



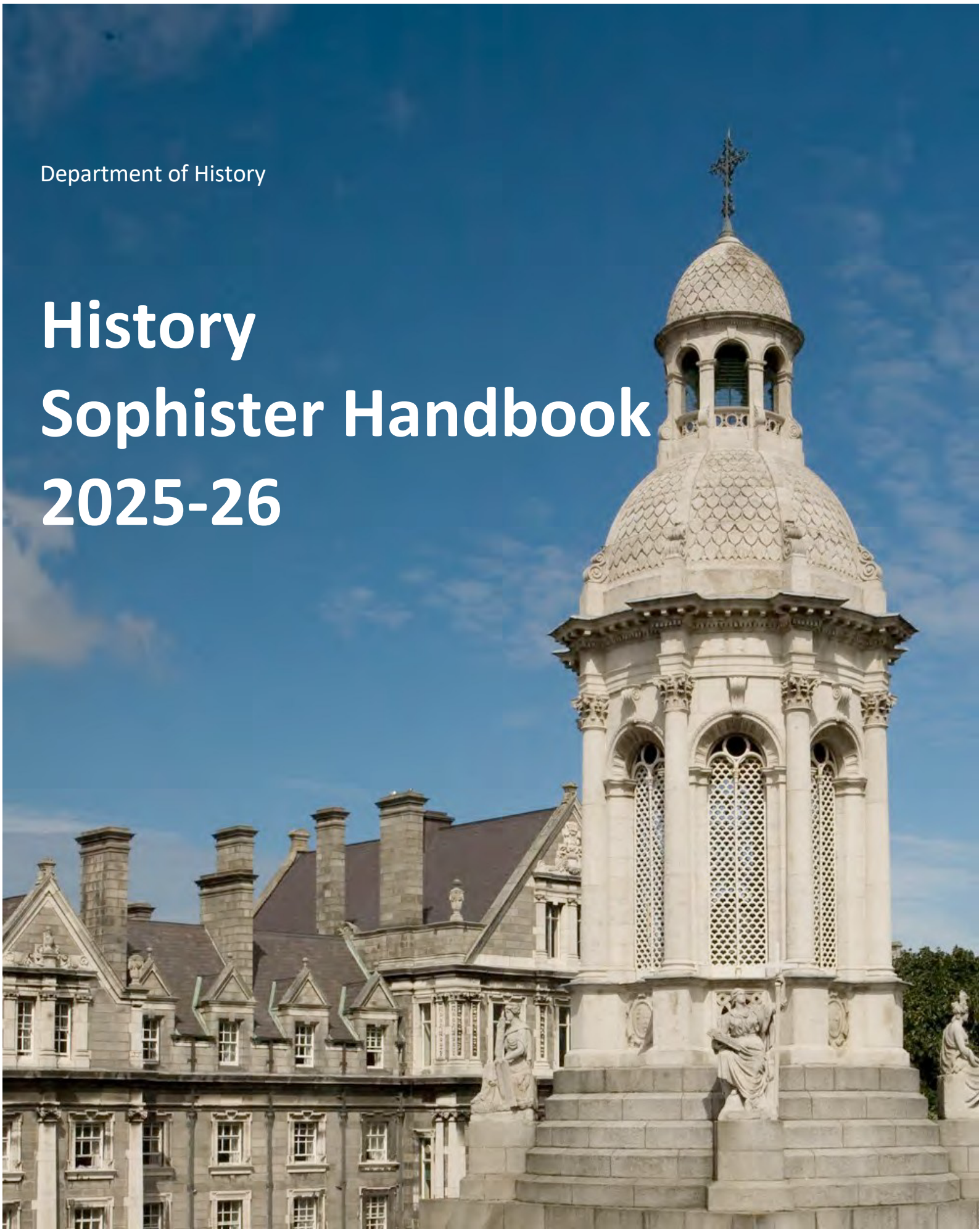
Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Department of History

# History Sophister Handbook 2025-26



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## Introduction

We are delighted to welcome you back to a new year in the Department of History. While some of you are moving into your final year, others are making the transition from the Fresh to the Sophister stage of the programme, and 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
- 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](mailto:histhum@tcd.ie)

