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

The School of Languages, Literatures and Cultural Studies

Comparative Literature Handbook 2022–2023

MPhil | Diploma | Certificate

Contents

General Information

Comparative Literature as we understand it is the study of literature over time and across cultural and disciplinary boundaries. Reading literature is defined by us mostly as close reading, although in our engagement with the Digital Humanities we are open to distant reading, drawing on technical tools such as topic modelling etc. In comparing literary texts, however, we also rely heavily on a particular focus on cultural theories.

The MPhil in Comparative Literature works closely with other MPhils, such as the MPhil in Literary Translation or the MPhil in Identities and Cultures of Europe. Students of the MPhil will enroll in two core modules and will be trained in the use of theory, criticism, and various possibilities of comparison ranging from the application of imagology to interdisciplinary approaches. These core modules are then complemented by two option modules with more specific literary and cultural content.
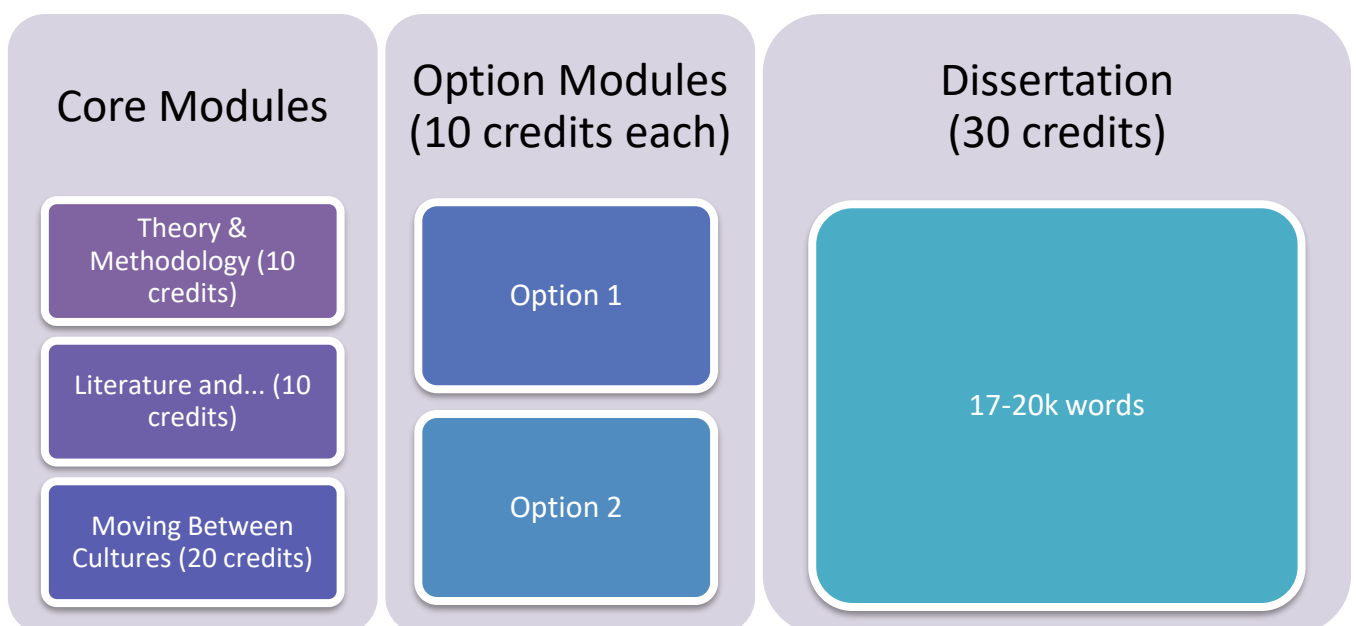
Students will be trained in the following areas:

- Comparative and interdisciplinary research skills
- An understanding of key terminology (intertextuality, influence, magical realism, etc.)
- Applying cultural and philosophical theories to literary texts
- An understanding of literary and cultural histories
- An understanding of debates surrounding comparative literature and world literature

Reading literature in English translation but also in other languages, ideally knowledge of languages other than English is desired for this MPhil, although it is not a prerequisite.

Some of the cultural theories we engage with include but are not limited to texts by Mikhail Bakhtin, Michel Foucault, Jacques Derrida, Giorgio Agamben, Gilles Deleuze/Felix Guattari, Friedrich Nietzsche, Martin Heidegger, etc. The content of this programme draws on expertise by staff from the departments of the School but also on people from outside of the School and Trinity.

Structure

Core Modules	Option Modules (10 credits each)	Dissertation (30 credits)
Theory & Methodology (10 credits)	Option 1	17-20k words
Literature and... (10 credits)	Option 2	
Moving Between Cultures (20 credits)		

Key dates 2022-23

Michaelmas Term (September - December)
- 05/09/2022 - Postgraduate Orientation Week
- 12/09/2022 - Michaelmas teaching term begins
- 24/10/2022 - Reading week
- 31/10/2022 - October bank holiday
- 16/12/2022 - End of Michaelmas teaching term
- 16/12/2022 - Deadline for assignments
- 16/12/2022 - Dissertation Supervision Request Form due (where applicable)

Winter Break (December - January)
- 19/12/2022 - Christmas period begins
- 23/12/2022 - College closes
- 03/01/2023 - College opens

Hilary Term (January - April)
- 23/01/2023 - Hilary teaching term begins
- 01/02/2023 - Dissertation supervision form due (where applicable)
- 06/02/2023 - St. Bridgit's Day (public holiday)
- 06/03/2023 - Reading week
- 17/03/2023 - St Patrick's Day (public holiday)
- 07/04/2023 - Good Friday
- 10/04/2023 - Easter Monday
- 21/04/2023 - End of Hilary teaching term

Trinity Term (May-June)
- 24/04/2023 - Trinity Week
- 01/05/2023 - May bank holiday
- 05/05/2023 - Deadline for assignments
- 26/05/2023 - End of Statutory Term (supervision ends)

Research Period (June - August)
- 05/06/2023 - June bank holiday
- 07/08/2023 - August bank holiday
- 25/08/2023 - Dissertation due (where applicable)

Year-long Module

In addition to the Core and Option Modules, there is a module which is setup to assist students in producing their dissertation. This module is a year-long module, running in both terms.

Research Seminars	• Exposes students to a wide range of topics pertinent to producing outstanding research.

Core Modules

Theory & Methodology (first term only)

- apply cultural theory to world literature
- sharpen students' critical and analytical skills,
- research and write essays (form a hypothesis, structure an argument and build an essay, reference outside sources);
- research and present a paper (form a hypothesis, structure an oral presentation; maintain and sustain relations with the listeners, give an overview of sources).

Literature and... (second term only)

- analyse literary texts through the lens of another discipline
- understand the importance of crossing boundaries of discourses and ways of thinking
- apply specific theories generated by other disciplines to literary studies
- research and write an essay (form a hypothesis, structure the essay, think critically about primary and secondary sources and refer to them in footnotes)
- draw on a range of disciplines from cultural studies that broaden the way we interpret literature
- understand comparative literature as more than just comparing literature
- present their ideas for the essay in a coherent way

Moving Between Cultures (both terms)

- Explore fundamental issues relating to moving between cultures across a representative range of primarily European perspectives
- tackle some of the theoretical and methodological issues raised by travel writing and other related forms of cultural expression.
- multiple levels of conception and expression of intercultural movement will be identified and investigated

Option Modules (10 ECTS each)

Michaelmas Term (autumn)

THEORY AND PRACTICE OF DIGITAL HUMANITIES	CULTURES OF MEMORY AND IDENTITY IN CENTRAL EUROPE	EUROPE AND ITS IDENTITIES: A CULTURAL HISTORY	POSTMODERNIST LITERATURE IN EAST AND CENTRAL EUROPE
THE RUSSIAN AVANT-GARDE	COMMUNISM, CINEMA AND MEMORY IN EASTERN EUROPE	DANTEAN ECHOES	JOYCE: ULYSSES
	CARIBBEAN LITERATURE	THE VICTORIAN CHILD	

Hilary Term (spring)

FOOD, DRINK AND EUROPEAN CULTURAL IDENTITIES	HAIL SATAN! THE DEVIL IN LITERATURE AND CULTURE	MULTILINGUALISM, TRANSLATION AND IDENTITY IN LITERATURE EUROPEAN CINEMA AND IDENTITY
FORCED MIGRATION AND IDENTITY: RECONSTRUCTED AND REIMAGINED FUTURES	SAMUEL BECKETT AND ENVIRONMENTAL HUMANITIES	EAVAN BOLAND AND MODERN IRISH POETRY
	THE CITY AND CHILDREN'S LITERATURE	

Dissertation (MPhil Route Only)

The dissertation is a substantial body of academic work of between 15,000 and 20,000 words. It offers students the opportunity to explore a subject of their choosing in some detail under the supervision of a subject specialist. Given the size and importance of the dissertation, it is strongly advised that students devote plenty of time to planning and producing the dissertation from an early stage in the course.

