



Trinity College Dublin

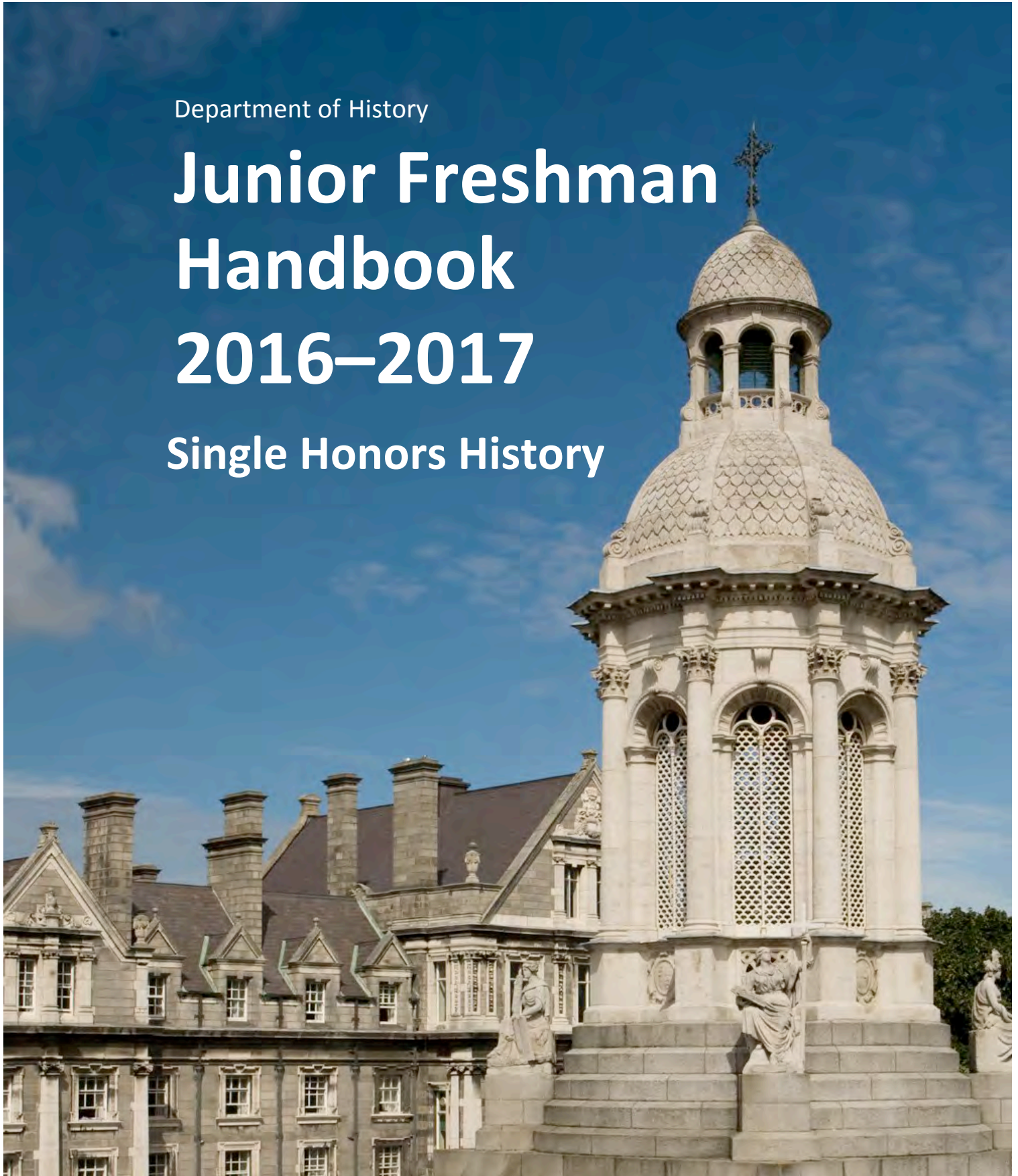
Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Department of History