Academic Staff	Role	E mail address
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Professor Robert Armstrong		<a href="mailto:robert.armstrong@tcd.ie">robert.armstrong@tcd.ie</a>
Dr Sparky Booker		
Dr Katja Bruisch	Exams Officer	<a href="mailto:bruischk@tcd.ie">bruischk@tcd.ie</a>
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Dr Immo Warntjes	Disability Liaison Officer	<a href="mailto:iwarntje@tcd.ie">iwarntje@tcd.ie</a>
Dr Patrick Walsh	On research leave MT	<a href="mailto:walshp9@tcd.ie">walshp9@tcd.ie</a>

## Module Lecturers

Dr Balázs Apor	<a href="mailto:aporb@tcd.ie">aporb@tcd.ie</a>	RUU44092, The History of Everyday Life in Communist Eastern Europe
Dr Linda Kiernan	<a href="mailto:kiernanl@tcd.ie">kiernanl@tcd.ie</a>	HIU34515 - Romance before Romanticism HIU34517 - Gender & Sexuality in Early Modern Europe

## 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).
- Staff usually post office hours, when they are available for consultation, on their door, but as many will be holding office hours synchronously online, 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

Every Sophister essay and dissertation must be submitted via Blackboard.

Essays and dissertations must be accompanied by:

1. the appropriate cover-sheet attached to the essay
2. the appropriate signed declaration concerning plagiarism. These forms can be found on the Departmental web page
3. submitted via the Blackboard page for the relevant module, by 11.00 a.m. Irish time on the specified date (see the 'Important dates' section at the end of this handbook).

For further details on the submission of essays see 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 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 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 the relevant coordinator for your year either directly or through your College Tutor. The year coordinators will advise you on all aspects of the programme. They are:

Dr Patrick Houlihan	Junior Sophister Coordinator	<a href="mailto:Patrick.houlihan@tcd.ie">Patrick.houlihan@tcd.ie</a>
Prof. Lindsey Earner-Byrne	Senior Sophister Coordinator	<a href="mailto:earnerbl@tcd.ie">earnerbl@tcd.ie</a>

- 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 have any queries about exchange programmes, please contact Dr Ramazan Öztan
- If you need special exam provision for any medical reason, approach the Disabilities Office <http://www.tcd.ie/disability/index.php>
- If you would like to discuss career options visit the Careers Advisory Service webpage at [www.tcd.ie/Careers/](http://www.tcd.ie/Careers/) There will be some careers-related events throughout the year in the Department.

### Transcripts

Academic Registry will provide you with an official transcript, with your final degree result. If you need a transcript with a breakdown of your marks by module you will need to obtain this from the Departmental Office. Contact the Office at [histhum@tcd.ie](mailto:histhum@tcd.ie). You must give **at least two**

**weeks' notice** if you want a transcript from the Departmental Office.

### 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.

All students are welcome- whatever your grades, ambitions, abilities or work experience levels we are here for you.

#### Junior & Senior Sophisters

**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!

**More information on the above and lots more at Trinity Careers Service website**  
[www.tcd.ie/careers](http://www.tcd.ie/careers)

#### 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](mailto:careers@tcd.ie) or MyCareer



 MyCareer: mycareerconnect.tcd.ie	 Trinity.Careers.Service	
 <a href="http://www.tcd.ie/careers">www.tcd.ie/careers</a>	 @TCDCareers	 trinity.careers.service/

## Section 2: Your programme of study

### Learning outcomes

On successful completion of the degree 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. Modules are grouped under the headings List I (2 terms, 10 ECTS per term), List II (10 ECTS) as well as Researching History (2 terms, 5 ECTS per term) and, for students on certain pathways, List III (5 ECTS). Lectures begin on the hour and last for 50 minutes. Seminars, depending on your module, will be scheduled in 1-hour or 2-hour slots.