Supervisors

Each dissertation is supervised by at least one member of academic staff. Students are encouraged to discuss their projects with potential supervisors. A list of the main supervisors can be found on the last page of this handbook. In order to start the selection process, the [Dissertation Supervision Request Form](#) should be filled out by the student. Supervisors are allocated on first-come first-served basis with priority given to those who have already received verbal agreement from supervisors to undertake the supervision. The Dissertation Supervision Request Form is due at the end of Michaelmas term. Once it has been completed, students will be contacted about their supervisors. After being contacted, it is students' responsibility to make contact with supervisors and make a preliminary plan for their meetings. This preliminary plan needs to be submitted on the signed [Dissertation Supervision Form](#). This form is due early in Hilary term.

This form includes spaces for the student's and supervisor's signatures, as well as spaces for a working schedule of meetings. It is important to fill out the form in full, including the schedule. It is accepted that the schedule is open to change, but it is not acceptable to write 'TBC'. Specific dates and times must be decided on. The reason this is important is because supervisors' time is short, and in practice, if a definite schedule is not decided on early, the student generally misses out on supervision hours, because the supervisor has so many other calls on their time. For this reason, any forms that are not filled out in full are returned to the student for completion.
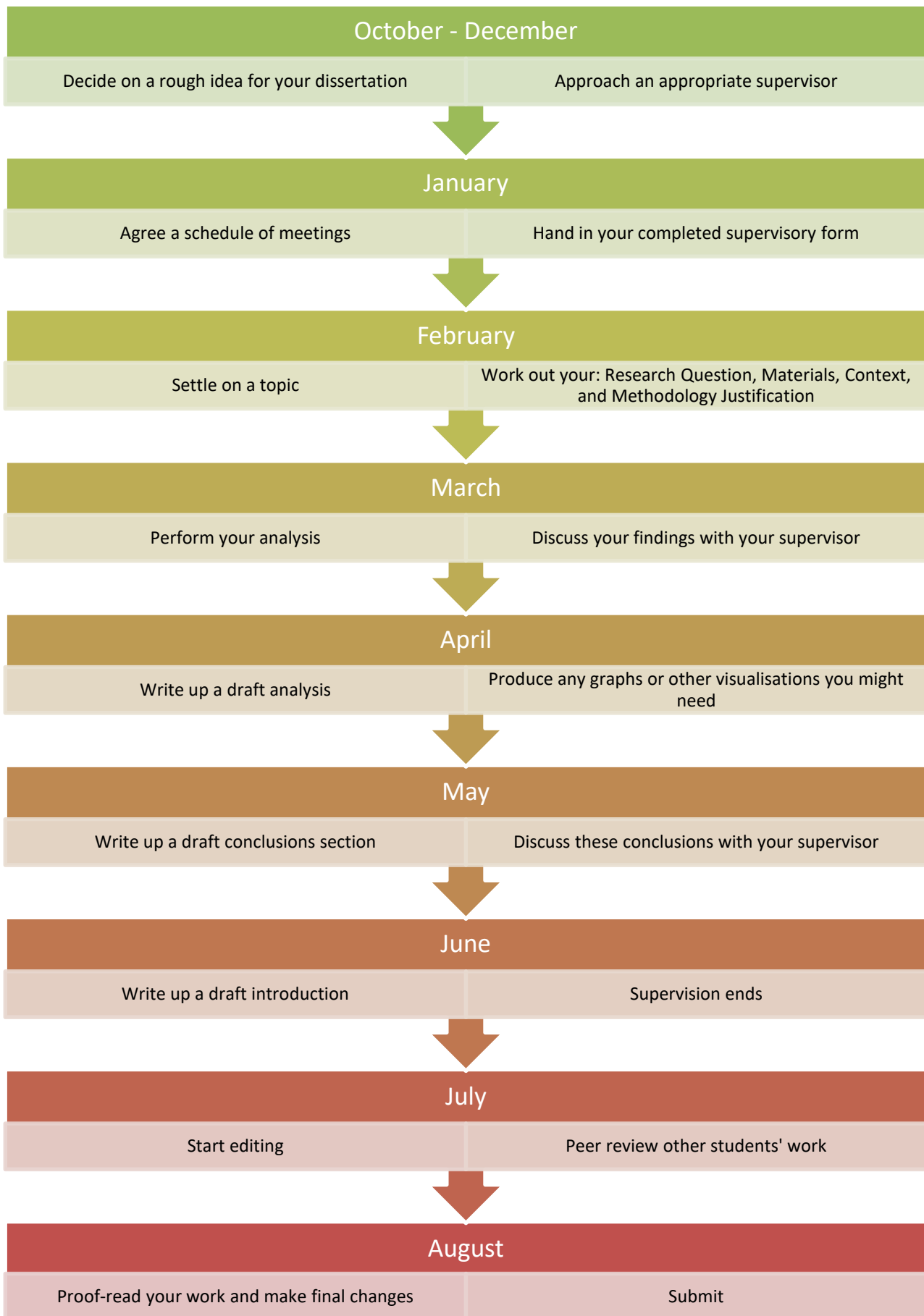
A student may choose to split their supervision between two supervisors. Whether there is one or multiple supervisors, the total number of supervisory hours per dissertation is six. How these six hours are divided between supervisors is left to the discretion of the student.

In addition, it is not necessarily required for the student to organise six whole hours of supervision. Many students find it more beneficial to have twelve, half-hour sessions, since this will allow for a brief, focused discussion at regular intervals. Often students de-prioritise the dissertation because it has a later deadline. However, the dissertation is the most important part of the degree structure. Moreover, supervision ends at the end of the statutory term, only a few weeks after the deadline for term assignments and several months before the deadline for the dissertation. Therefore, it is strongly recommended to start working on it early, and to work steadily on it throughout Hilary Term to make the best use of the supervision you have. With this situation in mind, some students find that many short supervisions allow them to make sure their work is progressing steadily.

Whatever work pattern a student decides on, it is strongly recommended that students planning, working on their dissertations, and meeting their supervisors during Hilary Term. Therefore, thinking on the dissertation and potential supervisors needs to begin in Michaelmas Term.

In planning for a supervision meeting, you should write some text and email it to your supervisor no later than one week before the supervision is scheduled to take place. This will allow them the time to look at your work and make comments. In practice, this means that your time during the supervision-proper is used most efficiently on talking through the results, rather than with the supervisor reading your work.

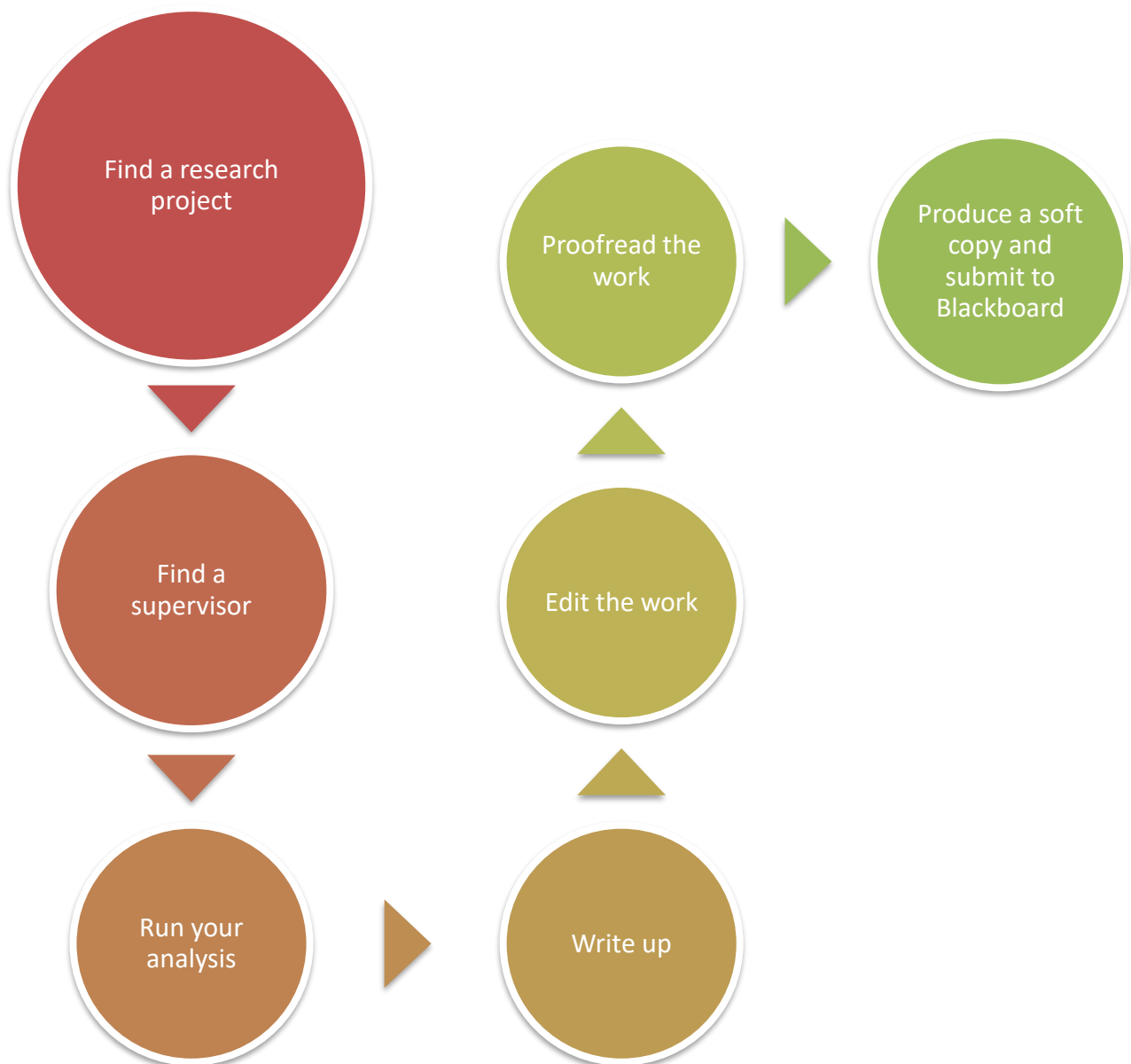Below is a suggested structure for how your dissertation work might progress:

