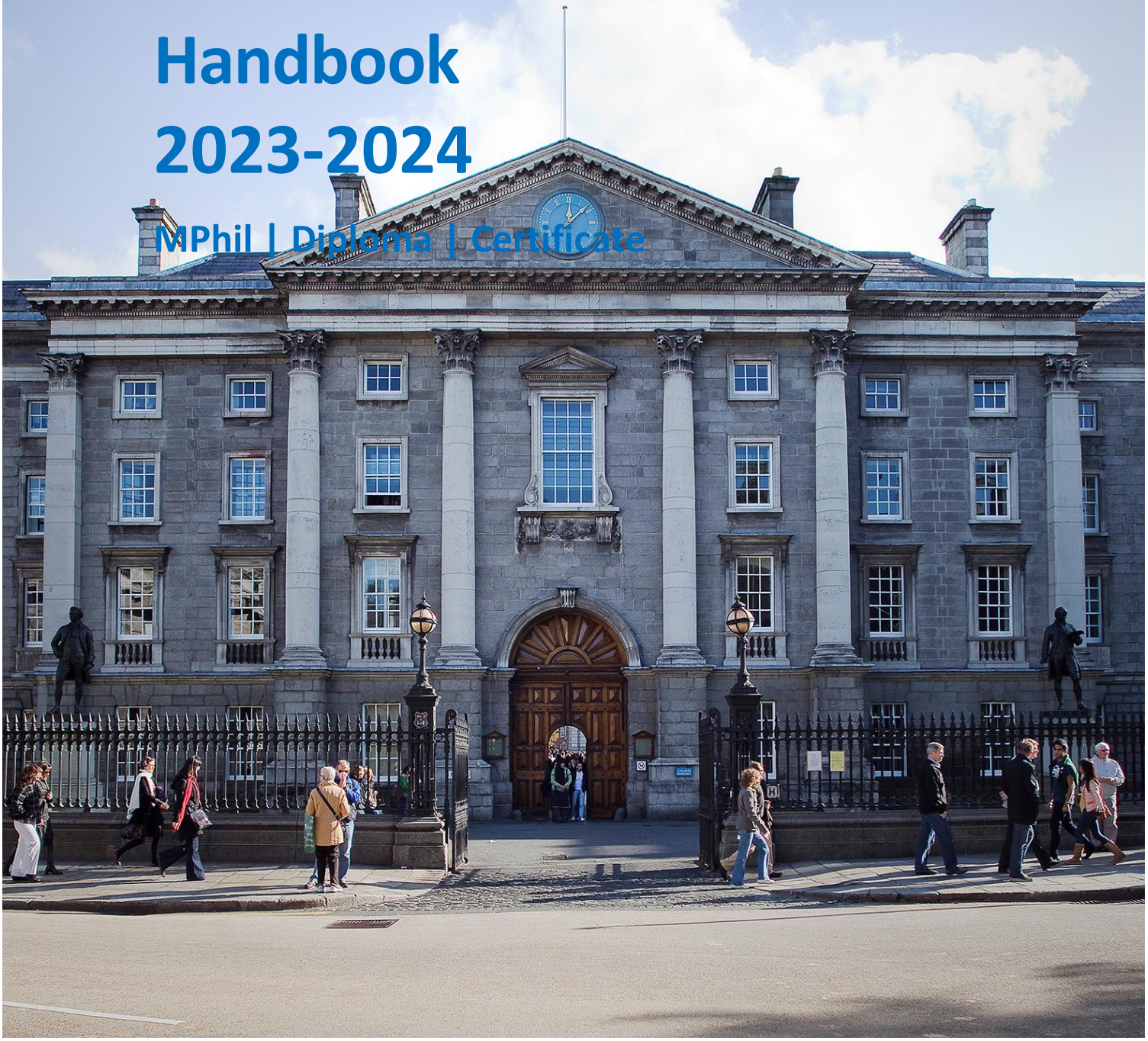
Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

School of Languages, Literatures and Cultural Studies

The Middle East in a Global Context

Handbook 2023-2024

MPhil | Diploma | Certificate



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General Information

The MPhil in *The Middle East in a Global Context* is a new **online** Postgraduate taught course, offered by the Department of Near and Middle Eastern Studies at Trinity College Dublin.

The course provides a solid foundation in the research methods and disciplines relevant to the study of the Middle East and North Africa, and the region's histories, cultures, politics and (optionally) language, in the larger context of global relations past and present.

The course is aimed at graduates from a wide range of backgrounds, including those recently graduated in a cognate discipline and seeking to deepen their knowledge of the Middle East and/or North Africa, or to apply their undergraduate experiences from other fields to Middle Eastern Studies. It is also intended for graduates already working in various fields and seeking to reskill, upskill, and attain a cultural fluency in the region. Students will be able to progression to research degrees (PhD) in Middle Eastern and North African Studies and cognate disciplines.

We welcome students from a range of diverse backgrounds and perspectives. We believe that diversity of ideas and knowledge enriches everyone's learning, provided we treat each other with dignity and respect. We strive to incorporate accessibility and inclusivity in our teaching and classrooms to ensure all students, regardless of disability, ethnicity, gender, sexuality, background or socio-economic status, have equitable opportunity to engage fully in their studies and achieve their learning goals. We endorse Trinity's Dignity and Respect Policy, Accessible Information Policy and other disability-specific policies and procedures, and the aims and objectives of the Trinity Inclusive Curriculum Project. Suggestions and feedback on how we can improve our accessibility and inclusivity are encouraged and appreciated, please contact the Course Director Prof. Anne Fitzpatrick at FITZPAA@tcd.ie.

The course Director and Coordinator

The course Director is the individual responsible for the smooth running of the course. The current Director is **Prof. Anne Fitzpatrick** (fitzpaa@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 arranged by sending an email that briefly outlines the nature of the issue.

The course Coordinator supports the course Director in managing the course. The current Coordinator is **Prof. Martin Worthington** (worthinm@tcd.ie).

For purely administrative matters (e.g., module enrolment, timetabling issues, etc.), students should contact the Course Administrator (postgraduate.sllcs@tcd.ie).

Key dates 2023-24

Postgraduate Orientation Week	4-8 September 2023

Michaelmas Term (MT)

Teaching Term	11 September - 1 December 2023
Study/Reading Week	23-27 October 2023
October Bank Holiday	30 October 2023
Revision & Assessment Weeks	4-15 December 2023
MT coursework deadline[1]	15 December 2023
Dissertation Supervision Request Form due (where applicable)	15 December 2023

Note - the teaching term within Michaelmas Term is sometimes referred to as 'semester 1'.

Hilary Term (HT) & Trinity Term (TT)

Teaching Term	22 January - 12 April 2024
Dissertation Supervision Form due (where applicable)	2 February 2024
St. Bridgit's Day	5 February 2024
Study/Reading Week	4-8 March 2024
St Patrick's Day (national holiday)	18 March 2024
Good Friday	29 March 2024
Easter Monday	1 April 2024
Revision & Assessment Weeks	17 April - 3 May 2024
HT coursework deadline[1]	3 May 2024
End of dissertation supervision	24 May 2024
Research project submission (where applicable)	23 August 2024

Note - the teaching term within Hilary Term is sometimes referred to as 'semester 2'.