**List I modules** are taught throughout the year, as two tethered modules that are co-requisites (you must take both). Students spend two hours per week in class for List I subjects. What sets List I modules apart is the degree to which these modules focus on primary sources, that is, historical materials generated during the period under study. Essays for List I modules will require the use of primary sources, and examinations will include questions directly related to primary sources studied in class. You will be assessed by:

- Michaelmas term: one written exercise as prescribed by your module coordinator, 40% of mark, and one essay of around 3000-3500 words, 60% of mark.
- Hilary term: one essay of around 3000-3500 words, 50% of mark, and one take-home exam, 50% of mark.
- In addition, you will be asked to undertake additional coursework, needed to gain the 20 credits for these modules but not counting towards the final grade. This coursework, and the feedback arising from it, will be of great help in preparing for assessed essays and exams. This additional coursework may consist of a second essay each term (making four essays over the year) or an equivalent form of work, such as a presentation, a group project, frequent short pieces of writing, etc.

List II modules are worth 10 ECTS and are taught through two hours of classes per week. There are three marking patterns for List II modules; module descriptions will indicate which pattern applies to any given module. <https://www.tcd.ie/history/undergraduate/single-honours.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

List III modules are worth 5 ECTS and are taught through one hour of class per week. The assessments will total about 2000 words but the form and requirements will vary by module. See module descriptions and handbooks for details.

The use to which classes are put will vary from module to module. Some staff give regular lecture, while others devote more time to textual analysis, debate or seminar discussion. For precise details see the relevant module guides. In general, however, List I modules require more extensive reading, more intensive primary research and more class exercises than List II modules. Whereas most List I subjects cover short periods, most List II modules cover specified themes over longer periods. The range of available modules roughly reflects the research interests (past, present, or future) of teaching staff.

### The Single Honours Pathway

The following tables illustrate the pattern of modules for Single Honours (SH) students:

Junior Sophister = 6 modules (50 ECTS)

List I	Year-long (two co-requisite	10 ECTS each term
List II	Michaelmas term	10 ECTS
List II	Hilary term	10 ECTS
Researching History: Concepts and Theories	Michaelmas term	5 ECTS
Researching History: Methodologies	Hilary term	5 ECTS

Senior Sophister = 4 modules (60 ECTS)

List I	Year-long (two co-requisite	10 ECTS each term
Dissertation	Year-long	20 ECTS
List II	Michaelmas Term	10 ECTS
List II	Hilary Term	10 ECTS

### The Joint Honours Pathway

The following tables illustrates the pattern of modules for Joint Honours (JH) students in the Junior Sophister year.

Students taking 30 ECTS in History will take:

List II	Michaelmas term	10 ECTS
List II	Hilary term	10 ECTS
Researching History: Concepts and Theories	Michaelmas term	5 ECTS
Researching History: Methodologies	Hilary term	5 ECTS

Students taking 40 ECTS in History also select:

List III	Michaelmas term	5 ECTS
List III	Hilary term	5 ECTS

Students taking 20 ECTS in History do not take the Researching History or List III modules.

In the Senior Sophister year, Joint Honours students take the following modules if they are studying only History:

List I	Year-long (two co-requisite modules)	10 ECTS each term
Dissertation	Year-long	20 ECTS
List II	Michaelmas Term	10 ECTS
List II	Hilary Term	10 ECTS

Students who take both subjects in the Senior Sophister year take a year-long List 1 sequence, and either the Dissertation in History or a capstone in the other subject.

## Sophister Modules in 2025-26

List I	ALL SS Students except NMS; JS SH Students	10 + 10 ECTS
HIU34085/86	Dissent and Deviance: Crime in Britain and Ireland, 1250-1450 I & II	Philippa Byrne
HIU34053/54	Medieval Marriage I & II	Ruth Karras
HIU34087/88	Europe Reformed I & II	Graeme Murdock
HIU34023-24	Revolutionary Britain I & II	Robert Armstrong
HIU34039/40	Fascism, 1914-Present I & II	Patrick Houlihan
HIU34029/30	The Secret Police in Communist Europe I & II	Molly Pucci
HIU34035/36	Empire and Environment in Russia from Peter I to Gorbachev I & II	Katja Bruisch
HIU34081/82	From Plantation Colony to Global Development Power: A History of Modern Brazil I & II	Diogo de Carvalho Cabral
HIU34083/84	British and French Colonialism in the Middle East, 1919-1939 I & II	Ramazan Öztan
HIU34027/28	American Politics and Culture I & II	Dan Geary
HIU34089/90	LGBTQ History in the United States since 1865 I & II	Gill Frank
HIU34063/64	Poverty, Class and Power in Modern Ireland I & II	Carole Holohan
HIU34065/66	Gender, Family and Sexuality in Ireland, c. 1860s to 1990s I & II	Lindsey Earner Byrne
HIU34079/80	The Troubles, 1968-1998: From Civil Rights to the Good Friday Agreement I & II	Brian Hanley
List II	Michaelmas Term - Available to all JS Students and to SS NMS Students	10 ECTS
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
List II	Michaelmas Term - Available to SS SH and Majors taking 60 ECTS in History	10 ECTS
HIU34578	The Crusades: Holy Violence and the End of the World	Philippa Byrne
HIU34520	Writing the Enlightenment	Joseph Clarke
HIU34543	Changing China: Communists, Capitalists and Colonialists in the Early 20th Century	Isabella Jackson
HIU34573	Around the Equator: A Global History of the Tropics	Diogo de Carvalho Cabral
HIU34579	The IRA from 1923 to 2005	Brian Hanley
List II	Hilary Term - Available to all JS Students and to SS NMS Students	10 ECTS
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
RUU44092	The History of Everyday Life in Communist Eastern Europe	Dr Balazs Apor