October - December

Decide on a rough idea for your dissertation	Approach an appropriate supervisor

January

Agree a schedule of meetings	Hand in your completed supervisory form

February

Settle on a topic	Work out your: Research Question, Materials, Context, and Methodology Justification

March

Perform your analysis	Discuss your findings with your supervisor

April

Write up a draft analysis	Produce any graphs or other visualisations you might need

May

Write up a draft conclusions section	Discuss these conclusions with your supervisor

June

Write up a draft introduction	Supervision ends

July

Start editing	Peer review other students' work

August

Proof-read your work and make final changes	Submit

Submission

When preparing the work for submission, you should pay special attention to the various style guidelines associated with dissertations (see House Style below). You may choose to use [this template](#) to help you in this process.

The abstract, acknowledgements and any appendices do not count towards a dissertation's word count. However, all other parts of the dissertation, including bibliography, introduction, and any footnotes are included in the word count.

Students are required to submit an electronic version of their dissertations to Blackboard.

```
Find a research project
        ↓
Find a supervisor
        ↓
Run your analysis  ▶  Write up
                          ↑
                    Edit the work
                          ↑
Proofread the work  ▶  Produce a soft copy and submit to Blackboard
```

Course Learning Outcomes

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

- an understanding of Comparative Literature as a subject of study and a critical practice;
- an understanding of the theoretical and methodological basis for comparative literary work at an advanced level;
- competence in the application of the theory and methodology of comparative literary analysis to texts of various genres and artefacts of different media;
- the appropriate oral and written presentation and communication skills to allow them to present research clearly and unambiguously in the appropriate scholarly manner;
- the ability to conduct research in a largely self-directed manner.

Entry and Exit Routes

Comparative Literature offers a number of different entry routes: Certificate, Diploma and MPhil:

- Certificate - 30 credits
- Diploma - 60 credits
- MPhil – 90 credits

The entry route of any given student is decided at the point of applying to the course. It cannot be changed during the course of study.

The Certificate, Diploma and MPhil entry routes can be stacked, meaning that a student may complete one and then another within 5 years. That means if a student takes the certificate one year, they can build on this the next year by completing the additional work required of the diploma and finish with that higher qualification. They may then choose to trade in their diploma, complete the dissertation, and finish with the full master's degree. Effectively, this can be used as a way to complete the degree part-time, over the course of two or three years.
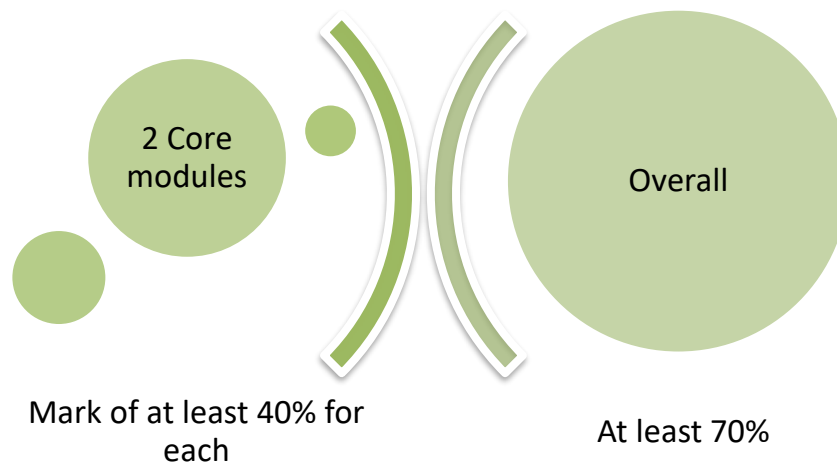
MPhil