See also Trinity's Academic Year Calendar 2023-2024

[1] These deadlines apply to options taken in programmes run by the School of Languages, Literatures and Cultural Studies. As these deadlines may vary from those set for options taken in programmes run by other Schools, please ensure you are aware the deadline with the relevant module/programme coordinator(s).

Course aims

The aims of the course are as follows:

1. To improve understanding of the regions and its peoples.
2. To promote a critical and informed approach to evaluating relations between the Middle East and North Africa and the West
3. To provide a high-quality learning experience which will enable students to develop relevant knowledge and research skills in the field of Middle Eastern Studies.
4. To promote the ethos of life-long learning and continuing professional development in the context of a global environment.

Entry routes

The course can be taken full-time over one year, or part-time over two years or three years. The part-time options are via admission to the Postgraduate Certificate or Postgraduate Diploma in the first instance, with progression subject to satisfactory progress.

It is also possible to do just the Certificate or Diploma.

Learning Outcomes

MPhil

On successful completion of the MPhil, students should be able to:

- Demonstrate cultural fluency and critical understanding vis-à-vis the cultures, societies and peoples of the Middle East and North Africa
- Identify, formulate and address key research questions in Middle Eastern Studies
- Undertake a piece of independent academic research

- Identify key societal challenges in the regions
- Situate current issues affecting the Middle East and North Africa in a historical perspective
- Explore the wider socio-economic-cultural sphere of the Middle East, in terms of both current and future directions

- Explain and analyse an outline of Middle Eastern history from antiquity to the present
- Examine and explain Islam and its cultures
- Analyse Arab intellectual history
- Be intelligently and critically aware of minority groups and identities in the region

- Critically examine Western interventions in the region, especially from the 19th Century onwards
- Be intelligently and critically aware of the role of Western representation of the region

Diploma

On successful completion of the Diploma, students should be able to:

- Demonstrate cultural fluency and critical understanding vis-à-vis the cultures, societies and peoples of the Middle East and North Africa

- Identify key societal challenges in the regions
- Situate current issues affecting the Middle East and North Africa in a historical perspective
- Explore the wider socio-economic-cultural sphere of the Middle East, in terms of both current and future directions

- Explain and analyse an outline of Middle Eastern history from antiquity to the present
- Examine and explain Islam and its cultures
- Analyse Arab intellectual history
- Be intelligently and critically aware of minority groups and identities in the region

- Critically examine Western interventions in the region, especially from the 19th Century onwards
- Be intelligently and critically aware of the role of Western representation of the region

Certificate

On successful completion of the Certificate, students should be able to:

- Demonstrate some cultural fluency and critical understanding vis-à-vis the cultures, societies and peoples of the Middle East and North Africa
- Situate current issues affecting the Middle East and North Africa in a historical perspective
- Explore the wider socio-economic-cultural sphere of the Middle East, in terms of both current and future directions
- Explain and analyse an outline of Middle Eastern history from antiquity to the present
- Examine and explain Islam and its cultures
- Be intelligently and critically aware of the role of Western representation of the region

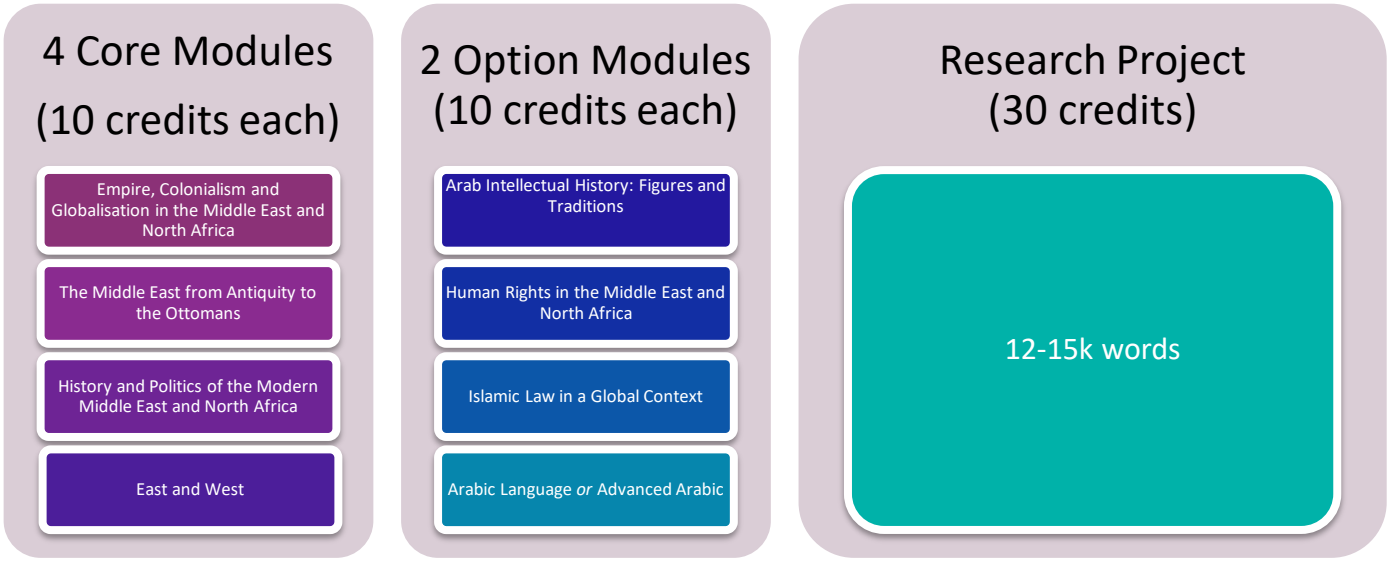
Teaching

The course is taught entirely online. Teaching includes a combination of lectures, seminars, tutorials and essay writing, allowing students to develop research and writing skills with training in appropriate theoretical and methodological approaches.

Course Structure

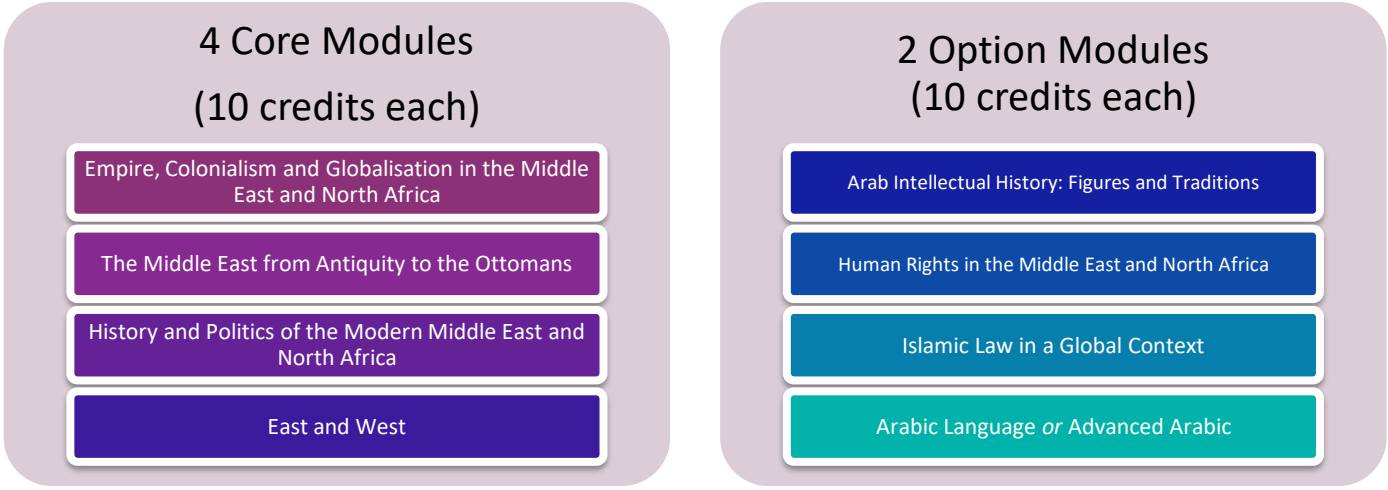
MPhil

The MPhil comprises a total of 90 credits:



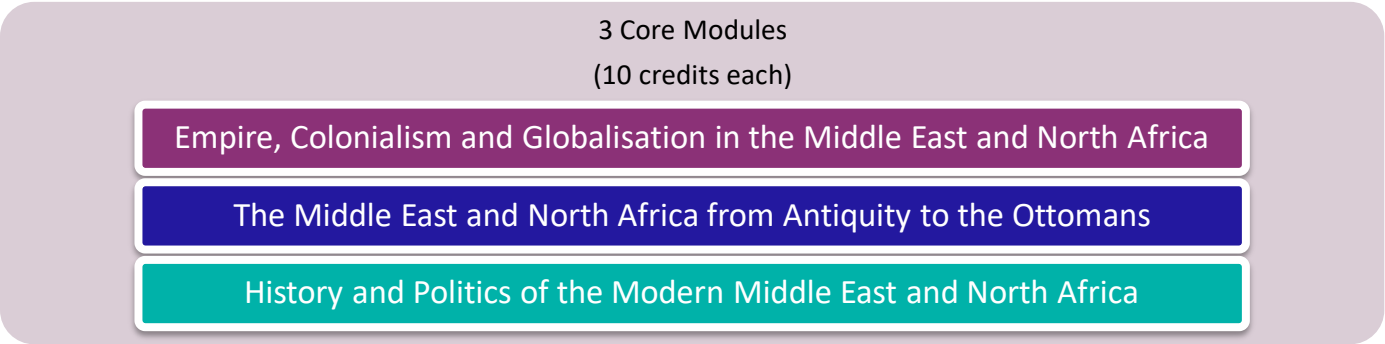
Diploma

The Diploma comprises a total of 60 Credits:



Certificate

The Certificate comprises a total of 30 Credits:



Progression from Certificate to Diploma and from Diploma to MPhil

Students who applied for either the Certificate or Diploma route are known as “Framework” students. Students on the Certificate route can exit the course with the PG Certificate, or continue on the framework to complete the PG Diploma or full Master’s Degree. Students on the Diploma route can exit the course with the PG Diploma or continue on the framework to complete the full Master’s Degree. In May, Framework students are sent a ‘Postgraduate Progression Form’ where they indicate their intention to continue onto the next level of the framework or to graduate with the award achieved that year.

The Taught Modules

Basic information about each taught module (as opposed to the Research Project) is provided below. Detailed week-by-week breakdowns of each module should be sought on the relevant Blackboard page.

Michaelmas Term (autumn)

The Middle East from Antiquity to the Ottomans (online)

Coordinator: Prof. Anne Fitzpatrick

Assessment:

- a 2000-word essay (50%)
- a 15-minute oral presentation (25%)
- a 1500-word primary source study (25%)

The aim of this module is to introduce students to the histories and cultures of the various regions of the Middle East and North Africa. Beginning with the history of the great civilizations of Mesopotamia and Egypt, the module will follow the history of the various cultures that emerged in the region before the Pre-Modern period. Areas of study will include: Ancient Egypt, Mesopotamia, Pre-Islamic Arabia, Syria-Palestine, Turkey.

History and Politics of the Modern Middle East and North Africa (online)

Coordinator: Prof. Tylor Brand

Assessment:

- a 2000-word essay (50%)
- a 15-minute oral presentation (25%)
- a 1500-word primary source study (25%)

The aim of this module is to engage students in a critical assessment of the history and politics of the Modern Middle East and North Africa.

The module explores the processes that shaped the modern Middle East and North Africa from the turn of the 20th century to today through the use of both primary and secondary literature. It seeks to engage with the history of the region from within as it examines themes such as: colonialism, nationalism, international relations, social and political movements and the impacts of crisis and war on individuals in the region

Arabic Language (this module runs in both terms)

Coordinator: Dr Anas Mahdi

Assessment: the module will be assessed by continuous assessment, details of which will be circulated to students at the start of term

This module will provide students with an introduction to Modern Standard Arabic language in a participatory online classroom setting. Students will engage with the written, read, spoken and aural aspects of the language.

Upon completion of the module, students will be expected to:

- Read and Write Arabic script and numerals
- Engage with very basic written texts
- Understand very basic audio and video
- Use appropriate grammar and vocabulary to communicate simple ideas
- Effectively engage in basic conversation, reading and writing

Advanced Arabic (this module runs in both terms)

Coordinator: Dr Anas Mahdi

Assessment: 70% continuous assessment, 30% oral assessment

This module is an advanced course in reading, writing and speaking Modern Standard Arabic. It is expected that students joining the module should normally have B2 level or higher.

Upon completion of the module, students will be expected to:

- Translate texts appropriate to their entry level to language study
- Conduct conversations in the target language at a level that reflects a full academic year's engagement in language learning at the appropriate level.

Islamic Law in a Global Context (online)

Coordinator: Prof. Neville Cox

Assessment: a 4000-word essay (100%)

This module examines various aspects of Islamic Shari'a law, focusing in particular on contexts in which it has proven to be controversial in so far as international or western legal norms are concerned. It begins by focusing on the origins, sources and nature of Shari'a. We look at the period of revelation and, thereafter, the history of the Islamic world, tracing the development of Islamic law through the ages to the present day. In particular, we consider the multiple different theories of how Shari'a should be interpreted, the respective claims of fundamentalism and liberalism and, in particular, the key question of whether Shari'a should, properly, have any role to play within the legal structure of a modern nation state. Thereafter, we consider two high profile contexts in which competing interpretations of Shari'a have generated uncertainty. In doing so, we look not merely at these competing interpretations, but also at whether there are agendas within western or international orthodoxy that mean that a particularly troubling, controversial or unpopular interpretation of aspects of Shari'a is represented, within the West, either as the only interpretation of (for example) certain Qur'anic verses, or else as a mainstreamed interpretation thereof.

Hilary Term (spring)

(See also the two Arabic language modules, which run in both terms).