<b>List II</b>	<b>Hilary Term - SS Single Honours and Majors Taking 60 ECTS in History</b>	<b>10 ECTS</b>
HIU34516	Medieval Globetrotters: Exploration and World Conquest in the Age of the Black Death	Peter Crooks
HIU34557	Cultures of Violence in the Reformation	Graeme Murdock
HIU34512	Global Crises: Environmental Disasters in World History	Francis Ludlow
HIU34580	Making a Spectacle in Modern Europe	Erin-Marie Legacey
HIU34562	Dissenting Ireland: From Plantation to Partition	Dr Robert Armstrong
HIU34568	Rebels and Reformers: The Modern Middle East in Upheaval	Dr Ramazan Öztan
<b>List III</b>	<b>Michaelmas Term - JS History Majors taking 40 ECTS in History</b>	<b>5 ECTS</b>
HIU33120	Fashion Victims: Sumptuary laws in Medieval Ireland, Britain and Europe	Sparky Booker
HIU33121	The Life and Times of Oliver Cromwell	Micheál Ó Siochrú
HIU33102	Images of Empire: Representing Politics in the Age of Napoleon	Joseph Clarke
HIU33117	The Politics of Justice: The History of the 'Scottsboro Trial' in 1930s America	Molly Pucci
HIU33107	Chains or Change: Irish Women's Liberation Movement in 1970s Ireland	Lindsey Earner-Byrne
<b>List III</b>	<b>Hilary Term - JS History Majors taking 40 ECTS in History</b>	<b>5 ECTS</b>
HIU33106	The Invention of England: Bede's Ecclesiastical History of the English (?) People of 731	Immo Warntjes
HIU33108	Reading the Queer Middle Ages	Ruth Karras
HIU33110	The Madness of Crowds: The South Sea Bubble of 1720	Patrick Walsh
HIU33109	Reading Marx	Dan Geary
HIU33122	Postcards from Paris: Visitors Write the City of Light	Erin-Marie Legacey
HIU33115	Reading the Sexual Revolution	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-honour 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-centred 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 at shared-space or synchronous 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 seminars is compulsory.** They are designed to allow small groups to discuss selected topics under the guidance of a teacher, and to encourage students to practice the arts of documentary interpretation, critical reading, and lucid exposition. There is no ideal format for a Sophister seminar, and the variation you will experience reflects the wide array of methodological approaches—these range from class presentations and debates to summaries of vying interpretations and textual analyses of extracts taken from set documents. The more you contribute, the better the seminar.

You are required, where stipulated, to have prepared work and set assignments for your seminars. 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 attendance and participation. Persistent non-attendance may result in you being returned as non-satisfactory for a given module and may result in being excluded from examinations.

## Essays

Essays allow us to assess your mastery of relevant primary sources, 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 the Guidelines for Writing Essays below.

You should agree the topic of all your Sophister essays in History in advance with your module instructor. The word counts for essays are given as ranges. 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.