Dissertation

Diploma

Option Module

Option Module

Theory & methodology OR Literature and…

Certificate

Theory & methodology OR Literature and…

Moving between Cultures
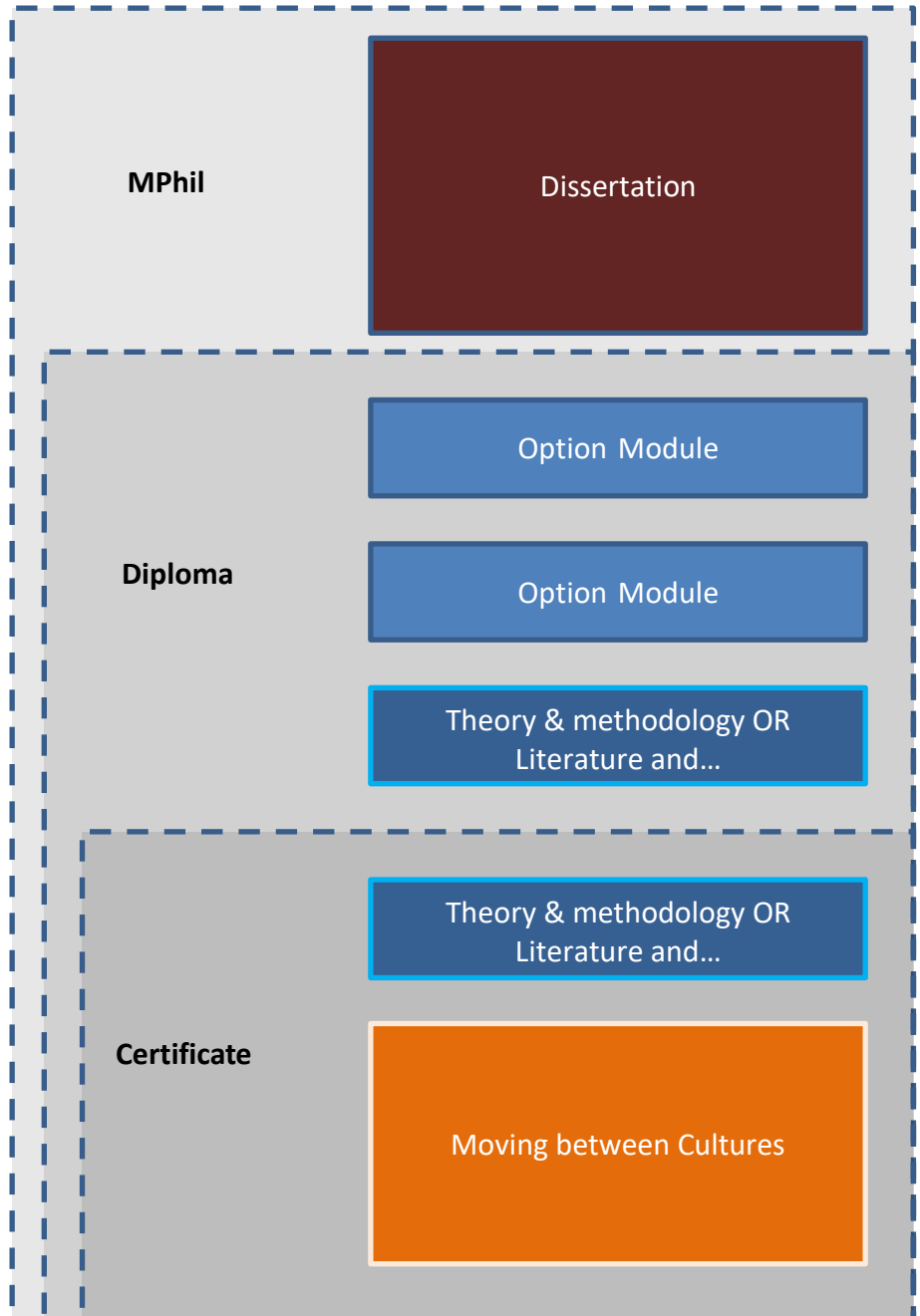
Certificate

A student enrolled on the certificate route is required to complete two core modules: *Moving Between Cultures* AND EITHER *Theory & Methodology* OR *Literature and…* in order to be recommended for the award:
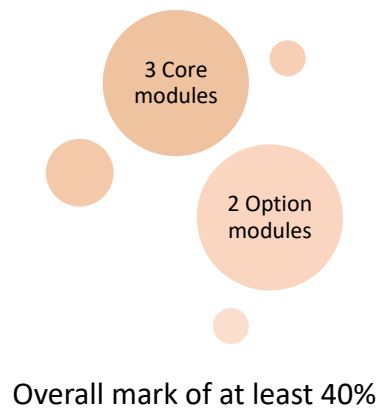
Overall mark of at least 40%
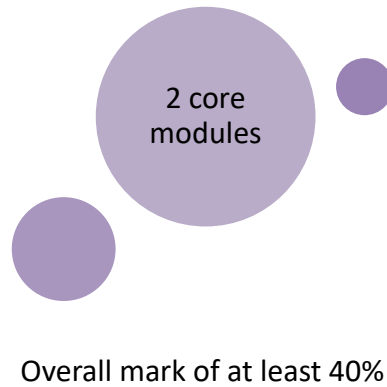
Postgraduate Certificate with Distinction may be awarded if a student has achieved an overall mark of 70% or over and has passed all elements. A Distinction cannot be awarded if a student has failed any module during the course.
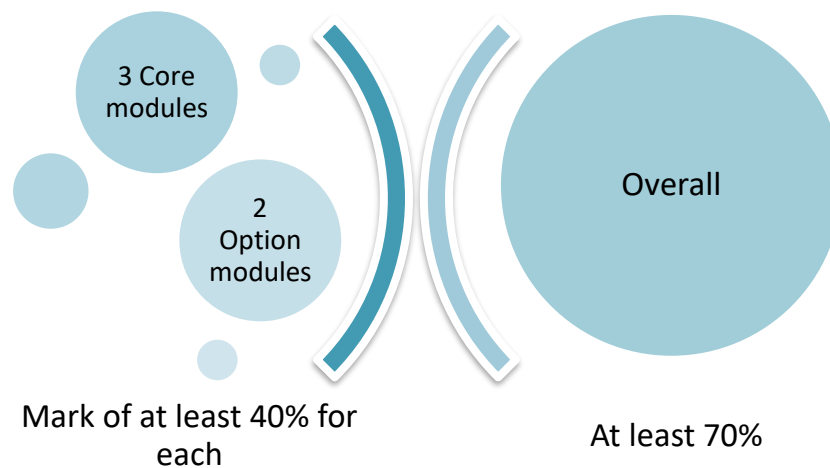
2 Core modules

Mark of at least 40% for each

Overall

At least 70%

Diploma:

A student enrolled on the diploma route is required to complete the three core modules and two optional modules in order to be recommended for the award.

A student enrolled on the MPhil route who successfully completes all other requirements of the MPhil, but does not proceed to the dissertation stage, or fails to achieve the required mark of 40% in the dissertation, will be recommended for the award of Postgraduate Diploma:

3 Core modules

2 Option modules
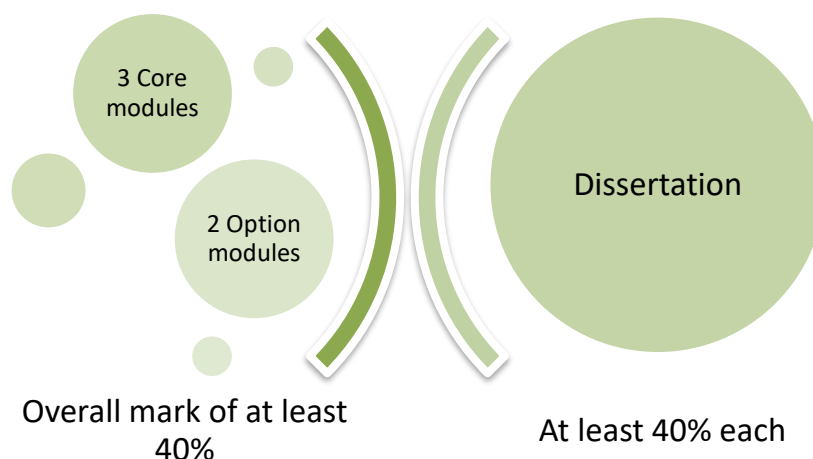
Overall mark of at least 40%

Postgraduate Diploma with Distinction may be awarded if a student has achieved an overall mark of 70% or over and has passed all elements (excluding the dissertation, which is not a requirement of the Postgraduate Diploma). A Distinction cannot be awarded if a student has failed any module during the course.

3 Core modules

2 Option modules

Overall

Mark of at least 40% for each

At least 70%

M.Phil:

A student enrolled on the MPhil route is required to complete the three core modules, two optional modules, and the dissertation in order to be recommended for the award.

In order to qualify for the award of M.Phil., students must obtain an overall mark of at least 40%, and a mark of at least 40% in the dissertation and an aggregate mark of at least 40% in core and optional modules (60 credits).

Overall mark of at least 40%

At least 40% each

Compensation: in the case of the taught modules, a student must either pass taught modules amounting to 60 credits or pass taught modules amounting to 50 credits and achieve a minimum mark of 30% in the failed module.

Please note that a student that does not complete the dissertation or does not receive a passing mark for their dissertation will be moved onto the diploma route.

An MPhil with Distinction may be awarded if a student has achieved an overall mark of 70% or over, has passed all elements, and has been awarded a mark of 70% or over for the dissertation. A Distinction cannot be awarded if a student has failed any module during the course

Mark of at least 40% for each

At least 70%

At least 70%
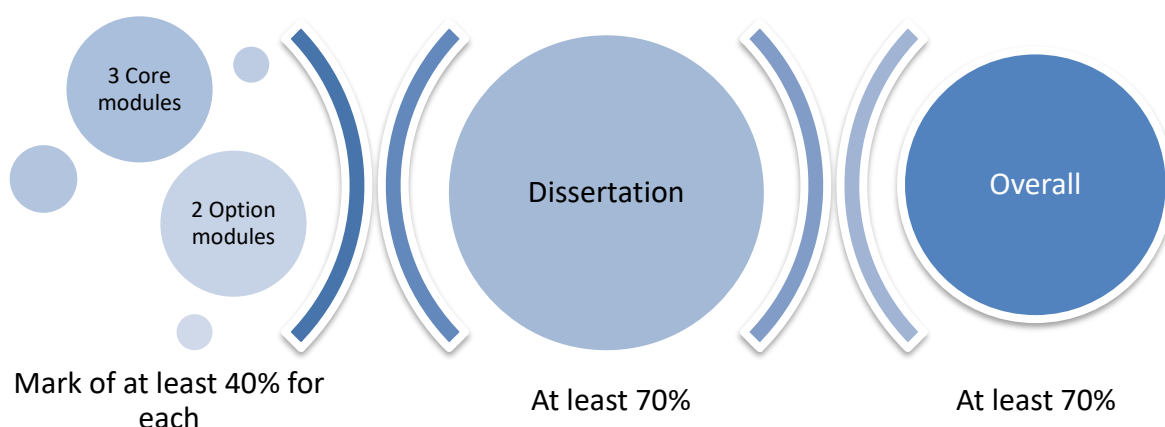
House Style

This description is the default for core modules and dissertations in the MPhil in Comparative Literature programme. Some option modules may have different requirements, especially if they are organised by different schools. Please be sure to check the requirements for your modules.

All submitted work should be word-processed.