Empire, Colonialism and Globalisation in the Middle East and North Africa (online)

Coordinator: Dr Murat Siviloglu

Assessment:

- a 2000-word essay (50%)
- a learning journal (10%)
- a 15-minute oral presentation (20%)
- a 1500-word primary source study (20%)

This module surveys the key processes, events and personalities that have shaped the societies, states and economies of the region since the fall of the Ottoman Empire. It provides an essential viewpoint for all those interested in gaining a more profound understanding of a region that remains at the centre of many of the foreign policy issues of our time. It surveys both classical and trailblazing scholarship on the politics of the Middle East and North Africa. It combines systematic approaches to big questions with solid knowledge of events and developments in individual countries.

At the junction of three continents, the region is home to various rich cultures in various stages of political and socio-economic development. As the home to the world's primary energy resources, it is also of utmost geostrategic importance. This module is planned to help contextualize various interpretative frameworks for approaching regional politics in general and for understanding the Middle East and North Africa in particular. It familiarizes students with a variety of useful sources ranging from movies to specialized academic articles. By doing so, it encourages them to analytically revaluate the notions of territoriality, authority and citizenship.

East and West (online)

Coordinator: Prof. Anne Fitzpatrick

Assessment: a 4000-word essay (100%)

This module surveys the interconnecting histories of Europe, America and the Middle East and North Africa, with a particular emphasis on the attitudes which the 'Western World' has developed towards the Middle East, from Antiquity to the present. The module is designed to provide a nuanced historical understanding of the political, intellectual and cultural aspects of such attitudes. Media explored include: historical documents, essays, travelogues, literature and film.

Arab Intellectual History: Figures and Traditions (online)

Coordinator: Prof. Idriss Jebari

Assessment: a 4000-word essay (100%)

This module offers an introduction to the topics and themes that have shaped modern Arab thought. We will read the significant intellectual figures and the important ideological traditions in the period from the late 19th century to the Arab Spring. This module will identify and discuss how these thinkers and traditions have addressed the Arabs' concern for modernity and identity in light of the numerous political upheavals and the socio-cultural transformations in the region. No prior knowledge of Middle Eastern or North African studies is required, and all sources will be provided in English translation.

As the major Arab thinkers sailed through the period covered by the module, their answers to the questions of identity and modernity changed. These can be broken down into the following broad traditions:

• In the late 19th and early 20th centuries, reformist Arab thinkers formulated the terms of the 'Arab liberal age' and they imagined the terms of a modern national existence free from colonial control, and a possible 'pan-Arab' collective entity.

• In the mid-20th century, alongside the themes of economic development and industrialization, themes such as communism, the revolution and the anti-imperial struggle inspired Arab thinkers, most notably on the 'Palestine Question'.

• The Arab defeat of 1967 sparked an intense period of soul-searching and social critique for some, and a move toward Islamic revival for others.

• The projects of 'Political Islam' took centre stage in the following decades, inspired by religious sentiment among the masses and providing an alternative to the secular and authoritarian state.

• A resilient call for 'Arab liberalism', democratization and civil society took shape during the 1990s, giving full meaning to the uprisings of 2011 in Tunisia, Egypt and elsewhere.

The module will cover these different developments.

The Research Project (dissertation)

Coordinator: Martin Worthington

The research project is a substantial body of academic work of between 12,000 and 15,000 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 research project, it is strongly advised that students devote plenty of time to planning and producing the research project from an early stage in the course.

You should start working on the research project early and work steadily on it throughout the Hilary Term – don't de-prioritise it vis-à-vis other work during the Hilary Term because it has a later deadline. This will enable you to make the best use of the supervisions.

Supervisors

Each research project is supervised by at least one member of academic staff. Potential Supervisors within the Dept of NMES include:

Prof. Mohamed Ahmed

Prof. Tylor Brand

Prof. Anne Fitzpatrick

Prof. Idriss Jebari

Prof. Zuleika Rodgers

Prof. Martin Worthington

It may also be possible to have supervisor or co-supervisor in another Department or School. If you have this in mind, speak to the course director in the first instance.

A student may ask to split their supervision between two supervisors. Whether there is one or multiple supervisors, the total number of 1:1 supervisory hours per research project is six over the course of the year. How these six hours are divided between supervisors is to be arranged by mutual consent. Many students find it more beneficial to have twelve half-hour sessions, since this will allow for a brief, focused discussion at regular intervals, and helps steady progress.

Supervision ends at the end of the statutory term, several months before the deadline for the research project.

The selection of a supervisor is the responsibility of the student involved. Prospective supervisors need to be approached as soon as you have a general idea of your dissertation area/topic, but no later than by the end of Michaelmas Term. Once a supervisor or supervisory team has been decided, the student and supervisor(s) fill out a research project supervision form, and the student submits it to postgraduate.SLLCS@tcd.ie by the first day in February.

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.

Planning for a supervision

It is generally much easier for supervisors to comment on written work than to discuss plans in the abstract. Submitting written work is also likely to be the best way to get the most out of them.

Therefore, in planning for a supervision it would be advantageous to send your supervisor some writing (e.g. a draft of a section of your research project), and email it to your supervisor giving them plenty of time to read it (usually at least a week). This will allow them the time to look at your work and make comments.

Template

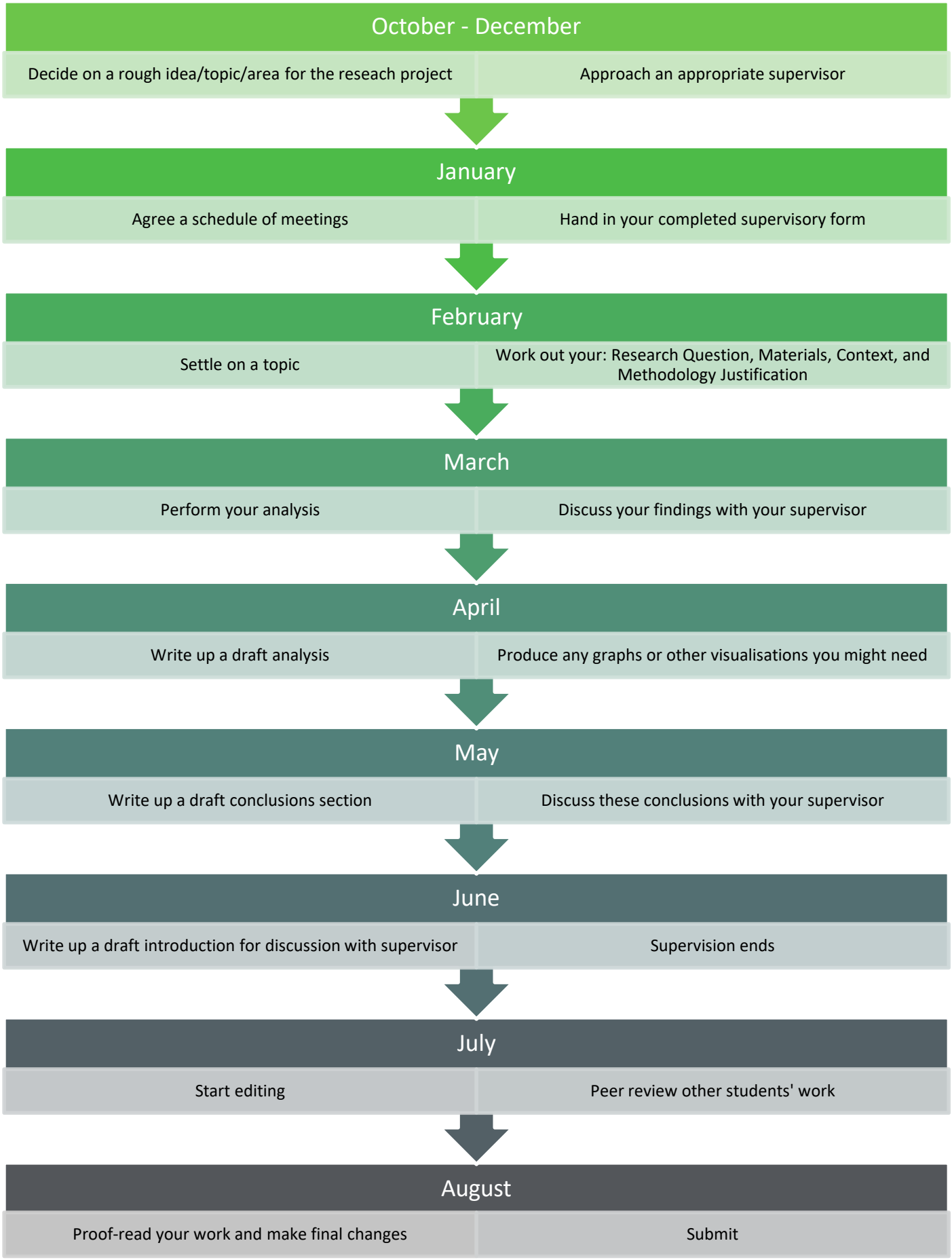
You may find this template useful in structuring your research project.