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

## Referencing your essays and dissertation

**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 below, pp 30-32.

## 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](http://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](http://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](http://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](http://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 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, 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 **11.00am** 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 nonsubmission 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 and can only be granted by your year coordinators. The year coordinators are:

Dr Patrick Houlihan	Junior Sophister Coordinator	<a href="mailto:Patrick.houlihan@tcd.ie">Patrick.houlihan@tcd.ie</a>
Professor Lindsey Earner-Byrne	Senior Sophister Coordinator	<a href="mailto:earnerbl@tcd.ie">earnerbl@tcd.ie</a>

In the absence of an extension granted in advance by your year coordinator, and covering the entire period of delay, no written work will be accepted for assessment after the due date. Extensions will be granted only in the most exceptional circumstances. Crashed computers, minor mishaps etc. will not be taken as satisfactory grounds for an extension. No requests for an extension on the day of submission of written work will be considered. An essay deemed to be late by the Head of Department will be given a mark of not more than 40%.

**Where no essay is forthcoming you will fail that entire module as a result.**

## Marking of essays

All work contributing to Moderatorship is scrutinised by two internal examiners and reviewed by an external examiner, who particularly checks borderline or contested cases and who looks out for evidence of inconsistent standards of marking. All items of coursework and examinations contributing to your final grades are marked anonymously.

## Feedback

In line with existing practice, it is expected that module teachers will provide individual feedback for students on assessed and non-assessed work. Remember that all work counting towards your final mark is submitted anonymously, using student numbers, and will be marked anonymously.

However, students may choose to waive their right to anonymity for the purpose of receiving feedback on coursework. No record will be kept which could compromise the anonymity of Hilary term essays or of examinations.

When Sophister students waive their anonymity in order to obtain feedback, they may not be informed of their marks, since these are provisional, subject to confirmation by a second examiner within the department, the external examiner and the meeting of the Court of Examiners at the end of the year. However, your course lecturer can give an indication of the kind of mark s/he would have awarded as well as comments.

Essays are returned in individual meetings with your lecturers. Your lecturers will arrange times for you to collect your work and discuss it for about 15 minutes. Times will be notified either by email 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.

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.

## Examinations

Examinations take place after the end of the second semester for List I modules and at the end of the term for some List II modules; these are crucial to your success. All examination papers consist of questions related to your module work. The function of examination questions is to assess your capacity to develop an argument, breadth of knowledge, analytical skills, and mastery of the readings set for lectures and tutorials. Exam answers are not to be considered full-fledged essays and do not require full citation apparatus; direct quotations or heavy reliance on someone else's argument should be accompanied by brief references but format is less crucial than in an essay.

The exam paper will include essay questions and documents questions testing your mastery of the primary sources, and the form may vary from module to module. Consult past papers and the module handbooks, keeping in mind that prior to 2021-22 s there were two exam papers for each List I module and from 2021-22 there is one paper which includes both types of question.

## Examination preparation

Your success depends largely on your work during the year, and few students perform well on the basis of frenzied final preparations. However, consider the following hints:

- Always prepare more topics than the number of answers required and avoid extensive duplication in different answers, even if overlapping questions are set.
- Since the style and format of papers differ between module lecturers, you should examine papers from previous years. If in doubt, please consult your module lecturer.
- Even if the question is presented simply as a topic, your analysis will be sharpened by breaking it down into linked interrogatives. Begin at the heart of the set question, minimising general 'introductory' material.
- In the days before an examination, make a list of key dates, events, personal names, snappy quotations, and/or statistics relating to each topic. You will not be penalised for minor slips, but you will be rewarded for showing mastery of detail.
- The exams will be take-home. The Examinations Office sets the time for them. You must download the exam paper and upload your script within the set five-hour window; the Department is unable to provide extensions. However, the questions will be made available to you twenty-four hours in advance of the exam date and you are allowed to do what you need to prepare, including consulting notes and readings or drafting your answers, during that time. It is not expected that you will spend this entire period working on them; the intention is to give you the opportunity to work to the same standard as you would on a traditional exam, but to do it under less stressful circumstances.