# Junior Freshman Handbook 2016–2017

## Single Honors History



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## Introduction

We are delighted to welcome you to the Department of History, Trinity College Dublin. The Junior Freshman 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 2016-17. We hope that you will engage fully with the Department this year, not just in modules in the lecture and seminar rooms, but also in our weekly Departmental Research Seminars in Early Modern History, Contemporary Irish History, and Medieval History. Full details of these seminars will be posted on Departmental noticeboards 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 web-site <https://www.tcd.ie/history/>. Many 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 co-ordinator, year co-ordinator, 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 2016-17

**Best of luck with your studies in 2016-17.**

## Section 1: About the Department

### Contacting the Department

**Department of History Office:** Room 3133, Arts Building

**Opening hours:** 10.00am-1.00pm & 2.00pm-4.00pm

**Telephone:** 01-896 1791

**E mail:** [histhum@tcd.ie](mailto:histhum@tcd.ie)

Staff	Role	Room no.	E mail address
Dr Anne Dolan	Head of Department	3155	<a href="mailto:adolan@tcd.ie">adolan@tcd.ie</a>
Dr Daniel Geary	Junior Freshman Co-ordinator	3121	<a href="mailto:gearyd@tcd.ie">gearyd@tcd.ie</a>
Dr Patricia Walker	Executive Officer	3133	<a href="mailto:histhum@tcd.ie">histhum@tcd.ie</a>
Dr Robert Armstrong	On leave in Michaelmas Term	3115	<a href="mailto:robert.armstrong@tcd.ie">robert.armstrong@tcd.ie</a>
Professor Ciaran Brady		3116	<a href="mailto:cbrady@tcd.ie">cbrady@tcd.ie</a>
Dr Katja Bruisch		A6005	<a href="mailto:bruischk@tcd.ie">bruischk@tcd.ie</a>
Dr Joseph Clarke		3153	<a href="mailto:clarkej1@tcd.ie">clarkej1@tcd.ie</a>
Dr Peter Crooks		3147	<a href="mailto:pcrooks@tcd.ie">pcrooks@tcd.ie</a>
Professor David Dickson		3112	<a href="mailto:ddickson@tcd.ie">ddickson@tcd.ie</a>
Dr David Ditchburn	Head of School	3145	<a href="mailto:ditchbud@tcd.ie">ditchbud@tcd.ie</a>
Professor Seán Duffy	On leave in Michaelmas Term	3146	<a href="mailto:sduffy@tcd.ie">sduffy@tcd.ie</a>
Professor Patrick Geoghegan	On leave in Hilary Term	3114	<a href="mailto:geoghanp@tcd.ie">geoghanp@tcd.ie</a>
Professor Poul Holm		A6002	<a href="mailto:holmp@tcd.ie">holmp@tcd.ie</a>
Dr Carole Holohan		3110	<a href="mailto:holohaca@tcd.ie">holohaca@tcd.ie</a>
Dr Isabella Jackson	Co-ordinator exchanges	3120	<a href="mailto:jacksoni@tcd.ie">jacksoni@tcd.ie</a>
Professor Alan Kramer	Junior Sophister Co-ordinator & Co-ordinator exchanges	3154	<a href="mailto:alkramer@tcd.ie">alkramer@tcd.ie</a>
Dr Georgina Laragy		3108	<a href="mailto:laragy@tcd.ie">laragy@tcd.ie</a>
Dr Richard McMahon		3108	<a href="mailto:rimcmaho@tcd.ie">rimcmaho@tcd.ie</a>
Dr Graeme Murdock	Co-ordinator European Studies	3149	<a href="mailto:murdocg@tcd.ie">murdocg@tcd.ie</a>
Professor Eunan O'Halpin	On leave in Hilary Term	A6007	<a href="mailto:ohalpine@tcd.ie">ohalpine@tcd.ie</a>
Professor Jane Ohlmeyer		3117	<a href="mailto:jane.ohlmeyer@tcd.ie">jane.ohlmeyer@tcd.ie</a>
Dr Ciaran O'Neill		3111	<a href="mailto:Ciaran.ONeill@tcd.ie">Ciaran.ONeill@tcd.ie</a>
Professor Micheál Ó Siochrú	On leave in Michaelmas Term	3150	<a href="mailto:m.osiochru@tcd.ie">m.osiochru@tcd.ie</a>
Dr Molly Pucci	Senior Sophister Co-ordinator	3117	<a href="mailto:puccim@tcd.ie">puccim@tcd.ie</a>
Dr Thomas Smith		3144	<a href="mailto:thsmith@tcd.ie">thsmith@tcd.ie</a>
Dr Immo Warntjes		3148	<a href="mailto:iwarntje@tcd.ie">iwarntje@tcd.ie</a>