Layout

Font:	Calibri
Font size:	12pt
Line Spacing:	1.5
Page size:	A4
Dates:	• Use the DD/MM/YYYY format for short dates (e.g. 30/09/2000) • Use the dddd/mmmm/yyyy format for long dates (e.g. 30th September 2000) • For decades, do not include an apostrophe (e.g. 1990s (not 1990's) • For centuries, spell out the name (e.g. 'nineteenth century' (not '19th century').
Punctuation:	Do not put a space in front of a question mark, or in front of any other closing quotation mark. Use single spaces after full-stops.
Spelling:	Any English spelling convention is acceptable, as long as it is used consistently.
Title:	Use bold for your assignment title, with an initial capital letter for any proper nouns.
Headings:	Please indicate the level of the section headings in your assignment: • First-level headings (e.g. Introduction, Conclusion) should be in bold, with an initial capital letter for any proper nouns. • Second-level headings should be in bold italics, with an initial capital letter for any proper nouns.
Tables and figures:	Tables and figures must be properly titled and numbered consecutively. Do not use bold or capitals in the titles of tables and figures.
Quotations:	• Fewer than 40 words: in the body of the text, in single quotation marks ('…'). • 40 words or more: size 10, indented 2.54cm on left and right, on a new line, with no quotation marks. • If a quotation contains a quote, this is marked with double quotation marks ('… "…"…').
Bold:	Bold text should only be used to identify section or chapter titles.
Italics:	Use italics for titles of books, journals, newspapers, plays, films, long poems, paintings and ships. Extensive use of italics for emphasis should be avoided.

Underlining:	Underlining should not be used.
Translation examples:	Gloss in English any translation examples from other languages using square brackets [ ].
Gender-neutral language:	Do not use either masculine or feminine terms when the intention is to cover both genders.
Abbreviations and technical terms:	When using abbreviations, the following conventions should be followed: • When the abbreviated form ends with the same letter as the full form, no full stop is used (e.g. Mr, Dr, Mrs, vols, St) • Other abbreviations take a full stop (e.g. Esq., vol., p., no.) • Where the initial letters of each word of a title of a journal are used as an abbreviated title, full stops are omitted (e.g. MLR, PMLA, RHLF, TLS) • Abbreviated Technical terms must normally be explained in the text. However, if numerous abbreviations are used, they may be listed separately after the text of the assignment.
Numerals:	In general, spell out numbers under 100; but use numerals for measurements (e.g. 12km) and ages (e.g. 10 years old). Insert a comma for both thousands and tens of thousands (e.g. 1,000 and 20,000).
Notes:	Use footnotes, rather than endnotes, consecutively numbered, with reference numbers appearing in the relevant place in the text body. Notes should be kept to a minimum and should not include any material that could appear in the text body.
Appendices:	Large bodies of data, such as transcripts and tables may be placed into an appendix at the end of the assignment. Appendices do not count for the purposes of the assignment's word count. However, the marker also does not have to consider them. Therefore, sufficient and consistent reference to the contents of any appendices must be made in the body of the text using the same techniques as for referencing any other body of research, (e.g. '(see Appendix 1: 5-7)).
Pagination:	Pages should be numbered consecutively, centred in the footer. No blank pages should be included.
Student Number:	The student number should appear in the header of each page of the assignment and in the name of the document for work submitted electronically. e.g. (1234567.pdf)

The most recent *Chicago Manual of Style* should be consulted for all further details.

Referencing and Bibliographies

Referencing

The referencing style used is the Author–Date System, as described in the *Chicago Manual of Style*.

Placement:	Sources are cited in the text, usually in parentheses, by the author's surname, the publication date of the work cited, and a page number if present. Full details are given in the bibliography. Place the reference at the appropriate point in the text; normally just before punctuation. If the author's name appears in the text, it is not necessary to repeat it, but the date should follow immediately:

- Jones and Green (2012) did useful work on this subject.
- Khan's (2012) research is valuable.

If the reference is in parentheses, use square brackets for additional parentheses:

- (see, e.g., Khan [2012, 89] on this important subject).

Citing multiple works at a time:	Separate the references with semicolons. The order of the references is flexible, so this can be alphabetical, chronological, or in order of importance. If citing more than one work by one author, do not repeat the name:

- (Smith 2010, 2012; Khan 2012)
- (Smith 2010, 2012, 84; Khan 2012, 54–60)
- (Smith 2012a, 2012b, 82; Khan 2012, 9)

Repeat mentions in the same paragraph:	Include a full reference every time a work is cited, even if it is cited multiple times in a single paragraph. You may use 'ibid' where exactly the same text has been cited in the same paragraph:

- (Smith 2010, 9)
- (ibid, 25)

With a quotation:	Citation of the source normally follows a quotation, but may be placed before the quotation to allow the date to appear with the author's name:

- As Smith (2012, 67) points out, "quoted text."
- As Smith points out, "quoted text" (2012, 67).

After a displayed quotation, the source appears in parentheses after the final punctuation:

- end of displayed quotation. (Smith 2012, 67)

Page number or other locator:	(Smith 2012, 6–10) (Jones 2012, vol. 2)

One author:	Smith (2012) or (Smith 2012)
Two authors:	Smith and Jones (2012) or (Smith and Jones 2012)
Three authors:	Smith, Jones, and Khan (2012) or (Smith, Jones, and Khan 2012)
Four or more authors:	Smith et al. (2012) (Smith et al. 2012) If the reference list contains two publications in the same year that would both shorten to the same form (e.g. Smith et al. 2012), cite the surnames of the first author and as many others as necessary to distinguish the two references, followed by comma and et al. (NB: you cannot use et al. unless it stands for two authors or more.). If this would result in more than three names having to be used, cite the first author plus a short title: (Smith et al., "Short Title," 2012) (Smith et al., "Abbreviated Title," 2012)
Authors with same surname:	G. Smith 2012 and F. Smith 2008
No author:	Cite first few words of title (in quotation marks or italics depending on journal style for that type of work), plus the year. name: In the text: (BSI 2012) In the reference list: BSI (British Standards Institution) 2012. Title …
Groups of authors that would shorten to the same form:	Cite the surnames of the first author and as many others as necessary to distinguish the two references, followed by comma and et al.
Organization as author:	The organization can be listed under its abbreviation so that the text citation is shorter. If this is the case, alphabetise the reference under the abbreviation rather than the full
Author with two works in the same year:	Put a, b, c after the year (Chen 2011a, 2011b)
Secondary source:	When it is not possible to see an original document, cite the source of your information on it; do not cite the original assuming that the secondary source is correct. Smith's diary (as quoted in Khan 2012)
Classical work:	Classical primary source references are given in the text, not in the reference list.

Personal communication:	References to personal communications are cited only in the text: A. Colleague (personal communication, April 12, 2011)
Unknown date:	(Author, n.d.) (Author, forthcoming)
Two dates:	List the original date first, in square brackets: Author ([1890] 1983) Multivolume works: (Author 1951–71)

Bibliography

List all primary and secondary sources consulted, using the *[Chicago Manual of Style](#)* conventions.

General

Order:	Alphabetically by last name of author. If no author or editor, order by title. Follow Chicago's letter-by-letter system for alphabetizing entries. Names with particles (e.g. de, von, van den) should be alphabetized by the individual's personal preference if known, or traditional usage.
	A single-author entry precedes a multi-author entry that begins with the same name. Successive entries by two or more authors when only the first author is the same are alphabetized by co-authors' last names. If references have the same author(s), editor(s), etc., arrange by year of publication, with undated works at the end.
	If the reference list contains two or more items by the same author in the same year, add a, b, etc. and list them alphabetically by title of the work:
	Green, Mary L. 2012a. Book Title.
	Green, Mary L. 2012b. Title of Book.
Form of author name:	Generally, use the form of the author name as it appears on the title page or head of an article, but this can be made consistent within the reference list if it is known that an author has used two different forms (e.g. Mary Louise Green and M. L. Green), to aid correct identification.
Punctuation:	Headline-style capitalization is used. In headline style, the first and last words of title and subtitle and all other major words (nouns, pronouns, verbs, adjectives, adverbs) are capitalized. For non-English titles, use sentence-style capitalization.

Books

One author:	Smith, John. 2012. Book Title: The Subtitle. Abingdon: Routledge.
	Smith, J. J. 2012. Book Title. Abingdon: Routledge.
Two authors:	Smith, John, and Jane Jones. 2012. Book Title: The Subtitle. Abingdon: Routledge.
	Smith, J. J., and J. B. Jones. 2012. Book Title: The Subtitle. Abingdon: Routledge.
Three authors:	Smith, John, Jane Jones, and Mary Green. 2012. Book Title: The Subtitle. Abingdon: Routledge.
Four to ten authors:	Give all authors' names.
More than ten authors:	List the first seven authors followed by et al.
Organization as author:	University of Chicago Press. 2012. The Chicago Manual of Style. 16th ed. Chicago: University of Chicago Press.