## Examination and essay marking criteria

### First Class (70-80)

#### Structure and focus

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

#### Quality of argument and expression

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

#### Range of knowledge

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

### Upper Second Class (60-69)

#### Structure and focus

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

#### Quality of argument and expression

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

#### Range of knowledge

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

### Lower Second Class (50-59)

#### Structure and focus

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

#### Quality of argument and expression

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

#### Range of knowledge

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

### Third Class (40-49)

#### Structure and focus

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

#### Quality of argument and expression

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

#### Range of knowledge

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

### Fail 1 (30-39)

#### Structure and focus

- Work that displays very limited understanding of the question and in many places displays a tendency to write indiscriminately around it.



- The answer will have a weak structure that is poorly developed. There is only a limited and somewhat incoherent argument.
- Only a limited amount of descriptive material will be deployed, usually without any critical reflection on its significance or relevance.

#### Quality of argument and expression

- The writing will frequently be un-grammatical 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.

### Marking of examination papers

Please put only your student number on the examination paper. All examination papers are marked anonymously. All work contributing to Moderatorship is scrutinised by two internal examiners and reviewed by an external examiner. The internal and external examiners constitute the Board of Examiners, which meets at the end of each year to decide on each student's progression.

### Results

Results will be provided online 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 for Sophister modules will take place during the Supplementary Examination period in August for all modules.

### Nonsatisfactory performance

Students who have failed to obtain credit, for any reason listed above, may be returned as 'non-satisfactory'. You are informed of this 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.

### Not rising with the year

Students repeating a year are required to attend seminars and tutorials, submit written work and perform all exercises as if taking the year for the first time. They must take a different combination of modules than their first combination if any module or modules had been partially or fully completed.

### Degree classification

Final degree classification is based on marks received for each module examined in Moderatorship part 1 (i.e. third year) and part 2 (i.e. fourth year), including the Dissertation. The respective weighting of parts 1 and 2 varies from programme to programme but greater weighting is always given to the Senior Sophister year and the relative weighting of marks between modules taken in the same year reflects the credit value for each module (e.g. a 20 ECTS module is always worth twice as much as a 10 ECTS module in calculating an overall result).

- For Single Honors History students the results from Junior Sophister year contribute 35% to the final moderatorship result, the results from Senior Sophister year the other 65% of the final result.

The final degree classification is reached either by arithmetical average (bearing in mind the weighting of different years and credits) or by grade profile (bearing in mind the weighting of different years and credits).

### Grade profile

A grade profile is calculated by looking at the graded performance across all modules taken in a particular year and giving special emphasis to the predominant grade, in other words the most frequently achieved grade (1st, 2.1, 2.2 etc.) taking into account different credit weightings.

For example, if there are four performances in the assessment, of equal credit value, and a candidate achieves three 2.1 marks and one 2.2 mark, but the arithmetic mark is a borderline 2.1/2.2, a 2.1 is awarded based on the grade profile. The Court of Examiners may apply discretion in appropriate

circumstances.

### Prizes

There are a number of prizes of interest to students in their final year in History and are awarded on the basis of their moderatorship results. These include the Cluff Memorial Prize, the Dunbar Ingram Memorial Prize, and the Lyster Prize. For details of the criteria for the award of gold medals see the College Calendar. Students should also be aware of the Irish Undergraduate Awards. Further details are available at <http://www.undergraduateawards.com/>

### Year abroad

If you have taken your junior sophister year abroad, at one of our partner universities, you will be examined or assessed in accordance with the normal practice for students at that institution. The resultant mark (translated into the Trinity marking scheme) will replace that for the annual examination.

### Career advice

A degree in History disqualifies you from nothing and reassures employers that you possess a wide range of adaptable skills, including critical reading, accurate writing and familiarity with basic computing. Particularly if you secure a first or upper second, you may also consider applying for postgraduate studies. For further advice, visit the Careers Advisory Service 7-9 South Leinster Street, after it reopens. Its bulletins and announcements are displayed on Departmental notice-boards. Also see the following webpage: [www.tcd.ie/Careers/](http://www.tcd.ie/Careers/)

### Further study

For students interested in pursuing further study, the Department welcomes applications for postgraduate degrees. The Department of History currently offers the following taught M.Phil programmes, and these can be studied full-time over one year or part-time over two years.

Our M.Phil programmes are in:

- Medieval Studies
- Early Modern History
- International History
- Modern Irish History
- Environmental History
- Public History and Cultural Heritage.

