern History
16-18	Thurs., 11. Dec. - Mon., 22 Dec.	**Assessment Session.** Examinations will be scheduled during this period in: • HIU12046 Thinking about Thought: Ideas in History • HIU12047 American Dreams: Culture in the US • HIU12048 Modern Eastern Europe, 1890-1990
WEEK	**DATE**	**HILARY TERM 2026**
22	w/b Mon., 19 Jan.	**Lectures begin in all modules**

24	w/b Mon., 2 Feb.	**Tutorials begin this week in the following modules:** • HIU12030 The Hundred Years War • HIU12052 Empire, Oil and Revolution: The Middle East in the 20th Century
25	w/b Mon., 9 Feb.	**Tutorials begin this week in the following modules:** • HIU12050 Northern Ireland since 1921 • HIU12051 Debating Modern Britain: Conflict, Change and Society in the Long 18th Century
28	w/b Mon., 2 Mar.	**Reading Week**
29	Mon., 9 Mar.	Submission of Mid-Term Essay/Assignment in: • HIU12030 The Hundred Years War • HIU12052 Empire, Oil and Revolution: The Middle East in the 20th Century
30	Mon., 16 Mar.	Submission of Mid-Term Essay/Assignment in: • HIU12050 Northern Ireland since 1921 • HIU12051 Debating Modern Britain: Conflict, Change and Society in the Long 18th Century
33	Fri 10 Apr.	**Lectures end**
35-36	21 Apr. – 1 May	**Assessment Session.** Examinations will be scheduled during this period in: • HIU12030 The Hundred Years War • HIU12050 Northern Ireland since 1921 • HIU22036 People and Power in Colonial Ireland, c. 1690-c. 1760

	Section 4: Important dates	

Senior Sophister NMS

All essays due via BlackBoard before 11.00am on the relevant date

WEEK	DATE	MICHAELMAS TERM 2025
3	Mon. 15 Sept.	Classes begin in all Sophister modules
10	w/b Mon. 27 Oct.	**READING WEEK**
10	Mon., 27 Oct.	Submission of essay in List II modules that have two essays or one essay and exam
14	Fri., 5 Dec.	Teaching ends
16	Mon., 8 Dec.	Submission of essay in List II modules that have two essays or one long essay
16	Thurs., 11 Dec.- Mon., 22 Dec.	Assessment period. Examinations will be scheduled during this period in List II modules that include an exam.
WEEK	DATE	HILARY TERM 2026
22	w/b 19 Jan.	Classes begin in all Sophister modules
28	w/b Mon. 2 Mar.	**READING WEEK**
29	Mon. 9 Mar.	Submission of essay in List II modules that have two essays or one essay and exam
33	Fri. 10 Apr.	Teaching ends
33	Fri. 10 Apr.	Submission of essay in List II modules that have two essays or one long essay
35-36	21 Apr. – 1 May	Assessment period. Examinations will be scheduled during this period.