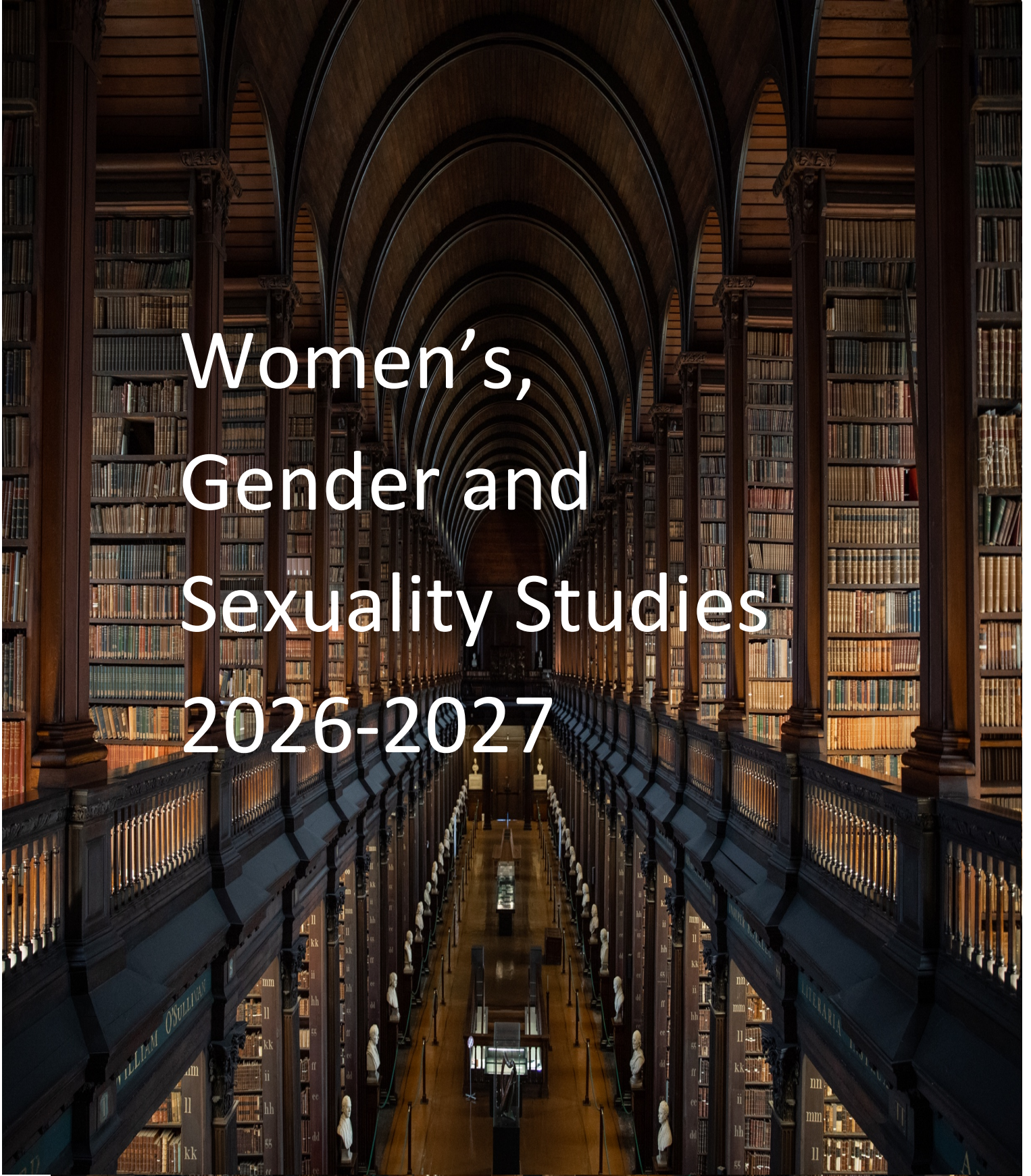




Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

A photograph of the interior of a grand library, likely the Long Room at Trinity College Dublin. The room features high, vaulted wooden ceilings, tall wooden bookshelves filled with books, and a central aisle with wooden benches. The lighting is warm and focused on the central area.

