



Trinity College Dublin

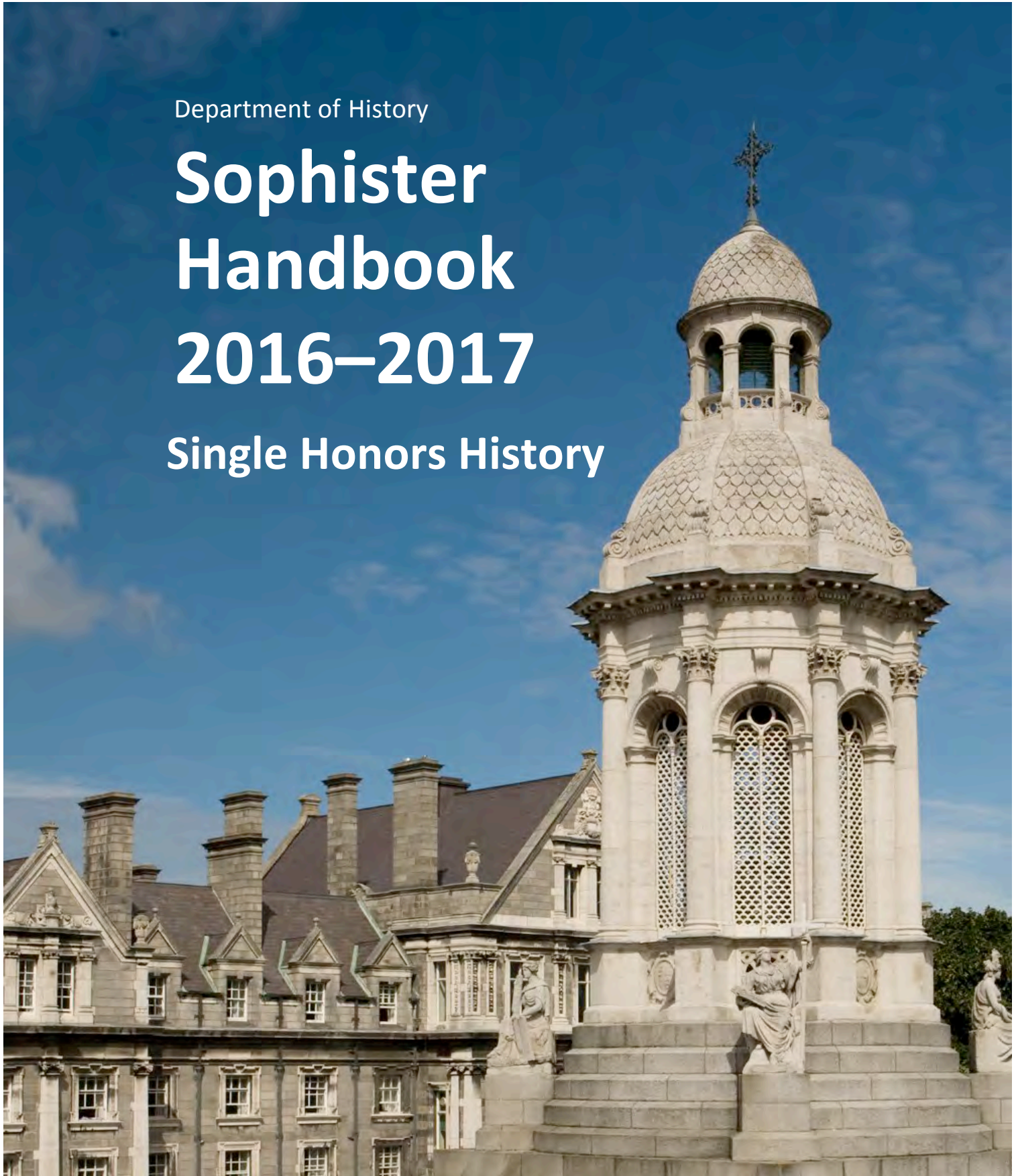
Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Department of History