### Module Lecturers

Brian Coleman	<a href="mailto:colemanb@tcd.ie">colemanb@tcd.ie</a>
Dr Niav Gallagher	<a href="mailto:gallagno@tcd.ie">gallagno@tcd.ie</a>
Dr Grace O'Keeffe	<a href="mailto:gokeeff@tcd.ie">gokeeff@tcd.ie</a>

### How to make contact with the Department

- Staff will usually 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.
- Departmental notices will be posted on relevant notice boards.
- The student information system, Blackboard, and your myzone email accounts are all accessible at <https://www.tcd.ie/students/>

### Submission of written work

Essays must be submitted to the Department Office, **not** to your module co-ordinator or teaching assistant. Your assignments will normally be submitted to your teaching assistants at tutorials.

Essays **must** be:

- accompanied by
  - (1) the appropriate cover-sheet attached to the essay
  - (2) the appropriate signed declaration concerning plagiarism
- delivered in hard copy to Room 3133 by 11.00 a.m. on the specified date (see the 'Important dates' section at the end of this handbook)
- An electronic copy of the essay **and** cover sheet must also be sent to [jfhistoryessay@tcd.ie](mailto:jfhistoryessay@tcd.ie).

**For further details on the submission of essays see pp. 12-13 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 co-ordinator, the Junior Freshman Co-ordinator, your S2S mentor (see p. 5 below), or the Head of Department.
- If you have other problems affecting your work, you should contact your College Tutor or your S2S mentor.
- 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 Junior Freshman Co-ordinator directly or through your College Tutor. The Junior Freshman Co-ordinator will advise you on all aspects of the programme. Contact details for the Junior Freshman Co-ordinator are as follows:

Dr Daniel Geary	Junior Freshman Co-ordinator	3121	<a href="mailto:gearyd@tcd.ie">gearyd@tcd.ie</a>
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- If you have a problem regarding the design of your History curriculum you should contact the Head of Department, Dr Dolan ([adolan@tcd.ie](mailto:adolan@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 co-ordinator.

- If you have any queries about exchange programmes, please contact Professor Alan Kramer ([alkramer@tcd.ie](mailto:alkramer@tcd.ie)). (see below)
- 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 in 5-7 South Leinster Street. Its bulletins and announcements are displayed on Departmental notice boards. Also see the following webpage: [www.tcd.ie/Careers/](http://www.tcd.ie/Careers/)

### Student 2 Student (S2S)

From the moment that you arrive in College to the end of the exam period in your Junior Freshman year, Student 2 Student (S2S) is here to make sure that your first year is fun, engaging and a great foundation for the rest of your time in Trinity. You will meet your two S2S mentors in Freshers' Week and they will make sure that you know other people on your programme before classes begin. They will keep in regular touch with you throughout your first year and invite you to events off campus. They will also provide useful information about your programme and what to look out for. Mentors are students who have been through the first year and know exactly what it feels like, so you never have to worry about asking them a question or about discussing anything that is worrying you. S2S also offers trained Peer Supporters if you want to talk confidentially to another student, or just to meet a friendly face for coffee and a chat. S2S is supported by the Senior Tutor's Office and the Student Counselling Service. For more details see <http://student2student.tcd.ie>; e mail [student2student@tcd.ie](mailto:student2student@tcd.ie); telephone +353 1 896 2438.