Research Involving Human Subjects

If your research involves human participants, advance permission should be obtained for this research from the appropriate College Ethics Committee. See School of Languages, Literatures and Cultural Studies Research Ethics webpage for further details.

Through the year

Below is a suggested structure for how your work on the research project might progress through the year:

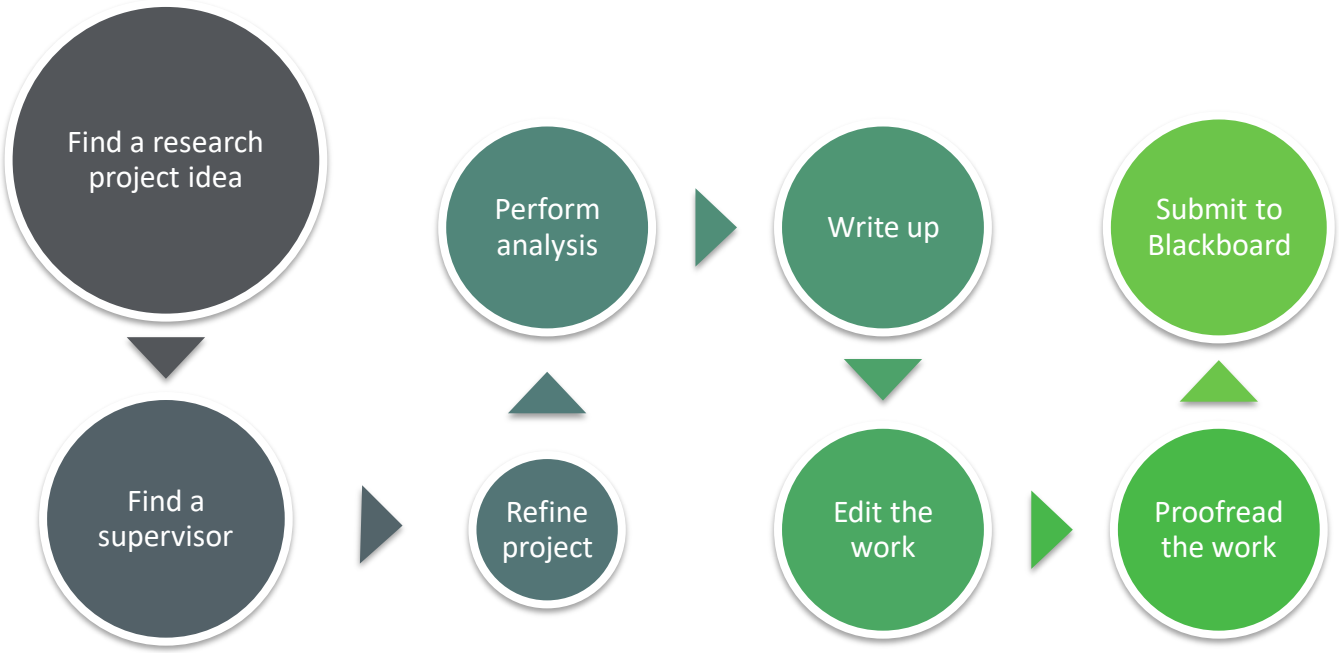


Submission

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.



Research Skills

Coordinator: Prof. Worthington

Alongside the assessed modules, the course includes a non-assessed component of Research Skills, which runs in both terms to a total of twelve ninety-minute sessions. These sessions train you in academic writing and good research practice. They are particularly designed to help you with the research project.

One of the instalments of Research Skills will be sessions in Spring where students give a presentation on their proposed research topic, and receive feedback from staff and their peers.

Subsequently, you will required to write by a specified deadline (which will be before the end of Hilary Term) a detailed 3000-word non-assessed pilot version of the research project, to include an explanation of the research question, a literature overview, a description of the source base / data set, and an explanation of the methodology to be followed. Written feedback will be provided on this.

The word limit (and what counts towards it)

You should aim for the word limit specified for each piece of work. A 5% leeway is allowed, but going over or under this is likely to result in a penalty.

The abstract, acknowledgements, dedication and any appendices (NB markers are not required to consider these) *do not* count towards the word count. All other parts of the writing, including the title, introduction, section headings, footnotes, bibliographical references, conclusions, bibliography, any figure or table captions, and any quoted matter, *do* count towards the word limit.

How to submit assessed work

You should all assessed work to the Blackboard site of the relevant module – no submission of hard copy is expected. Individual module convenors may require a specific format for your assessments. If this is not specified in your syllabus, please ask your module convenor to confirm.

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

Students are reminded of Trinity's Accessible Information Policy. All written material (e.g. theses, essays) should use sans serif font (e.g. Calibri, Arial), minimum size 11/12. More information on accessible materials is available on the Trinity Inclusive Curriculum webpages.

Each file submitted must start with the cover sheet, available on the relevant Blackboard site. This includes the following anti-plagiarism declaration, which is mandatory for every submitted assignment:

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: https://libguides.tcd.ie/academic-integrity/ready-steady-write

I understand that quoting someone else's words without quotation marks constitutes to plagiarism *even if* I have a reference to that person's work.

Deadlines

Each assignment has a specific deadline associated with it. You are required to submit your assignments by the specified deadline. Failure to do so is likely to result in a penalty.

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 module coordinator.

Late Submission Policy

There are penalties for late submission of coursework without an approved extension. Please note that all extensions must be approved by the Course Director/Coordinator *before* the deadline has passed (see "Extensions and Ad Misericordiam Appeals" section below). The penalties for submitting coursework late without an approved extension are as follows:

- 2% of the final mark will be deducted for each day an assignment is late;
- After 14 days the assignment will not be accepted for marking and a mark of zero will be awarded.