Sophister Handbook 2016–2017

Single Honors History



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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 in to your final year, others are making the transition from the Freshman to the Sophister stage of the programme, and 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 seminar room, 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-12.00pm & 2.00pm-4.30pm

Telephone: 01-896 1791

E mail: histhum@tcd.ie

Staff	Role	Room no.	E mail address
Professor Alan Kramer	Junior Sophister Co-ordinator & Co-ordinator of exchanges	3154	alkramer@tcd.ie
Dr Molly Pucci	Senior Sophister Co-ordinator	3117	puccim@tcd.ie
Dr Anne Dolan	Head of Department	3155	adolan@tcd.ie
Dr Patricia Walker	Executive Officer	3133	histhum@tcd.ie
Dr Robert Armstrong	On leave in Michaelmas Term	3115	robert.armstrong@tcd.ie
Professor Ciaran Brady		3116	cbrady@tcd.ie
Dr Katja Bruisch	Senior Freshman Co-ordinator	A6005	bruischk@tcd.ie
Dr Joseph Clarke		3153	clarkej1@tcd.ie
Dr Peter Crooks		3147	pcrooks@tcd.ie
Professor David Dickson		3112	ddickson@tcd.ie
Dr David Ditchburn	Head of School	3145	ditchbud@tcd.ie
Professor Seán Duffy	On leave in Michaelmas Term	3146	sduffy@tcd.ie
Dr Daniel Geary	Junior Freshman Co-ordinator	3121	gearyd@tcd.ie
Professor Patrick Geoghegan	On leave in Hilary Term	3114	geoghanp@tcd.ie
Professor Poul Holm		A6002	holmp@tcd.ie
Dr Carole Holohan		3110	holohaca@tcd.ie
Dr Isabella Jackson	Co-ordinator exchanges (incoming exchanges)	3120	jacksoni@tcd.ie
Dr Georgina Laragy		3108	laragy@tcd.ie
Dr Francis Ludlow		A6004	ludlowf@tcd.ie
Dr Richard McMahon		3108	rimcmaho@tcd.ie
Dr Graeme Murdock	Co-ordinator European Studies	3149	murdocg@tcd.ie
Professor Eunan O'Halpin	On leave in Hilary Term	A6007	ohalpine@tcd.ie
Professor Jane Ohlmeyer		3117	jane.ohlmeyer@tcd.ie
Dr Ciaran O'Neill		3111	Ciaran.ONeill@tcd.ie
Professor Micheál Ó Siochrú	On leave in Michaelmas Term	3150	m.osiochru@tcd.ie
Dr Thomas Smith		3144	thsmith@tcd.ie
Dr Immo Warntjes		3148	iwarntje@tcd.ie

Module Lecturers

Prof. David Fitzpatrick	david.fitzpatrick@tcd.ie	List II: Literature and politics in modern Ireland
Dr John Gibney	gibneyjo@tcd.ie	List II: Modern Dublin, 1800-1970: politics, culture and society
Dr Linda Kiernan	kiernanl@tcd.ie	List II: Gender and sexuality in early modern Europe List II: Romance before Romanticism
Dr Kate O'Malley	komalley@tcd.ie	List II: Britain's declining empire, 1919-1997
Dr Seán O'Reilly	sean.oreilly@tcd.ie	List II: Governing the empire: the British imperial project, 1760-1870
Dr Fergus Robson	robsonfe@tcd.ie	List II: Napoleon's empire: war, culture and society in France and Europe, 1799-1815
Dr Caoimhe Whelan	ctwhelan@tcd.ie	List II: Power, nation and identity in late medieval Ireland

External Examiners for Moderatorship

Professor Nicholas Vincent	University of East Anglia	Medieval History
Professor Thomas O'Connor	NUI Maynooth	Irish History
Professor Tim Cole	University of Bristol	European History

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

Every Sophister essay and dissertation must be submitted to the Department Office, **not** to your module co-ordinator.