No author:	Begin the bibliography entry with the title, and ignore "the", "a" or "an" for the purposes of alphabetical order.
Chapter:	Chapter in a single-author book: Green, Mary. 2012. "Chapter Title." Chap. 5 in Style Manual. Abingdon: Routledge. Chapter in a multi-author book: Jones, Sam. 2012. "Chapter Title." In Book Title, edited by John Smith, 341–346. Abingdon: Routledge.
Edited:	Smith, John, ed. 2012. Collected Style Manuals. Abingdon: Routledge. Smith, John, and Jane Jones, eds. 2012. Collected Style Manuals. Abingdon: Routledge.
Edition:	University of Chicago Press. 2012. The Chicago Manual of Style. 16th ed. Chicago: University of Chicago Press.
Reprinted work:	Maitland, F. W. (1898) 1998. Roman Canon Law in the Church of England. Reprint, Union, NJ: Lawbook Exchange.
Multivolume work:	Green, M. L. 2012. Collected Correspondence. Vol. 2 of The Collected Correspondence of M. L. Green. Abingdon: Routledge, 2000–. Khan, Lisa. 2009–12. Collected Works. 2 vols. Abingdon: Routledge.
Translated:	Smith, John. 2012. Collected Style Manuals. Translated and edited by Jane Jones. Abingdon: Routledge.
Not in English:	If the text is not in, an English translation of the title is needed. It follows this style: Piaget, J., and B. Inhelder. 1951. La genèse de l'idée de hasard chez l'enfant [The Origin of the Idea of Chance in the Child]. Paris: Presses Universitaires de France.
Online:	If you used an online version, cite the online version, include the URL or DOI: Smith, John. 2012. Book Title: The Subtitle. Abingdon: Routledge. doi:xxxxxxxxxxx. Smith, John. 2012. Book Title: The Subtitle. Abingdon: Routledge. http://xxxxxxxxx/.
Place of publication:	Where two cities are given, include the first one only. If the city could be confused with another, add the abbreviation of the state, province, or country: Cambridge, MA: Harvard University Press Cambridge: Cambridge University Press Oxford: Clarendon Press New York: Macmillan Englewood Cliffs, NJ: Prentice Hall Washington, DC: Smithsonian Institution Press When the publisher's name includes the state name, the abbreviation is not needed: Chapel Hill: University of North Carolina Press
Publisher:	Omit initial "the", and "Inc.", "Ltd", "Co.", "Publishing Co.", etc.

Journals

Online versions:	If you used an online version, cite the online version, include a DOI (preferably) or URL.
One author:	Smith, John. 2012. "Article Title: The Subtitle." Journal Title in Full 10 (1): 30–40. doi:xxxxxxxxxxx. Smith, J. 2012. "Article Title: The Subtitle." Journal Title in Full 10 (1): 30–40. doi:xxxxxxxxxxx.
Two authors	Smith, John, and Lisa Khan. 2012. "Article Title: The Subtitle." Journal Title in Full 10 (1): 200–210. doi:xxxxxxxxxxx. Smith, J. J., and L. M. Khan. 2012. "Article Title: The Subtitle." Journal Title in Full 10 (1): 200–210. doi:xxxxxxxxxxx.
Three authors:	Smith, John, Jane Jones, and Mary Green. 2012. "Article Title: The Subtitle." Journal Title in Full 10 (1): 33–39. doi:xxxxxxxxxxx. Smith, J. J., J. P. Jones, and M. G. Green. 2012. "Article Title: The Subtitle." Journal Title in Full 10 (1): 33–39. doi:xxxxxxxxxxx.
Four to ten authors:	Give all authors' names.
More than ten authors:	List the first seven authors followed by et al.
Translated:	Khan, Lisa. 2012. "Article Title in Hindi." [Title in English.] Journal Title in Full 10 (3): 10–29. doi:xxxxxxxxxxx.
Not in English:	Capitalize sentence-style, but according to the conventions of the relevant language.
Other article types:	Smith, John. 2012. "Title of Book Review." Review of Book Title, by Lisa Khan. Journal Title in Full 10 (1): 33–39. doi:xxxxxxxxxxx.
Issue numbers:	The issue number can be omitted if the journal is paginated consecutively through the volume (or if month or season is included), but it is not incorrect to include it. When volume and issue number alone are used, the issue number is within parentheses. If only an issue number is used, it is not within parentheses: Journal Title, no. 25: 63–69. If using month, abbreviate as Jan., Feb., etc. If using season, spell out in full.
Online first publication:	Use year of online publication and include 'Advance online publication'. Remove any version type, eg Rapid online or epub, e.g.: Yoon, Ee-Seul. 2015. "Young people's cartographies of school choice: the urban imaginary and moral panic." Children's Geographies. Advance online publication. doi: 10.1080/14733285.2015.1026875. If you can update the reference to include published volume and issue numbers before publication, please do so.

Other kinds of media

You should use non-peer reviewed forms of media extremely sparingly (or not at all), and mostly as primary data, rather than as secondary sources of authoritative information. Each form of media has its own citation conventions. The various media include: Theses and Dissertations, Interviews, News or Magazine Articles, Book Reviews, Websites, Social Media Content, and Personal Communications.

Dissertation

Title page: The dissertation must begin with a title page that contains the following information (in this order): the full name of its author; the student number of the author; the title of the assignment or the task that it fulfils; the degree for which it is submitted (MPhil in Comparative Literature); the module to which it is attached (where applicable); the term and year in which it is submitted.

Declaration: Immediately following the title page, every dissertation must contain the following declaration, signed and dated:

Declaration

"I declare that this dissertation has not been submitted as an exercise for a degree at this or any other university and that it is entirely my own work.

I agree that the Library may lend or copy this dissertation on request.

Signed: Date:

Abstract: Immediately following the declaration, every dissertation must contain an abstract (250-300 words), which summarizes the methods used and the conclusions reached. The abstract must be headed with the title of the dissertation and the author's full name (in that order), and must not exceed one page of single-spaced typescript.

Acknowledgements: The inclusion of an acknowledgement page is optional. However, it is conventional to acknowledge any person or persons who might have provided assistance or guidance in the course of your research.

Table of contents: Immediately following the abstract, every dissertation must contain a table of contents listing the main divisions (parts, chapters, sections, sub-sections, etc., as appropriate) and the pages on which they begin.

Abbreviations list: Include full details of abbreviations and editions used.

Introduction: The introduction sets out the objectives and scope of the dissertation, and the general shape of the argument, together with some statement of how the work relates to studies already available.

Chapters: Chapters are to be divided as most appropriate to the material. If sub-sections to chapters are used, these should be given separate headings, and listed in the Table of Contents.

Conclusion: The conclusion describes the results of your investigation, indicates their significance, sets them in a wider context and suggests possible future explorations.

Bibliography: List all primary and secondary sources consulted using the *Chicago Manual of Style* conventions.

Regulations and Guidelines

Plagiarism

When writing or presenting your work, it is important always to avoid using other people's ideas or words as if they were your own. At its worst, this is plagiarism, a form of intellectual dishonesty and fraud and as such is considered a very serious offence by TCD. You must always credit and acknowledge all your sources of information (printed, virtual or listened to). It is clearly plagiarism if you simply transcribe (or cut and paste) somebody else's text (essay, translation, etc.) without specifying (usually in an appropriate footnote) your source very clearly. The offence may not always be intentional, but even when it is not done deliberately, it can still count as an offence, and you may be technically guilty of plagiarism leading – at worst – to your expulsion from the College. The reasons for this and Trinity's policy on plagiarism are explained in an online repository, hosted by the Library: (http://tcd-ie.libguides.com/plagiarism)

Assignment Submission

Postgraduate students are required to complete the online tutorial Ready, Steady, Write (http://tcd-ie.libguides.com/plagiarism/ready-steady-write), which contains some interesting analyses of borderline cases. In addition, all cover sheets, which you must complete when submitting assessed work, now contain the following declaration:

I have read and I understand the plagiarism provisions in the General Regulations of the University Calendar for the current year, found at: http://www.tcd.ie/calendar

I have also completed the Online Tutorial on avoiding plagiarism at:
http://tcd-ie.libguides.com/plagiarism/ready-steady-write

Assignments

Students are required to submit their assignments by the deadline indicated for each individual module.

Students are required to submit an electronic version of their assignments to the blackboard site for the module in question.

Assignments for each module must be accompanied by a completed submission sheet.

Grading

The course only has three possible classifications: fail, pass, and distinction. However, each component of the degree is graded according to the university's general scale. The pass mark is 40%.