### Academic exchanges

If you are interested in spending your Senior Freshman or Junior Sophister year abroad, as part of an academic exchange, you should contact:

Professor Alan Kramer	<a href="mailto:alkramer@tcd.ie">alkramer@tcd.ie</a>
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If you are planning to take part in an Erasmus or Erasmus+ exchange, with another European university, the deadline for final applications will fall in February 2017. This means you will need to meet with Professor Kramer in Michaelmas Term to discuss your plans, including the programme of study abroad. **Erasmus exchanges are not permitted without Departmental approval so delay in contacting the relevant co-ordinator may hinder you in taking up the opportunity to study abroad for a year.**

Non-EU exchanges take place in the Junior Sophister year, but applications must be completed by **October of your Senior Freshman year**, so if this is an option you are considering it is advisable to arrange to meet the co-ordinator as early as possible during your Senior Freshman year to discuss what is involved.

More information is available at:

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

<http://www.tcd.ie/study/non-eu/study-abroad/from-trinity/erasmus>

<http://www.tcd.ie/study/non-eu/study-abroad/from-trinity/college-exchanges/>

### Transcripts

Junior Freshmen students may download transcripts from the Student Information System. If you have any problems doing this please contact the Departmental Office at [histhum@tcd.ie](mailto:histhum@tcd.ie).

## Section 2: Your programme of study

### Learning Outcomes

On successful completion of the Single Honor 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 Freshman years with the study of periods and/or places often through the prism of key debates or themes. The programme also introduces students to some of the core methodologies historians practice, and as you move through the Junior Freshman year you will engage more and more with primary sources, with historiographical approaches, and with the types of questions historians pose.

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

Single Honor Junior Freshman students take **eight** modules totalling **60 ECTS**. The following table illustrates the pattern of modules for 2016-17:

#### Modules for 2016-17

Michaelmas Term	HI1101 Doing history	5 ECTS
	HI1102 Interpreting history	5 ECTS
	HI1216 Kingship and warfare: Ireland c.1000-c.1318	10 ECTS
	HI1219 Popes, kings and crusaders, c.1075-1250	10 ECTS

Hilary Term	HI1215 Europe 1215-1517: religion, death and culture	5 ECTS
	HI1217 Early Christian Ireland, 400-1000	5 ECTS
	HI1218 Ireland 1534-1815: a survey	10 ECTS
	HI1220 Europe 1500-1800: power and culture	10 ECTS

## Options outside History

Junior Freshman students may substitute one language module (5 ECTS) for a History module of equivalent value.

The range of BC language modules is available at [https://www.tcd.ie/Broad\\_Curriculum/language/](https://www.tcd.ie/Broad_Curriculum/language/)

In your second year, your Senior Freshman year, you may take one Broad Curriculum (BC) module in place of a 5 ECTS History module in **either** Michaelmas **or** Hilary Term.

Broad curriculum (BC) modules will be available to all Senior Freshman students. See the range of options at [https://www.tcd.ie/Broad\\_Curriculum/](https://www.tcd.ie/Broad_Curriculum/)

In the Senior Freshman year Single Honor History students may substitute one of the following year-long modules (each worth 10 ECTS) for an equivalent number of History ECTS:

- PO2610 History of political thought (in the Department of Political Science)
- EC2020 The economy of Ireland (in the Department of Economics)

If you have any queries at all about any of these modules please contact the Junior Freshman Co-ordinator, Dr Daniel Geary, at [gearyd@tcd.ie](mailto:gearyd@tcd.ie), or speak with the Executive Officer in the Department Office in room 3133 or by e mail at [histhum@tcd.ie](mailto:histhum@tcd.ie).