Extensions and Ad Misericordiam Appeals

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". You should not plan in the expectation that such an extension will be allowed.

Ad misericordiam appeals must be able to demonstrate the impact of the timing of eligible events or circumstances on the assessment in question, 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 before the deadline for the assignment has passed. 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.

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

Appeal process

Trinity recognises that in the context of its examination and assessment procedures, a student may wish to appeal a decision made in relation to their academic progress. The appeals procedure may be used only when there are eligible grounds for doing so and may not be used simply because a student is dissatisfied with the outcome of a decision concerning their academic progress. Full guidelines are found here.

Plagiarism

You must avoid plagiarism. The consequences could be very serious.

Definition

Plagiarism is presenting someone else's work, words or ideas as if they were your own. Examples of plagiarism include:

- using someone else's words without using quotation marks (this is plagiarism *even if* you have a reference)
- using someone else's words without any reference to them
- taking an idea from a person or publication without acknowledgment
- taking a graph or diagram from a person or publication without acknowledgment

Plagiarism constitutes academic malpractice regardless of whether or not it was done deliberately. It is therefore crucial while taking notes to keep an accurate record of exactly what you have taken from each source. The consequences of not doing so could be very serious.

If you are even in doubt about whether or how to insert a reference, consult a course instructor.

The consequences of plagiarism

Plagiarism is a breach of academic integrity and a form of intellectual dishonesty and fraud. As such it is considered a very serious offence by Trinity. Plagiarism can lead 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, which you should familiarise yourself with.

Mandatory anti-plagiarism tutorials

You are required to complete the online tutorial Ready, Steady, Write (https://libguides.tcd.ie/academic-integrity/ready-steady-write).

You should also complete this online tutorial on academic integrity: https://myownwork.qqi.ie

AI tools (chatGPT and similar) and Assessed Coursework

We do not encourage you to use chatGPT (or similar) in your assessed work, but – providing you do so in conformity with the present document – we do not forbid it.

If you use it, chatGPT (or similar) must be acknowledged like any other source: if you take information and/or ideas from it, you should indicate this just as if you were taking them from a published article. If you take wording from chatGPT, this should be acknowledged and in quotation marks. As with any other source, long strings of quoted matter are not advisable. Failure to provide such acknowledgments constitutes a breach of the College plagiarism policy.

The reader should be in no doubt as to where each piece of information in your work comes from. Markers will be on the lookout for suspect information and passages that demonstrate the particular weaknesses of generative AI. Incorrect and/or fabricated information will be penalized, while thorough and competent referencing will be rewarded.

Citations of ChatGPT, or any equivalent, should follow this format:

Creator. Date of Access. Platform/Tool used. Accessed at: URL. Prompt: "Text of prompt entered."

For example:

Open AI. Accessed 5th Jan 2023. ChatGPT. Accessed at: https://openai.com/blog/chatgpt/. Prompt: “How reliable are the sources for Enheduanna's poetry?”

If you gave it multiple prompts, there should be multiple citations.

While properly referencing chatGPT will protect you from plagiarism, it will not protect you from the errors which it generates. You would be well advised to independently verify information provided by chatGPT. If you do this, it is fine to quote directly from the sources you use for verification – you no longer need to quote chatGPT itself.

With immediate effect, all assessed-work cover-sheets in the School will ask you to state whether you have used ‘artificial intelligence’ or not in producing the work. This question must be answered over and above the provision of any references to such a source. Answering this question incorrectly will be counted as a breach of academic integrity.

If you answer ‘yes’, you should include the full text provided by chatGPT in an appendix to your work, so that the marker can see the full context (as they would be able to if you quoted a normal publication).

In the event that markers suspect unacknowledged/improper use of chatGPT, you may be called to an investigative meeting, where you will be examined on both the form and content of the work in question, and on the general topic. In the event the markers still have concerns, these will be referred to the Junior Dean as a suspected breach of academic integrity.

Just as AI tools are evolving, so too are AI-detection tools. Turnitin has announced new capabilities to appear by the end of this year. Improper use of chatGPT now could come back to haunt you later.

A final point is that, precisely because a certain kind of (fairly low-level) writing can now be done by chatGPT, future employers will no doubt be looking for humans whose capabilities in writing, research and argument go beyond those of AI tools. All the more reason, then, to properly hone these skills. ‘Artificial intelligence’ may prove to be a helpful tool in certain circumstances if used properly, but you should not allow it to stifle your curiosity or your determination to learn and grow as a student of Trinity College.

House Style

This description is the default for modules and the research project in this programme. Some modules may have different requirements. Please be sure to check the requirements for your modules.

All submitted work should be word-processed.

Layout

Font:	Calibri, Times New Roman, or equivalent
Font size:	12pt
Line Spacing:	1.5
Page size:	A4
Spelling:	Any English spelling system (e.g. UK, US) is acceptable, as long as it is used consistently.
Headings and TOC:	• Any piece of writing you submit which is longer than 1500 words should be divided into sections, each with its own heading • It is strongly recommended that you familiarise yourself with an electronic tool such as the 'headings' option in Microsoft Word – this will make it easy to insert an automated Table of Contents • Any piece of writing you submit which has more than three headings should be prefaced by a Table of Contents, to stand on its own page. Many videos will explain how to generate one automatically, e.g. https://www.youtube.com/watch?v=gExEfR7wQMs
Tables and figures:	Tables and figures must be properly captioned and numbered consecutively.
Quotations:	• Fewer than 40 words: in the body of the text, in single quotation marks ('…'). • Quotations of 40 words or more should be formatted as an independent, self-standing an indented paragraph
Quotation marks:	• Use single quotation marks (‘’) to put a word in scarequotes • Use double quotation marks to attribute words to someone else
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.
Abbreviations and technical terms:	• 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.

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.
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)

Referencing and Bibliographies

Inserting references electronically

It is strongly recommended that you use a programme such as Endnote, or Zotero (which is free). While it takes a few hours to get one's head round it, it is a great future investment and will save you time and headaches in the long run.

As a Trinity student you can download Endnote for free from
https://www.tcd.ie/library/support/endnote/download.php.

Referencing style

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 (2012)'s research is valuable.
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)
Avoiding 'laundry lists' of references	Long lists of references without comment from you are not much useful to the reader. Imagine a footnote that says "On the Second World War see …" followed by a hundred references – not much use to anyone! It is your job as a writer to save the reader from having to go and re-invent the wheel: you have read the stuff, so give readers a sense of what they can expect to find there.
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 quotation formatted as a self-standing paragraph, 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) or (Smith et al. 2012)
Disambiguation:	• If you refer to more than work by the same person from the same year, use letters: Smith (2012a) vs Smith (2012b) • If you refer to works by authors with the same surname and from the same year, distinguish them by initial: G. Smith 2012 and F. Smith 2008 • If you refer to different multi-author works 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)
No author:	Use 'Anonymous' as the name of the author.
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.
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)
Personal communication:	References to personal communications are cited only in the text: J. O'Reilly (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:	Use ‘Anonymous’ as the author name.

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 English, 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.