Excellent
(70%+)

Good
(60-69%)

Reasonably Good
(50%-59%)

Adequate
(40%-49%)

Fail
(<40%)
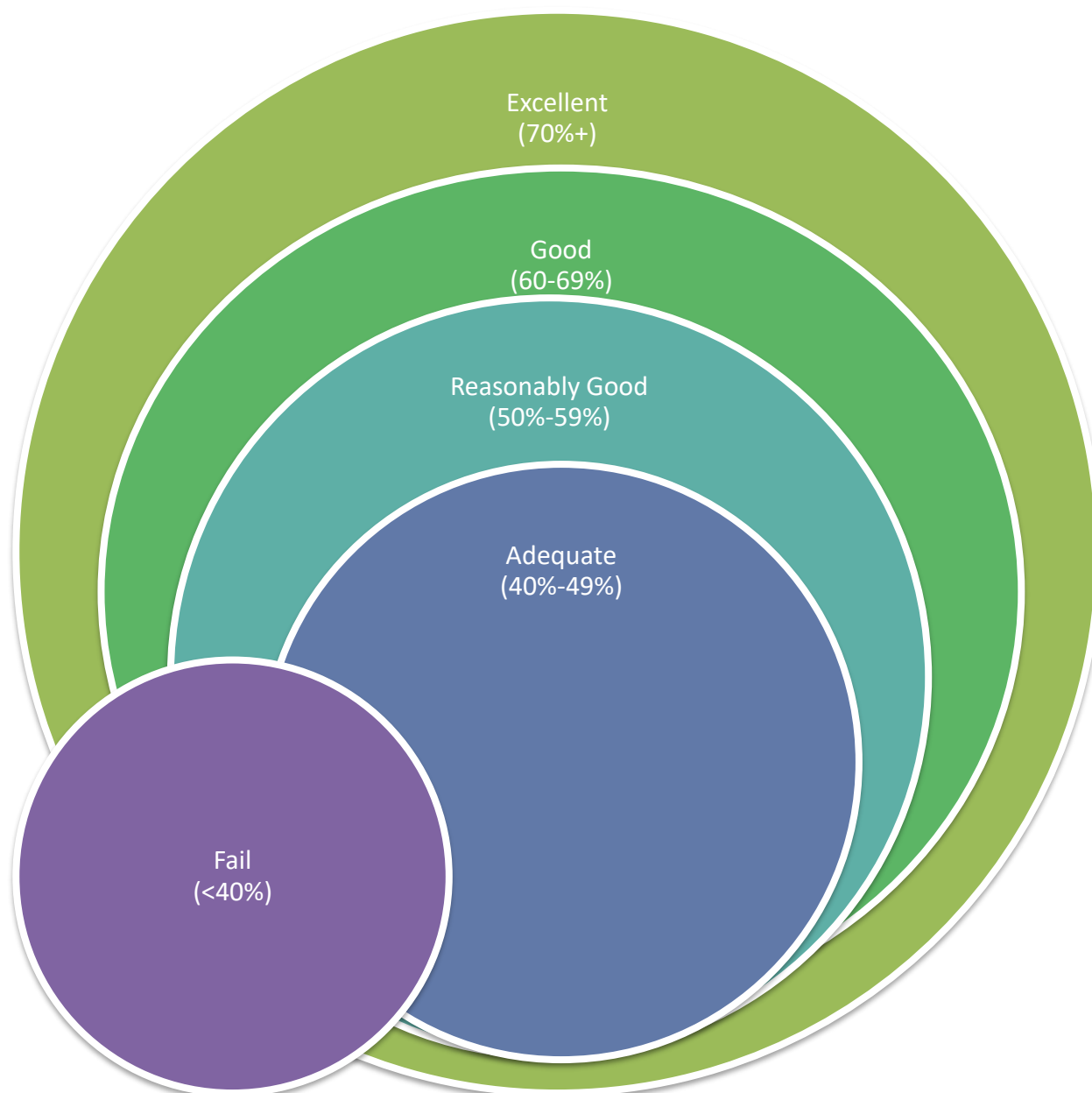
In general, the four pass bands above are to be interpreted as follows:

I	(70+)	Demonstrates a full understanding of key issues, an ability to construct a detailed argument on the basis of that understanding, and a capacity for developing innovative lines of thought
II.1	(60-69)	Demonstrates a full understanding of key issues and an ability not only to construct a detailed argument on the basis of that understanding, but to generate additional insights
II.2	(50-59)	Demonstrates a full understanding of key issues and an ability to construct a detailed argument on the basis of that understanding
III	(40-49)	Demonstrates an adequate understanding of key issues and an ability to construct a basic argument.

Deadlines

Each assignment has a specific deadline associated with it. If this deadline is not clear to you, it is your responsibility to find out when the deadline is. After checking any written instructions you may have been given, including the Blackboard site for the module, the most reliable way of finding out the deadline is to email the convenor of the module directly.

Occasionally, the unexpected can happen during your course. Extensions to deadlines can be issued in extreme circumstances if such unexpected things occur. Such cases are called "ad misericordiam appeals" (please see below).

Ad Misericordiam Appeals

Ad misericordiam appeals must be able to demonstrate the impact of the timing of the event or circumstances on the specific assessment and must be supported with relevant documentary evidence and certification which refers specifically to the time period in question. Ad misericordiam appeals must be made directly to the course director <u>before</u> the deadline for the assignment. Such appeals often take several working days to administer. Therefore, students are recommended to make their appeal as early as possible.

Below is a list of the categories of event that may warrant an ad misericordiam appeal:

- Significant accident or trauma affecting the student at the time of an assessment or significant accident or trauma during preparation for it.
- An assault or other crime of which the student is the victim.
- Serious illness affecting the student at the time of the assessment; or an unanticipated deterioration in an ongoing illness or chronic medical condition. In the case of an ongoing illness or chronic medical condition, there is a reasonable expectation that it will have been disclosed in advance.
- Ongoing life-threatening illness or accident involving someone close to the student where it can be demonstrated that the relationship was close. This may include parents, friends, in-laws, grandparents and grandchildren. There is a reasonable expectation that the circumstances will have been disclosed in advance.
- Death of close family member, e.g. parent or guardian, child, sibling, spouse or partner, at the time of assessment. Where the bereavement has occurred prior to the assessment, there is a reasonable expectation that it will have been disclosed in advance.
- Death of someone close to the student, e.g., friends, in-laws, grandparents and grandchildren, during the time of assessment. Where the bereavement has occurred prior to the assessment there is a reasonable expectation that it will have been disclosed in advance. The student must be able to demonstrate that the relationship was close.
- Significant or abrupt change in serious ongoing personal, emotional or financial circumstances of the student e.g. domestic upheaval, divorce, fire, burglary, required court appearance at or near the time of the relevant assessment, loss of income.
- Diagnosis of Special Learning Difference, but only eligible when diagnosis is obtained prior to the assessment, but too late for reasonable adjustments to be made by way of special arrangements or in other ways (See Disability Office website).
- Bullying, harassment, victimisation or threatening behaviour where the student is the victim or the alleged perpetrator and where the student can provide evidence that such behaviour has occurred.

Trinity does not normally accept the following as grounds for an ad misericordiam appeal:

- Typical symptoms associated with exam stress e.g. anxiety, sleeping disturbances etc.

- Exam stress or panic attacks not supported by medical evidence
- Minor illness such as a common cold, aches, pains, sore throats and coughs where these are not symptoms of a more serious medical condition
- Relationship difficulties
- Commuting and transport issues
- Misreading the timetable for assessments or otherwise misunderstanding the requirements for assessment including submission deadlines
- English is the second language
- Multiple assessments in a short time i.e. assessments that are scheduled close together or on the same day, or that clash, due to incorrect registration by the student
- Failure to plan study schedule
- Paid Employment, Voluntary Work, Sporting and College Society commitments, election/campaigning commitments
- Other Extra-curricular activities/events, such as weddings, holidays during the academic year, family occasions (holy communions, christenings etc.)
- Statement of a medical condition without reasonable evidence (medical or otherwise) to support it, or a medical condition supported by 'retrospective' medical evidence, i.e. evidence which is not in existence at the same time as the illness e.g. a doctor's certificate which states that the student was seen after the illness occurred and declared that they had been ill previously
- Medical circumstances outside the relevant assessment period
- Long term health condition for which student is already receiving reasonable or appropriate accommodations
- Late disclosure of circumstances on the basis that the student 'felt unable – did not feel comfortable' confiding in a staff member about their exceptional circumstances
- Temporary self-induced conditions e.g. hangovers, ill-effects from the use of recreational or performance-enhancing drugs, whether legal (e.g. caffeine, energy drinks) or illegal.