## Section 3: Advice and regulations

### Credits ECTS

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

### What is ECTS?

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

The ECTS weighting for a module is a measure of the student input or workload required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, 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 honors 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 non-examined written work and other written tutorial 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. We welcome comments and questions.
- Please refrain from using mobile telephones during classes.
- Please arrive punctually at classes and stay to the end, even if tired or bored.

## 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.

Tutorial exercises and assignments will differ across modules – these range from class presentations and debates to summaries of vying interpretations and textual analyses of ‘gobbets’ taken from set documents. The more you contribute, the better the tutorial. For many of the modules, 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 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.

## Module assessment

All the survey modules in the Junior Freshman year are assessed by a combination of an examination (80% of the overall mark) at the end of the year and coursework (20% of the overall mark). In addition, in order to gain credit for the module, students will often be required to produce additional pieces of coursework – essays or reports, presentations or source analysis for example – which will enable you to develop your skills, even though the mark will not contribute to your overall result. Failure to submit these additional pieces of coursework will lead to you being returned as non-satisfactory for a given module and may result in being excluded from examinations.

In Junior Freshman year, assessment is based on the following patterns:

- The 5 ECTS modules HI1215 Europe 1215-1517 & HI1217 Early Christian Ireland are normally assessed as follows:
  - One two-hour examination (80% of overall mark)
  - coursework, normally a 2,000-2,500-word essay (20% of the overall mark)
  - tutorial assignments: these assignments can take many forms. Further details can be found in the module handbooks.
- The 5 ECTS module HI1101 Doing history is assessed through the submission of prescribed coursework during Michaelmas Term. See the module handbook for further details.
- The 5 ECTS module HI1102 Interpreting history is assessed by examination only (100% of the mark)

- 10 ECTS survey modules (HI1216 Kingship and warfare: Ireland 1000-1318, HI1219 Popes, kings and crusaders 1075-1250, HI1220 Europe 1500-1800: power and culture, & HI1218 Ireland 1534-1815) are normally assessed as follows:
  - one three-hour examination (80% of the overall mark).
  - a 2,000-2,500-word essay (20% of the overall mark) to be submitted to the Department Office (dates for submission can be found in the 'Important dates' section of this handbook).
  - tutorial assignments: tutorial assignments can take many forms. They may take the form of a single essay of 2,000-2,500 words, **OR** of a number of shorter assignments, usually commentaries on primary sources, which will add up to equivalent amounts of work overall, e.g. six short commentaries of c.500 words each or three commentaries of c.1,000 words (a total word length would normally fall in the bracket of 2,000-3,000 words).
  - These modules also require students to take an active part in tutorials, usually including a short presentation.

## Essays

Essays allow us to assess your mastery of relevant secondary reading, your ability to supply full and accurate citations, and your critical and analytical skills. The ability to synthesise information in lucid, clearly-argued prose is no less important than your capacity to carry out systematic research or reading. The more you write, the better you will perform. (See Guidelines for writing essays below pp. 19-23.)

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 length for Freshman essays is 2,000-2,500 (except in HI1101 Doing history – see the module handbook for further details). The footnotes and the bibliography must conform to the style prescribed below and are not counted as part of the word count. **Poor citation may lead to the impairment of grades.**

## Plagiarism

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.

College now requires **all** students to complete an online tutorial on avoiding plagiarism 'Ready, Steady, Write' at <http://tcd-ie.libguides.com/plagiarism/ready-steady-write>

All essay cover sheets now include a statement confirming that students have read the College regulations and taken the online tutorial.

If you are unsure of what the plagiarism regulations require, please contact your tutorial teacher, your module co-ordinator, your College Tutor, the Junior Freshman Co-ordinator or the Head of Department.

The official College position is set out in the *Calendar* at paragraphs 82-91 and the principal points are as follows:

### 82 General

It is clearly understood that all members of the academic community use and build on the work and ideas of others. It is commonly accepted also, however, that we build on the work and ideas of others in an open and explicit manner, and with due acknowledgement.

Plagiarism is the act of presenting the work or ideas of others as one's own, without due acknowledgement.