Research project

Title page:	The research project 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 The Middle East in The Global Context (online)*); 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 research project must contain the following declaration, signed and dated: Declaration "I declare that this research project 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 research project on request. Signed: Date:
Abstract:	Immediately following the declaration, every research project 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 research project 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 research project 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. This should be on a self-standing page.
Abbreviations list:	Include full details of abbreviations and editions used.
Introduction:	The introduction sets out the objectives and scope of the research project, 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.

Academic writing

Here are some suggestions for you to take account of as you develop your skills in academic writing. We will come back to them in Research Skills.

Structure of the argument

The clearest way to structure an argument is to state the point you want to arrive at, and then go on to back it up – rather than letting it emerge at the end of a long discussion which the reader has to wade through without knowing where it's going.

The 'killer sentence'

For every idea you want to put across, there should be a sentence (or cluster of 2-3 sentences) which you can point to, which states it clearly. And it/they should be placed somewhere structurally prominent (not in the middle of a paragraph).

The elimination of unnecessary words

First-draft writing often contains unnecessary words which, though they may not seem especially offensive, can be deleted to great advantage. A simple instance is:

> Another example of this will be given on p. 4

The words 'of this' can be omitted without loss. It is good practice to read one's work with an eye to such things. It saves words, and makes for 'lighter' reading overall.

Significance

Make sure to build into your work (probably at the beginning and end) some indication of its significance: "Supposing we believe the argument – so what? What follows?"

The reader should get a sense of which broader research agendas you are ultimately contributing to, over and above the matter at hand. Linking in to whatever bigger picture is most applicable is important for getting the worth of your ideas recognised.

Relative order of evidence and analysis

Evidence and analysis should be in that order: first give the evidence (be it a table, a quotation from a primary source, whatever), *then* give your analysis of it.

Methodological problems

are best discussed at the start of the work, after the introduction. Having a section on them, even if a brief one, makes it a more serious piece of work, as it shows you are thinking critically.

Translations

Should always acknowledge their source. It may be more practical to do this on a case-by-case (footnote: "translation after ..."), or in a general footnote at the start (e.g. "all translations are my own" or "all translations of *Gilgameš* are taken from George's critical edition, with occasional minor modifications").

Using someone else's translation of a source without acknowledgment is plagiarism.

Graphs, Charts, Tables

Should always have a caption.

Never end a section with a graph/chart/table: this should always be followed by comments.

Chasing things up

You will often read publication A quoting a statement from publication B, and want to quote this statement. In such cases the thing to do is go and look at publication B. Once you have seen B with your own eyes, and satisfied yourself that the quotation is accurate, you may quote B directly without reference to A. If, however, A provided a comment on it which you also want to quote, then you need to reference A, too.

Information about grades and classes

The final degree only has three possible classifications: fail, pass, and distinction. However, each assessed component of the degree (including single modules and the assessments within single modules) is graded numerically according to the University's general scale from 0 to 100. The pass mark is 40. The distinction threshold is 70.

Grades of assignments, and degree class

In general, the numerical grades given to individual pieces of work are to be interpreted as follows:

70+ (Distinction)	Very strong work which includes a well supported, well written and convincing argument which addresses all key issues. Demonstrating a capacity for usefully original thinking will raise the mark within the band.
60-69	Good work which makes a fair attempt at analysis, but is not fully convincing – for instance because significant angles have been left unexplored, or insufficient evidence is cited.
50-59	Work which lets itself down in a significant respect, usually by being too descriptive and not sufficiently analytical.
40-49	Weak work which nonetheless demonstrates an adequate understanding of key issues and an ability to construct a basic argument.
0-39 (Fail)	Poor work, which demonstrates serious misunderstanding of key issues, and/or fails to sustain on argument, and/or is radically incomplete.

It is unusual for marks to be awarded above 80.

The Blackboard sites of individual modules may have more specific mark-schemes. If they do, they replace the above.

Degree requirements

MPhil

The overall mark for the course is the weighted average of the mark awarded for each module. Each module must be passed independently (except where compensation applies). One failed taught module (10 ECTS) may, at the discretion of the exam board, be compensated for by a mark in another taught module (10 ECTS).

Students who fail more than one module (10 ECTS) may, at the discretion of the exam board, be offered to undertake supplemental assignments as specified by the exam board. The mark for the module will then be the mark for the supplemental assignment, which will normally be capped at the pass mark for the module.

To be eligible for the award of the MPhil, students must pass all six taught modules to the value of 60 ECTs (after the mechanisms for compensation and supplementation have been implemented), and must submit a research project in the area of Middle Eastern and/or North African Studies by the prescribed date, and also achieve at least a pass mark (i.e. at least 40) in the research project.

The research project module must be passed in order for the student to be considered for a Masters degree award. Compensation is not possible for the research project, neither can the research project be used to compensate for any of the taught modules.

Students who fail the research project module but have passed all the other modules totalling 60 ECTs are eligible for consideration for an exit Postgraduate Diploma only. Such students will not be permitted at a later stage to return to the course to retake the MPhil research project, but they may apply to repeat the whole course.

Students who achieve an overall average mark of 70 or greater for their research project and at least 70 overall are eligible for the award of the MPhil degree with distinction. A distinction cannot be awarded if a candidate has failed any module during the period of study.

If an MPhil cannot be awarded because the research project has either not been submitted or failed, a student may be considered for the award of P.Grad.Dip if a student has obtained an overall mark of at least 40% on the taught component of the course, and an aggregate mark of at least 40% in core and optional modules (40 credits).

Diploma

The final mark is based on a credit-weighted average of the mark awarded in each module. Students are required to pass all six modules.

One failed module (10 ECTS) may, at the discretion of the exam board, be compensated for by a mark in another module (10 ECTS).

Students who fail more than one module (10 ECTS) may, at the discretion of the exam board, be offered to undertake supplemental assignments. The mark for the module will then be the mark for the supplemental assignment, which will normally be capped at the pass mark for the module.

Students who have achieved an average of at least 70 across all taught modules will be eligible for consideration for the award of Postgraduate Diploma with Distinction. Postgraduate Diploma with Distinction cannot be awarded if a candidate has failed any module during the period of study.

Certificate

The final mark is based on a credit-weighted average of the mark awarded in each module. Students are required to pass all three modules.

One failed module (10 ECTS) may, at the discretion of the exam board, be compensated for by a mark in another module (10 ECTS).

Students who fail more than one module (10 ECTS) may, at the discretion of the exam board, be offered to undertake supplemental assignments, normally to be completed within the duration of the course. The mark for the module will then be the mark for the supplemental assignment, which will normally be capped at the pass mark for the module.

Students who have achieved an average of at least 70 across all taught modules will be eligible for consideration for the award of Postgraduate Certificate with Distinction. Postgraduate Certificate with Distinction cannot be awarded if a candidate has failed any module during the period of study.

Resources and Facilities

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): https://www.tcd.ie/itservices/students/myzone.php

VLE/Blackboard

Trinity makes use of a Virtual Learning Environment (VLE) called Blackboard. Most modules make extensive use of this VLE, posting reading lists, schedules, messages, and exercises. You will also be required 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.

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 may be 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 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 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/.