Essays and dissertations must be:

- accompanied by
 - (1) the appropriate cover-sheet attached to the essay
 - (2) the appropriate signed declaration which is not attached to the essay, but handed in separately to the Office
- 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 hissop@tcd.ie.

For further details on the submission of essays see p. 14 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 co-ordinator for your year either directly or through your College Tutor. The year co-ordinators will advise you on all aspects of the programme. They are:

Professor Alan Kramer	Junior Sophister Co-ordinator	3154	alkramer@tcd.ie
Dr Molly Pucci	Senior Sophister Co-ordinator	3117	puccim@tcd.ie

- If you have a problem regarding the design of your History curriculum you should contact the Head of Department, Dr Dolan (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 coordinator.
- If you have any queries about exchange programmes, please contact Professor Alan Kramer (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 noticeboards. Also see the following webpage: www.tcd.ie/Careers/

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. You must give **at least two weeks' notice** if you want a transcript from the Departmental Office.

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. Modules are grouped under the headings List I (20 ECTS) and List II (10 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, and students spend three 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 use of primary sources, and examinations will include questions directly related to primary sources studied in class. You will be assessed by:

- two examinations, each lasting three hours, and each worth 30% of the final mark (60% overall)
- two items of assessed coursework, one in each term, each worth 20% of the final mark (40% overall). This assessed coursework will normally take the form a 3,000-word essay in each term
- in addition, you will be asked to undertake additional coursework, needed to gain the 20 credits for the module 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. Usually this additional coursework will be a second essay each term (making four essays over the year) but it could take the form of equivalent work, such as a presentation, a group project etc..

List II modules come in two forms, though all are worth 10 ECTS.

- one-term modules: these are taught through two hours of classes per week, and are examined through one three-hour examination (80% of the overall mark) plus coursework (20% of the overall mark); this will normally be one essay of 3,000 words.
- year-long modules (for all students in Junior Sophister year). These are taught through two hours of classes per fortnight: this might mean a class of one hour every week or a two-hour class every second week. Year-long modules are assessed 100% by coursework. The coursework component of a year-long module will include at least one piece of assessed coursework per term. The coursework for Hilary term will be in the form of an extended essay, of between 4,000 and 5,000 words. The coursework for Michaelmas term may also take the form of an essay, or could comprise a comparable amount of coursework in another form (e.g. a group project, a class test etc.).

Taking all of the modules together, we calculate that most students will have something close to a 50:50 ratio between coursework (including dissertation) and exams in their Sophister years.

The use to which classes are put will vary from module to module. Some staff lecture regularly, 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 following table illustrates the pattern of modules for Single Honors (SH) students:

Junior Sophister = 5 modules (60 ECTS)

List I	Year-long	20 ECTS
List II	Year-long	10 ECTS
List II	Year-long	10 ECTS
List II	Michaelmas Term	10 ECTS
List II	Hilary Term	10 ECTS

Senior Sophister = 4 modules (60 ECTS)

List I	Year-long	20 ECTS
Dissertation	Year-long	20 ECTS
List II	Michaelmas Term	10 ECTS
List II	Hilary Term	10 ECTS

Modules for 2016-17

List I

HI4396	Kingship, tyranny and revolution: the age of Richard II	Dr Crooks
WS3410	Art, gender and the body in medieval and Renaissance Italy	Dr Lawless
HI3436	Europe Reformed, 1540-1600	Dr Murdock
HI3401	The Elizabethans and their world: social change and cultural development in England, 1550-1610	Prof. Brady
HI3427	The French Revolution 1789-1799	Dr Clarke
HI4391	Ireland, modernity and empire	Dr O'Neill
HI3440	Sub-Saharan Africa, 1870-2000	Prof. Dickson
HI4399	China 1911-49: from republican revolution to communist revolution	Dr Jackson
HI4394	Germany from revolution to dictatorship, 1919-1939	Prof. Kramer
HI4395	The secret police in communist Europe, 1917-1989	Dr Pucci
HI3420	Ireland in the 1920s and 1930s	Dr Dolan
HI3431	American politics and culture 1939-1989	Dr Geary
HI4397	The Republic of Ireland and the long 1960s	Dr Holohan