The School of Histories and Humanities also offers M.Phil programmes in Gender and Women's Studies, Art History, and Classics. For further details, <http://www.tcd.ie/history/postgraduate/taught/> Applications are also welcomed for our research degrees, the M.Litt or the Ph.D. If you have an M.Litt or Ph.D. thesis topic in mind certainly discuss it with a prospective supervisor in the Department.

For further details see <http://www.tcd.ie/history/postgraduate/research/>

## 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.

## 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 kegyesség 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:

<sup>1</sup> Jane Ohlmeyer, *Making Empire: Imperialism and the Early Modern World* (Oxford, 2023), 122-36

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

<sup>3</sup> Ohlmeyer, *Making Empire*, 18.

<sup>4</sup> 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.

## Guidelines for writing a dissertation

\*Full guidelines will be provided on the dissertation Blackboard page.

\*You should also consult with your supervisor on all matters relating to your dissertation.

## Presentation

The dissertation must not be less than 8,000 words and not more than 10,000 words in length. Grades may be impaired if dissertations are shorter or longer. The text must be supported by a table of contents, classified bibliography, and systematic references to sources in the form of footnotes or endnotes. In place of a dissertation, students may be permitted to undertake an editorial project, comprising a transcribed text of up to 10,000 words, fully annotated, and an introduction of 3,000-5,000 words. Word counts do not include footnotes, appendices, and bibliography.

Before embarking on research, work out a strategy for taking **notes** accurately, methodically, and retrievably. Remember that your dissertation will require far more notes than a term essay. **Double check** the accuracy of transcription as you go, clearly distinguishing between quotations and summaries, and marking the precise page or folio number of every entry. The use of keyword headings will aid filing and retrieval.

Unless taking the form of an editorial project, your dissertation should be divided into an appropriate number of chapters, each of which should be given a precise title. There is no set number of chapters as this will differ depending on your subject matter and the approach you take. Deciding on your dissertation's structure is one of the biggest challenges of the process and will be driven by the nature of your primary research. Expect your structure to change and adapt in response to your research.

Quotations from secondary sources, whether direct or indirect, should be brief and wholly relevant (use ... to indicate omitted passages). To avoid the suspicion of plagiarism you must not only use your own words, but also refrain from paraphrasing extended passages from any single work. In the case of primary sources which are not readily available, longer extracts may be included in support of a detailed textual commentary. You may reproduce entire documents or extended extracts in an appendix, with appropriate references in the text. All quotations must follow the original precisely, in wording, spelling, and capitalisation.

Precise page **references** must be given for all direct quotations, and also for closely paraphrased passages. When a passage is **re-quoted** from a secondary text, that text must be cited in addition to the original source. References may be given in notes at the foot of the page. Please do not follow the common but distracting practice of interpolating references in the text, unless your supervisor has approved this system. Footnote citations may use abbreviated titles but must indicate the precise location of every primary source cited (such as folio number within MSS, or page and column number in a newspaper). In short, give enough information to allow the reader to trace the passage cited. **Poor citation may lead to the impairment of grades.**

The introduction is vital in terms of framing your dissertation, and establishing what your dissertation is trying to do. It is also important in terms of establishing how your research relates to wider scholarly debates in your field. The introduction will set the tone for the work and is, therefore, key to explaining the rationale behind the work and approach. It can do a considerable amount in terms of convincing the examiner about the nature of your approach.

Conclusions often become summaries - you do not want this to happen. The examiner has read the dissertation; they do not want a summary of it now. The conclusion is a chance to drive home your central arguments, to draw together what your chapters have done, and to leave the examiner with the key points and the key questions that still remain.

### Basic formatting

The dissertation **must** include:

- a title page
- a table of contents
- a signed declaration confirming that the dissertation is all your own work. This declaration should **not** be bound into the body of the dissertation and should be submitted separately.
- a bibliography
- systematic referencing of sources by footnotes throughout

It must be formatted in the following fashion:

- Dissertations must be 1 ½ or double-spaced.
- If a printed version is required (this depends on College's arrangements for Hilary term), use only one side of the A4 page.
- Leave generous margins to allow for binding.
- Begin each chapter, the bibliography, appendices (if you have any) on a new page.
- Number the pages correctly:
  - the title page should not have a number.
  - preliminary pages - table of contents, list of abbreviations, list of illustrations, list of appendices etc., depending on the nature of your dissertation, should be numbered in Roman numerals.
  - the first page of the introduction should be your page 1.