Postgraduate Supports for Students with Disabilities

Postgraduate students (both taught and research) who have a disability are encouraged to apply to the Disability Service for reasonable accommodation.

Support 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.

More information can be found at: https://www.tcd.ie/disability/current/Postgrad.php

Students' Union and Graduate Students' Union

The Students' Union represents all students in College, having five full-time officers (President, Publicity Officer, Education Office, Welfare Office, and Entertainments Officer). It has two shops on campus, and a travel office (DUST, Dublin University Student Travel) is located in House 6.

The Graduate Students' Union represents postgraduate students' interests, having representatives on relevant College committees and working closely with the Graduate Studies Office. it organises frequent social events aimed specifically at graduate students in College. Contact gsu@tcd.ie, arts@gsu.ie or visit https://www.tcdgsu.ie/ for more information.

Careers Service

There is a careers advisory service in Trinity. Its online portal is MyCareer. Login to this using your Trinity username and password, and personalise your profile. You can use it to:

- Apply for opportunities which match your preferences
- Search for opportunities – postgraduate courses and funding
- View and book onto employer and Careers Service events
- Submit your career queries to the Careers Service team
- Book an appointment with your careers consultant

Services which the Careers Service offers to MPhil students include:

Mentoring & Connecting: Message or meet with Trinity alum through Alumni to Student Careers Mentoring.

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

Polish off your CV, Cover Letter or LinkedIn Profile: Book onto a CV/LinkedIn Clinic for a 15mins consultation through MyCareer.

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

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

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

Need to chat about your future? Use the web and MyCareer resources then book an appointment with your careers consultant on MyCareer. No career query or concern too small!

For more information, or to contact the service: https://www.tcd.ie/Careers/

Representatives

Each year, the cohort of students in your MPhil nominates one or more representatives from among the students. These representatives attend meetings of the Course Committee each term and act as the student voice on behalf of the whole cohort. If you would be willing to act as a representative, you should approach the course Director.

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. It is highly recommended that, before contacting them with a query, you see if it is already addressed on their website: 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 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.

If you visit campus

Being entirely online, this course does not constitute grounds for an Irish visa. But, if you find yourself in Ireland, as a Trinity student you are entitled to visit the Trinity campus, and to make use of facilities on it, including using the Library. For this you will need your card (see below).

Trinity Student ID Card

As a Trinity student, you will be issued with a multi-purpose identity card. This card is necessary to access campus and also serves as a membership ID card for the Library.

Security

The contact number for the 24-hour security service at Trinity College is **(01) 896 1317**.

Emergencies

The emergency number is **(01) 896 1999**. In the event of an emergency, please make your way quickly and calmly to the nearest emergency exit. You should assemble in front of the nearest fire assembly point and wait there until a member of staff checks you off the list and gives you permission to re-enter the building.

Wifi

The login details for the Trinity WIFI 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

Progressing to a PhD

Many Trinity master's students go on to do a PhD with us after they finish. Some do so immediately after finishing the master's degree, and others take one or more years out before returning to us. If you are thinking about taking a PhD, it is a good idea to make this known early so that you can receive the support that is available to you.

It is possible to take a PhD at Trinity in any of the disciplines taught in any of the schools, as well as any of the inter-disciplines which straddle these. The inter-disciplines include Translation Studies, European Identities, Digital Humanities, Medieval Studies, and Comparative Literature. A PhD at Trinity takes four years and involves the doctoral researcher working primarily by themselves for most of that time, and meeting with a supervisory team, which is there to guide the process. In a PhD, the onus is on the researcher to do all the work. The supervisor(s) only support their journey.

The first stage is to work out roughly what you would like to research. Many people think that it is a good idea to develop their master's research project into a full PhD, and sometimes this can work. However, in many cases, this creates issues, because a PhD thesis is around five times longer than a master's thesis, and much more extensive. Therefore, it can be very difficult to plan both at the same time, or to carve out a subsection of your big idea which can be used for a master's research project. For that reason, it is often best to treat each piece of work separately and use what you learn from writing the master's research project when planning your PhD thesis.

Once you have a rough idea of what you would like to research, you should write it out as a 300-word abstract. Be sure to include:

- Your main research questions;
- The methodology you will use to answer this research question;
- The materials you will analyse with your methodology to reach the answer to your research question;
- The justification for why this research question is an important contribution to knowledge;
- Any contextual information which is needed to understand any of the other four elements.

Once you have an abstract you are happy with, research potential supervisors who might be able to support your work. You can start by looking at the list of supervisors in this handbook. A PhD at Trinity can be supervised by one person or several, and it is becoming more and more the norm that PhD researchers have more than one supervisor. This is particularly the case in the inter-disciplines, where one supervisor may be a subject specialist in one aspect, and another is the subject specialist in another. It is important to bear in mind that your supervisor does not need to be researching or teaching exactly what you plan to research. They simply need to be able to comment on your research from a position of confidence. In many cases, the supervisory relationship is most rewarding when the researcher and the supervisor have different focuses to their research, since each can learn something from the other, and there is no element of competition.

Once you have identified some possible supervisors, reach out to them with your abstract and see what their reaction is. Very often, even if they cannot supervise you, they will try to suggest someone else who can.

Once you have identified a supervisor who can support you, you can move forward together to develop your idea into a full proposal, which is the most important part of your application.

Funding

Very often, funding dictates those research projects which are viable from those which are not. For many researchers, a PhD is simply not an option without some external financial support. There is a range of

grants and studentships available to research candidates in the school. However, these are highly competitive, and based on the strength of the research that is being proposed. This is why it is important to develop your research proposal in collaboration with your supervisor(s) in such a way that will make your idea attractive to funders.

The main point to bear in mind when writing a proposal to attract external funding is "will this research affect anybody's life, apart from mine?" Funders generally do not want to fund research which only benefits the researcher. They will not give you money to research something obscure simply because you want to. Instead, they want to see that the knowledge you will gain thanks to this research has the potential to help someone else. Therefore, it is important when you justify why your research question is important, to make it clear how this research builds on previous research, fills a gap in our knowledge which is preventing us from doing something, will allow us to ask a whole range of new questions, will allow us to systematise our understanding of something, will create a new resource, or will solve some kind of problem. In the humanities, many candidates can find this mindset very intimidating, since they have little chance of developing a new drug or inventing a new machine, for example. However, it is important to bear in mind that the funders do not expect you to change the world with your research, but they do want to see that the research has contributes something to the world.

The main funders for research in the school are the Irish Research Council, which funds a certain number of PhD scholarships each year. The deadline for submissions to this scheme is generally in October, and the application process is long. Therefore, in order to make a strong application, it is strongly recommended that you start the application process in June of the year you plan to apply. The results are generally released in the late spring the following year, and successful applications are funded from that September or October. That means, in practice, it is necessary to start the application process more than a year before one intends to start researching.

There is a much higher success rate for these schemes from researchers who have already begun their PhD: applicants for the scholarships during their first or second years are much more likely to be funded than people who apply before starting. This is because of the nature of the proposal: it is much easier to describe your research convincingly when you are already doing it, than if you have to imagine it.

If you would like to discuss your options related to a PhD informally, it is recommended that you begin by reaching out to potential supervisors and/or to the course director.