List II Michaelmas Term

HI4347	Kings and saints in early Christian Ireland	Dr Warntjes
HI4340	Violence, law and order in eighteenth- and nineteenth-century Ireland	Dr McMahon
HI4328	Constitutional nationalism v. republicanism: Ireland 1782-1916	Prof. Geoghegan
HI4351	Ecological frontiers in the 19 th and 20 th centuries	Dr Bruisch
HI4346	Modern Dublin, 1800-1970: politics, culture and society	Dr Gibney

List II Hilary Term

HI4352	Power, nation and identity in late medieval Ireland	Dr Whelan
HI4348	History of Transylvania: blood and soil	Dr Murdock
HI4312	Eighteenth-century Dublin	Prof. Dickson
HI4350	The melting pot: race and ethnicity in American thought 1880-1940	Dr Geary
HI4305	Literature and politics in modern Ireland	Prof. Fitzpatrick
HI4349	History and fiction	Dr O'Neill
HI4315	Germany and Italy in the age of the First World War, 1911-1923	Prof. Kramer

List II Year-long

HI4331	The crusades, c. 1095-1204	Dr Smith
HI4338	Medieval globetrotters: exploration and world conquest in the age of the Black Death	Dr Crooks
HI4324	Society and the sacred in France, 1685-1815	Dr Clarke
HI4313	Romance before romanticism: life, love and death in Ancien Régime and revolutionary France	Dr Kiernan
HI4339	Gender and sexuality in early modern Europe	Dr Kiernan
HI4343	Napoleon's empire: war, culture and society in France and Europe, 1799-1815	Dr Robson
HI4341	History writing in Britain and Ireland, 1820-1920	Prof. Brady
HI4342	Britain's declining empire, 1919-1997	Dr O'Malley
HI4353	Governing the empire: the British imperial project, 1760-1870	Dr Seán O'Reilly
RUS802	Stalinism and society	Dr Apor

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 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 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 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 ‘gobbets’ 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 Guidelines for Writing Essays (pp. 22-6).

You should agree the topic of all your Sophister essays in History in advance with your module teacher. The maximum permitted length of essays is:

List I	3,000 words
List II one-term	3,000 words
List II year-long	5,000 words

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 students must sign a declaration when submitting an essay to confirm that they have read the College regulations and taken the online tutorial.

If you are unsure of what the plagiarism regulations require, please contact your class teacher, your College Tutor, your year co-ordinator for History 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 the Writing of Essays are found below.

All Moderatorship essays must be submitted anonymously. Candidates must use only their Student Number.

Every Sophister 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. Copies of cover-sheets can be downloaded on the Departmental webpage or hard copies are available in the Department.
- Each essay must also be accompanied by the appropriate signed declaration concerning plagiarism. Because this declaration bears your signature, and because the Department wishes to maintain strict anonymity in the marking process, please do not physically attach this declaration to the essay. You can hand in the declaration at the same time as you submit the hard copy of your essay. Copies can be downloaded on the Departmental webpage or hard copies are available in the Department.
- 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 hissop@tcd.ie. The subject line of your email must include **your name** and the **HI number of your module (see p. 8 above)**. Including your name here will not undermine the anonymity of the marking process as the hard copy essay is the one used for marking purposes.
- Students are required to retain their own electronic copy of all written work. If we cannot find 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 your year co-ordinators.

- The year co-ordinators are:

Professor Alan Kramer	Junior Sophister Co-ordinator	3154	alkramer@tcd.ie
Dr Molly Pucci	Senior Sophister Co-ordinator	3117	puccim@tcd.ie

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

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. Even if you have clashed with a teacher, you need have no fear of bias in marking: you will be marked on the merits of your work rather than your personality.

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 Michaelmas term coursework in List I modules and in year-long List II modules. 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.