Ad misericordiam appeals should be directed in the first instance to the director of the course. Further information on the nature of the evidence required in each case can be found here: https://www.tcd.ie/teaching-learning/academic-affairs/ug-regulations/assets/appeals/Evidence_Support_ad_mis_Appeal_19-04-2017.pdf

Going Off-Books

In the event that a serious, documented issue occurs which substantially delays a student for several weeks, particularly during the later stages of the programme, the student may apply to go "off-books". If a student goes off-books, they effectively pause their studies for one year and return to complete the programme once the issue has passed. Students wishing to go off-books should discuss the issue with the course director in the first instance. The course director is required to make a case for the student to go off-books to the Dean of Graduate Studies, which requires documentary evidence of a similar nature to an Ad Misericordiam appeal (above). Therefore, students are well advised to seek medical certificates or the other pertinent documentation to support their case as early as possible. Making the case for a student to go off-books generally takes around a week.

Resources and Facilities

Important information on COVID-19

We are now in 'living with COVID' phase. Registered students are expected to be available to attend in-person teaching activities. Any request not to attend in person for exceptional reasons (such as travel restrictions or underlying health conditions) will be considered on a case-by-case basis by the relevant Head of School in consultation with College Health and there is no guarantee that these requests can be facilitated. It will depend on whether the programme learning outcomes and modes of assessment can be met through remote attendance.

We would ask all students to adhere to the safety protocols when on campus for in-person teaching activities or student club and society events, i.e., mask wearing, hand washing, cough etiquette and to maintain social distancing. Please do not congregate outside lecture or tutorial rooms after your classes; we would ask you to exit the building immediately after your event has finished.

Most up to date COVID-related information, as issued by College, can be accessed here: https://www.tcd.ie/about/return-to-campus/. You may also want to familiarise yourself with the supports and services that are available to students during COVID-19: https://www.tcd.ie/students/supports-services/covid-19-support.php.

Trinity Student ID Card

As a Trinity student, you will be issued with a multi-purpose identity card. It serves as a membership ID card for the Library and will also grant you access to the Trinity Centre for Literary and Cultural Translation.

Email

You will be provided with a Trinity email account. This is the main way that members of staff will communicate with you during the course. For that reason, you should check your Trinity email account regularly (at least once per weekday): MyZone Home (tcd.ie)

VLE

Trinity makes use of a Virtual Learning Environment (VLE) called Blackboard. Most, but not all of the modules make extensive use of this VLE, posting reading lists, schedules, messages, and exercises. Some also require you to submit your assignments via Blackboard.

You can access Blackboard at: https://tcd.blackboard.com

You will be prompted for your login details which are the same as those issued to you at registration to access your Trinity email account.

Once you have gained access to Blackboard, you will see a list of the modules on which you are registered. If you click on the individual modules, you will be taken to the content for that module.

Internet

While on campus, you can also access the Trinity WIFI. The login details are the same as those you use to access your Trinity email account. For further information, see this page: https://www.tcd.ie/itservices/network/tcdconnect.php

Learning Development

Very often, postgraduate students discover that they do not have certain skills that they require to flourish on their course. There is no shame in this. A taught postgraduate course is intense and demanding. Also, what is expected in a taught postgraduate course at Trinity is almost certainly

very different from what you have learnt is expected at your previous university and in your previous course.

For international students especially, it is highly recommended that you study this page: https://student-learning.tcd.ie/international/, which gives a brief introduction of key aspects of the Trinity academic culture.

If you find that you are struggling with some aspect of the course, such as managing your study time and meeting deadlines, writing in the way that is expected of you, planning your essays, or taking notes, it is highly recommended that you undertake one of the workshops that is organized to target these issues as soon as possible. Do not wait and expect the problem to get better by itself. The course is very short and expects a lot. For that reason, its marking structure can be unforgiving for those who struggle to understand the expectations. You can find details of the services available to help you through such situations here: https://student-learning.tcd.ie/services/

Student Advisory Service

There is also a confidential student advisory service for postgraduates in Trinity which can help you work through a range of issues that do not necessarily require the involvement or knowledge of the course director. More information is provided at www.tcd.ie/seniortutor/students/postgraduate/

Medical Issues

For issues of a medical nature, there is a Health Service in Trinity for students and staff. It is likely a cheaper option than going to a local doctor or hospital for many non-emergency issues. There is no charge for student consultations, which must be made by appointment. However, if tests are required, fees may apply. https://www.tcd.ie/collegehealth/

Student Counselling

Student Counselling Service offers free, confidential and non-judgemental support to registered students of Trinity College Dublin who are experiencing personal and/or academic concerns. The Trinity Counselling Service operates a hybrid service model. This involves a blend of in-person, video and telephone formats. Please email student-counselling@tcd.ie to request an appointment. For more information, please visit https://www.tcd.ie/Student_Counselling/about/.

Postgraduate Supports for Students with Disabilities

Postgraduate students who have a disability are encouraged to apply to the Disability Service for reasonable accommodation. Supports for Postgraduate Students includes:
- Academic Support
- Assistive Technology
- Occupational Therapy
- Support on Placements and Internships

An application can be made through my.tcd.ie via the 'My Disability Service' tab. Additional information is available in a step-by-step How to apply for Reasonable Accommodations guide.

Any postgraduate student in Trinity (or prospective student) is welcome to contact the Disability Service to informally discuss their needs prior to making a formal application. Please email askds@tcd.ie or visit the Disability Service Contact page.

You can find out more information here: https://www.tcd.ie/disability/current/Postgrad.php

Trinity Careers Service

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

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

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

Representatives

Each year, the class nominates one or more representatives from among the students. These representatives attend meetings each term and act as the student voice on behalf of the whole class. If you would like to act as a representative, you should approach the course Director early in the academic year.

Academic Registry

Most of the academic administration of the course, such as admissions, fees and registration, graduation, certificates, and transferring/withdrawing is handled by the Academic Registry. You can find the Academic Registry in the **Watts Building**, on campus, around 5 minutes walk from the Centre. However, it is highly recommended that you try to find your issue on their website before dropping in, to increase the likelihood of getting the advice you require: https://www.tcd.ie/academicregistry/

Please note that some issues are only managed in consultation with the course director.

School of Languages, Literatures and Cultural Studies

The school is the body that runs the course, and that manages it day to day. Any hard copies of work that you have to submit must be handed in to the school office in **Room 5038 of the Arts Building**. Any emails to the school can be directed to Postgraduate.SLLCS@tcd.ie. The school is also your first port of call for academic transcripts and issues pertaining to your option modules. Generally, issues handled by the school are done so in consultation with the course director.

Teaching Staff

Course Director

The course Director is the individual responsible for the smooth running of the course. The current Director is Peter Arnds, whose office is room **4081 of the Arts Building**. He can also be reached by email arndsp@tcd.ie. The Director manages your journey through the course, your supervisors, the marking and moderating of your assignments, and a variety of other activities not covered by any of the other bodies mentioned here. The Director is available for meetings to discuss issues. These should be organised in advance by sending an email that briefly outlines the nature of the issue to the address above.

Supervisors

Each student is required to find a supervisor for their dissertation. You are encouraged to start identifying and approaching potential dissertation supervisor in Michaelmas Term (MT). Dissertation supervisors are settled by the beginning of Hilary Term (HT). Potential supervisors include but are by no means limited to:

Course director: Dr Peter Arnds (Sabbatical HT 2023)
Acting course director in HT 2023: Dr Catherine Barbour

Department of Russian and Slavonic Studies
Dr Justin Doherty (Sabbatical HT 2023)
Dr Balázs Apor
Dr Dmitri Tsiskarashvili

Department of French
Professor Michael Cronin
Dr Sarah Alyn Stacey
Dr Alexandra Lukes (Sabbatical MT 2022)
Dr James Hanrahan
Dr Hannes Opelz
Dr Edward Arnold
Dr Rachel Hoare
Dr Théophile Munyangeyo

Near and Middle Eastern Studies
Dr Roja Fazaeli
Dr Zuleika Rodgers (Sabbatical MT 2022)
Dr Tylor Brand
Dr Martin Worthington
Dr Murat R. Şiviloğlu
Dr Idriss Jebari
Dr Lesley Grant

Department of Hispanic Studies
Professor Omar García
Dr Ciara O'Hagan
Dr Brian Brewer (Sabbatical MT 2022)
Dr Katerina García (Sabbatical HT 2023)
Dr Catherine Barbour
Dr Yairen Jerez Columbié

Department of Italian
Dr Clodagh Brook (Sabbatical FY 2022-23)
Dr Giuliana Adamo (on leave MT 2022)
Dr Igor Candido

Department of Germanic Studies
Professor Mary Cosgrove
Dr Caitríona Leahy
Dr Gillian Martin (Sabbatical MT 2022)
Dr Clemens Ruthner
Dr Daragh Downes

Department of Irish and Celtic Languages
Dr Pádraig de Paor
Dr Eoin Mac Cárthaigh
Dr Jürgen Uhlich (Sabbatical HT 2023)