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

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

Plagiarism is considered to be academically fraudulent, and an offence against academic integrity that is subject to the disciplinary procedures of the University.

### *83 Examples of Plagiarism*

Plagiarism can arise from actions such as:

- (a) copying another student's work;
- (b) enlisting another person or persons to complete an assignment on the student's behalf;
- (c) procuring, whether with payment or otherwise, the work or ideas of another;
- (d) quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format, including websites and social media;
- (e) paraphrasing, without acknowledgement, the writings of other authors.

Examples (d) and (e) in particular can arise through careless thinking and/or methodology where students:

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

All the above serve only as examples and are not exhaustive.

### *84 Plagiarism in the context of group work*

Students should normally submit work done in co-operation with other students only when it is done with the full knowledge and permission of the lecturer concerned. Without this, submitting work which is the product of collusion with other students may be considered to be plagiarism.

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.

### *85 Self plagiarism*

No work can normally be submitted for more than one assessment for credit. Resubmitting the same work for more than one assessment for credit is normally considered self-plagiarism.

### *86 Avoiding plagiarism*

Students should ensure the integrity of their work by seeking advice from their lecturers, tutor or supervisor on avoiding plagiarism. 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 plagiarism is available on <http://tcd-ie.libguides.com/plagiarism>.

87 If plagiarism as referred to in §82 above is suspected, in the first instance, the Director of Teaching and Learning (Undergraduate), or their designate, will write to the student, and the student's tutor advising them of the concerns raised. The student and tutor (as an alternative to the tutor, students may nominate a representative from the Students' Union) will be invited to attend an informal meeting with the Director of Teaching and Learning (Undergraduate), or their

designate, and the lecturer concerned, in order to put their suspicions to the student and give the student the opportunity to respond. The student will be requested to respond in writing stating his/her agreement to attend such a meeting and confirming on which of the suggested dates and times it will be possible for them to attend. If the student does not in this manner agree to attend such a meeting, the Director of Teaching and Learning (Undergraduate), or designate, 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.

88 If the Director of Teaching and Learning (Undergraduate), or designate, forms the view that plagiarism has taken place, he/she must decide if the offence can be dealt with under the summary procedure set out below. In order for this summary procedure to be followed, all parties attending the informal meeting as noted in §87 above must state their agreement in writing to the Director of Teaching and Learning (Undergraduate), or designate. If the facts of the case are in dispute, or if the Director of Teaching and Learning (Undergraduate), or designate, feels that the penalties provided for under the summary procedure below are inappropriate given the circumstances of the case, he/she will 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.

89 If the offence can be dealt with under the summary procedure, the Director of Teaching and Learning (Undergraduate), or designate, will recommend one of the following penalties:

(a) Level 1: Student receives an informal verbal warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty;

(b) Level 2: Student receives a formal written warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will receive a reduced or capped mark depending on the seriousness/extent of plagiarism;

(c) Level 3: Student receives a formal written warning. The piece of work in question is inadmissible. There is no opportunity for resubmission.

90 Provided that the appropriate procedure has been followed and all parties in §87 above are in agreement with the proposed penalty, the Director of Teaching and Learning (Undergraduate) should in the case of a Level 1 offence, inform the course director and where appropriate the course office. In the case of a Level 2 or Level 3 offence, the Senior Lecturer must be notified and requested to approve the recommended penalty. The Senior Lecturer will inform the Junior Dean accordingly. The Junior Dean may nevertheless implement the procedures as referred to under CONDUCT AND COLLEGE REGULATIONS §2.

91 If the case cannot normally be dealt with under the summary procedures, it is deemed to be a Level 4 offence and will be referred directly to the Junior Dean. 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 printed on 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 (pp. 19-23).