Preliminary (but not moderatorship) 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 course notice boards – 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 work, 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.

- At the Sophister level all History exams are of 3 hours duration.
- For List I (Paper 1) and List II exams candidates must answer three questions from a choice of twelve.
- List I (Paper 2) is a documents paper, testing your mastery of the primary sources, and the form may vary from module to module. Consult past papers and the module handbooks, and ask your course lecturer for further details on the form of a Paper 2 exam in your module.

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

No supplementary examinations are available for Sophister modules. Junior Sophister students who fail the end-of-year examination may be permitted to repeat the year, taking different modules.

Non-satisfactory 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. Its bulletins and announcements are displayed on Departmental notice-boards. Also see the following webpage: 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 four taught M.Phil programmes, and these courses can be studied full-time over one year or part-time over two years.

Our M.Phil programmes are in:

- Medieval History
- Early Modern History
- Modern Irish 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 see <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.
- Pages must be single-sided and numbered consecutively
- Text must be spaced at 1½ 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 kegyesség a kora ujkorban. Kutatastortenedi 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 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:

¹ Mridu Rai, *Hindu Rulers, Muslim Subjects: Islam, Rights and the History of Kashmir* (Princeton NJ, 2004), 122-36

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

³ Rai, *Hindu Rulers*, 14-18.

⁴ Ibid. [or Rai, *Hindu Rulers*], 17.

⁵ 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 the structure of your dissertation 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 primary 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 in to 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.
- 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. 24-6 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.
- Poor citation may lead to the impairment of grades.
- 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.

Submitting your dissertation

- Dissertations must be submitted in hard copy **and** electronically.
- 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.
- Please submit **two identical hard copies** to the main history department office.
- Also submit an electronic copy to hisdis@tcd.ie
- Please make sure that these hard copies are securely bound. There are a number of methods of doing this – ring-bound, heat-bound, hard-bound. Whichever method you choose just make sure it is securely bound.

Section 4: Important dates
SINGLE HONORS STUDENTS

WEEK	DATE	MICHAELMAS TERM 2016
1	Mon. 26 Sept.	Classes begin in all modules
3	Mon. 10 Oct.	Submission of dissertation review essay (2,000 words), dissertation outline and bibliography of major primary and secondary sources (Sen. Soph. only)
7	Mon. 7 Nov.	READING WEEK
8	Mon. 14 Nov.	Submission of essay in all List I modules (20% of final mark) (Jun. Soph. & Sen. Soph.)
9	Mon. 21 Nov.	Submission of a dissertation draft chapter (2,500 words), table of contents, and full bibliography (Sen. Soph. only)
10	Mon. 28 Nov.	Submission of essay in one-term List II modules (20% of final mark) (Jun. Soph. & Sen. Soph.)
11	Mon. 5 Dec.	Submission of essay in <u>one</u> of the two List II year-long modules (Jun. Soph. only)
12	Mon. 12 Dec.	Submission of essay in <u>second</u> of the two List II year-long modules (Jun. Soph. only)
WEEK	DATE	HILARY TERM 2017
1	Mon. 16 Jan.	Classes begin in all Sophister modules
3	Mon. 30 Jan.	Submission of dissertation proposal (Jun. Soph. only)
7	Mon. 27 Feb.	Submission of essay in all List I modules (20% of final mark) (Jun. Soph. & Sen. Soph.)
7	Mon. 27 Feb.	READING WEEK
9	Mon. 13 Mar.	Submission of Dissertation (Sen. Soph. only)
10	Mon. 20 Mar.	Submission of essay in one-term List II modules (20% of final mark) (Jun. Soph. & Sen. Soph.)
11	Mon. 27 Mar.	Submission of essay in <u>one</u> of the two List II year-long modules (Jun. Soph. only)
12	Mon. 3 Apr.	Submission of essay in <u>second</u> of the two List II year-long modules (Jun. Soph. only)
12	Fri. 7 Apr.	Teaching ends
	w/b 1 May	Annual Exams begin