Begin the footnotes in each chapter at number 1. In other words, the numbering of footnotes should not continue on from chapter to chapter.

Depending on the nature of your dissertation you may include appendices, illustrations, graphs, maps, etc. Include them to add to the argument not just for the sake of including them.

If you do include any of these items you may then require a list of illustrations, maps, appendices, etc., in the preliminary pages of the dissertation after the title page.

Also, if you have a considerable number of abbreviations or acronyms in your text or footnotes, you might include a list of abbreviations at the start of the dissertation. If you do not have enough to warrant a full list then include the abbreviation in parentheses after the first reference in the text or footnote. For example: '...entry to the European Economic Community (E.E.C.)...'.

### Referencing (see pp. 28-9 above)

- If some of your primary sources or secondary sources are not dealt with in any of the footnote examples outlined already in this handbook, and if there does not seem to be an appropriate example to adapt to encompass them, then seek guidance from your supervisor. The governing principle for all footnotes is that someone reading your text should be able to find the exact source you have consulted. Clarity and consistency are the key things to remember when footnoting.
- If citing primary sources viewed on the internet, always give the full provenance of the document, as if you read it in a library or archive. Include the full web address and the date on which you consulted it.
- As everyone's range of primary sources will differ consult with your supervisor as to the most appropriate method of arranging your particular bibliography. In the case of **primary sources** such as manuscripts, newspapers or rare publications, you must supply the name of the relevant library or archive, and where appropriate the MSS or call number.
- Poor citation may lead to lower grades.

### Submitting your dissertation

- Dissertations must be submitted electronically during Hilary term (see below, p. 35, for the deadline).
- Dissertations must be submitted **anonymously**. Only use your **student number** and do not include your name. Your student number should appear on the title page of the dissertation.
- A separate signed declaration should also be submitted stating that the dissertation is all your own work. This should **not** be bound in with the dissertation in order to maintain the anonymity of your work.
- The **electronic copy** must be submitted by the deadline through **Turnitin** on **Blackboard**.

## Section 4: Important Dates

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

WEEK	DATE	MICHAELMAS TERM 202
3	Mon., 15 Sept.	Classes begin in all Sophister modules
5	Mon., 29 Sept.	Submission of dissertation review essay (2,000-2500 words), dissertation outline and bibliography of major primary and secondary sources ( <b>Sen. Soph. only</b> ) For students who did HIU33001, HIU33002, and/or HIU33005, portions of your previous work may be included without being considered self-plagiarism.
9	Mon., 20 Oct.	Submission of source analysis or other written exercise in List I module
10	w/b 27 Oct.	<b>READING WEEK</b>
10	Mon., 27 Oct.	Submission of essay in List II modules that have two essays or essay and exam
12	Mon., 10 Nov.	Submission of a dissertation draft chapter (2,500-3000 words), table of contents, and full bibliography ( <b>Sen. Soph. only</b> )
12	Mon., 10 Nov.	Submission of essay in HIU33001 ( <b>Jun. Soph. only</b> )
14	Fri., 5 Dec.	Teaching ends
14	Fri., 5 Dec.	Submission of essay in List I modules
14	Fri., 5 Dec.	Submission of final essays in List III modules (or the last work in List III modules with more than one assessed piece of work) ( <b>Jun. Soph. only</b> )
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 Mon. 19 Jan.	Classes begin in all Sophister modules
27	Mon., 16 Feb.	Submission of essay in List I modules
28	w/b 02 Mar.	<b>READING WEEK</b>
29	Mon., 9 Mar.	Submission of essay in List II modules that have two essays or 1 essay and exam
31	Mon., 23 Mar.	Submission of Dissertation ( <b>Sen. Soph. only</b> )
33	Tues., 7 Apr.	Submission of Dissertation proposal in HIU33002
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
33	Fri., 10 Apr.	Submission of final essay in List III modules (or the last work in List III modules with more than one assessed piece of work) ( <b>Jun. Soph. only</b> )
35-36	21 Apr. – 1 May	Assessment period. Examinations will be scheduled during this period.