Every Junior Freshman essay must be submitted:

- in hard copy with the appropriate cover-sheet attached and delivered to Room 3133 by 11.00 a.m. on the specified date. (Dates are to be found in the 'Important dates' section at the end of this handbook.) The cover-sheet includes a declaration concerning plagiarism, so all cover-sheets must be signed. Copies of cover-sheets can be downloaded on the Departmental webpage or hard copies are available in the Department.
- Students are required to sign the Essay Register in the Department Office on submission of all essays.
- Essays may not be posted, e-mailed or handed to academic staff.
- An electronic copy of the essay and cover sheet must also be sent to [jfhistoryessay@tcd.ie](mailto:jfhistoryessay@tcd.ie). The subject line of your email must include **your name** and the **HI number of your module (see p. 6 above)**.
- 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.

### Deadlines

Deadlines are serious. The deadlines for 2016-17 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 the Junior Freshman Co-ordinator, Dr Daniel Geary.**

No written work will be accepted for assessment after the due date, in the absence of an extension granted in advance by the Junior Freshman Co-ordinator, 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 Junior Freshman Co-ordinator will be given a mark of not more than 40%. Where no essay is forthcoming, a mark of zero will be recorded.

### Feedback

Marked essays are returned in individual meetings with your lecturers or teaching assistants. They will arrange times for you to collect your essay and discuss it 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.

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

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

## Examination preparation

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

- Always prepare more topics than the number of answers required and avoid extensive duplication in different answers, even if overlapping questions are set.
- Since the style and format of papers differ between module teachers, you should examine papers from previous years. If in doubt please consult your module teacher.
- In the days before an examination, make and memorise a list of key dates, events, personal names, snappy quotations, and statistics relating to each topic. You will not be penalised for minor slips, but you will be rewarded for showing mastery of detail.
- Once in the examination room, always allow time to make an outline for each answer. Though you should aim to allocate equal time to each answer, the outline will be taken into account if you run out of time.
- Even if the question is presented simply as a topic, your analysis will be sharpened by breaking it down into linked interrogatives. Begin at the heart of the set question, minimising general ‘introductory’ material.
- Take care with expression and hand-writing, as you may be penalised for incoherence or illegibility.

## Examination procedures

The onus lies on each student to establish the dates of examinations by consulting the College Examinations Office Website. Morning examinations begin at 9:30am, and afternoon examinations at 2:00pm. You will not be admitted to an examination after the first half-hour. If, through circumstances beyond your control, you arrive after the first half-hour you should contact your College Tutor or the Senior Tutor’s Office (House 27, College) immediately. NOTE: Failure to read correctly the details of the examinations timetable will not be taken as a satisfactory excuse for absence from an examination.

## Examination and essay marking criteria

### First class (70-80)

#### Structure and focus

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

#### Quality of argument and expression

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

#### Range of knowledge

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

### Upper second class (60-69)

#### Structure and focus

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

#### Quality of argument and expression

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

#### Range of knowledge

- The answer will display an extensive, but sometimes uneven, range of knowledge. It will demonstrate evidence of considerable reading.
- The answer will demonstrate a sense of the nature of historical development.
- The writer will demonstrate an ability to move between generalisations and detailed discussions, although there may be a tendency towards either over-generalised or an over-



particularised response to the question.

- The writer will reflect on the nature of the evidence and sources available to them, and attempt to use it critically.
- The answer will demonstrate a secure understanding of the historical period under discussion.

#### Lower second class (50–59)

##### Structure and focus

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

##### Quality of argument and expression

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

##### Range of knowledge

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

#### Third class (40–49)

##### Structure and focus

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

##### Quality of argument and expression

- The writing may not always be grammatical, and it may lack the sophisticated vocabulary or construction needed to sustain a complex historical argument. In places it may lack clarity and felicity of expression.
- There will be little appreciation of the contested and problematic nature of historical explanations.

- The answer will show no intentional originality of approach

#### Range of knowledge

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

#### Fail 1 (30-39)

##### Structure and focus

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

##### Quality of argument and expression

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

##### Range of knowledge

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

#### Fail 2 (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

All examination papers are marked anonymously. All work contributing to Moderatorship is scrutinised by two internal examiners and reviewed by an external examiner, who particularly checks borderline or contested cases and who looks out for evidence of inconsistent marking standards. External examiners also provide feedback on the conduct of the assessment process. 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 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 Freshman modules. To pass the year you need to secure an overall mark of 40% and to obtain 60 ECTS, either by passing all modules by 'compensation'. 'Compensation' means that you can carry a failed module so long as

- you pass outright modules totalling 55 ECTS (and achieve a mark of 30% in the failed module)

**OR**

- pass outright modules totalling 50 ECTS (with a mark of 35% in any failed modules).

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

## 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 & modern editions of contemporary sources
- As everyone's range of primary sources will differ consult with your module lecturer 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:
  - Barry, T.B., *The archaeology of medieval Ireland* (London, 1987; latest edn; London, 2004)
  - Ó Siochrú, Micheál (ed.), *Kingdoms in crisis: Ireland in the 1640s* (Dublin, 2000)
  - Fitzpatrick, David, *Harry Boland's Irish revolution* (Cork, 2003)
- The common abbreviation for page is 'p.', for pages 'pp.' (e.g. p. 3 and pp. 3-5).

#### Articles 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.

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:

Gallagher, Niav, 'The Franciscans and the Scottish wars of independence: an Irish perspective', *Journal of Medieval History*, 32 (2006), 3–17.

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

### 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.

\*\*Some module lecturers have preferred style sheets. Popular ones in the Department are the rules for contributors to the journals *Irish Historical Studies* and *The Historical Journal*. You can consult these at <http://www.irishhistoricalstudies.ie/rulesforcontribs.pdf> and <http://journals.cambridge.org/action/displayMoreInfo?jid=HIS&type=ifc>. Once you settle on a style sheet use it consistently in your work.

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> Mridu Rai, *Hindu Rulers, Muslim Subjects: Islam, Rights and the History of Kashmir* (Princeton NJ, 2004), 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> Rai, *Hindu Rulers*, 14-18.

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

<sup>5</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.



**Section 4: Important dates**  
**JUNIOR FRESHMAN SINGLE HONORS**

<b>WEEK</b>	<b>DATE</b>	<b>MICHAELMAS TERM 2016</b>
1	Mon. 26 Sept.	Lectures begin in all modules
3	w/b 10 Oct.	Tutorials begin in all Freshman modules
7	Mon. 7 Nov.	<b>READING WEEK</b>
10	Mon. 28 Nov.	Submission of essay in: <ul style="list-style-type: none"> <li>• HI1216 Kingship and warfare: Ireland, 1000-1318</li> </ul>
11	Mon. 5 Dec.	Submission of essays in: <ul style="list-style-type: none"> <li>• HI1219 Popes, kings and crusaders, 1075-1250</li> </ul>
12	Mon. 12 Dec.	Submission of portfolio in: <ul style="list-style-type: none"> <li>• HI1101 Doing history</li> </ul>
<b>WEEK</b>	<b>DATE</b>	<b>HILARY TERM 2017</b>
1	Mon. 16 Jan.	Lectures begin in all modules
3	w/b 30 Jan.	Tutorials begin in all 10 ECTS modules
7	Mon. 27 Feb.	<b>READING WEEK</b>
8	w/b 6 Mar.	Tutorials begin in all 5 ECTS modules
10	Mon. 20 Mar.	Submission of essay in: <ul style="list-style-type: none"> <li>• HI1220 Europe, 1500-1800: power and culture</li> </ul>
11	Mon. 27 Mar.	Submission of essay in: <ul style="list-style-type: none"> <li>• HI1218 Ireland 1534-1815: a survey</li> </ul>
12	Mon. 3 Apr.	Submission of essays in 5 ECTS modules: <ul style="list-style-type: none"> <li>• HI1215 Europe 1215-1517: religion, death and culture</li> <li>• HI1217 Early Christian Ireland, 400-1000</li> </ul>
12	Fri. 7 Apr.	Teaching ends
	w/b 1 May	Annual Exams begin