Women's, Gender and Sexuality Studies 2026-2027

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Overview

The M.Phil. in Women's, Gender and Sexuality Studies at Trinity College Dublin, the University of Dublin is one of eight M.Phil. programmes delivered by academic staff in the School of Histories and Humanities. It offers well-qualified graduates in the Humanities an introduction to research in gender and sexuality studies. The programme examines the position and representation of gender and sexuality in society, past and present. The course is both interdisciplinary and multidisciplinary, drawing on research from across the Humanities. Students will acquire a deep understanding of the cultural contexts in which gender and sexuality are produced, performed and negotiated. The programme hones analytical, written and verbal communication skills, providing a solid foundation for a range of careers.

Aims

To provide advanced teaching of Women's, Gender and Sexuality Studies

To assist students in the development of their own research interests

Learning Outcomes

On successful completion of this M.Phil. programme students should be able to:

Demonstrate and implement historically informed interdisciplinary approaches to studying women, gender and sexuality.

Reach conclusions about gender and sexuality based on careful study and reflection

Critically analyse and interpret a variety of evidence,

Think deeply and critically about the central role of gender and sexuality in shaping cultures and societies.

Identify, analyze and respond to major topics in gender and sexuality studies in a culturally sensitive and historically informed manner.

Engage in an integrated analysis of power and privilege in order to understand the political, economic, legal, or social forces that shape gender and sexuality.

Demonstrate the skills necessary to conduct research and present the results in a dissertation.

General requirements

Students are expected to attend all elements of the M.Phil. programme.

To be awarded the M.Phil. degree, students must have achieved an overall pass result in each assessed element of the degree programme, i.e. in all of their coursework components and in the dissertation.

Students must pass all taught elements (>50%) before being permitted to submit the dissertation. Any assignment that is not submitted will be graded as 0 (zero). Late submission of assignments, without permission from the programme co-ordinator, or without a medical certificate in the event of illness, will be graded as 0%. This is to ensure fairness to those who do not avail of extra time to complete their work. We recognize that from time to time there are unforeseen circumstances, and genuine cases will be considered sympathetically if contact is maintained with the programme co-ordinator. Exemptions will be granted only in exceptional circumstances, and only with the agreement of the programme's director and the Dean of Graduate Studies.

Essay submission

All coursework should be typed or word-processed. Pages should be single-sided and numbered consecutively, double-spaced with generous left- and right-hand margins. Font type should be sans-serif with Calibri or Arial preferred. Font size should be 12 point with 10 point footnotes. Quotations longer than three lines should be separated from the text and indented. An M.Phil. Coursework Submission Form must be attached to all essays submitted (see appendix).

All students must submit their module essays in electronic form via Turnitin on Blackboard Ultra by the deadlines specified in module handbooks.

Regulatory notification

Please note that in the event of any conflict or inconsistency between the general academic regulations for graduate studies and higher degrees in the University of Dublin Calendar (<http://www.tcd.ie/calendar/>) and this handbook, the provisions of the general regulations shall prevail.

Contacts

Address: Centre for Women's, Gender and Sexuality Studies, Trinity College,
Dublin 2, Republic of Ireland
Telephone: 01 896 2225/1791
Web: <http://www.tcd.ie/cgws/>
Email: pghishum@tcd.ie

Key Contacts

Dr Gillian Frank, - Assistant Professor of Modern United States History, Department of History, MPhil Course Director. Email: frankg@tcd.ie

Fionna Kane - Dept. of History Executive Officer. Email: kanef2@tcd.ie

Stephen Galvin - School of Histories and Humanities Administrative Officer. Email: pghishum@tcd.ie

Patrick Walsh - Director of Postgraduate Teaching & Learning for the School of Histories and Humanities. Email: WALSHP9@tcd.ie

The Programme Co-ordinator (Dr Gillian Frank) will be available for consultation about matters relating to the programme by appointment.

Staff contact information and research interests

Enrolled students are welcome to consult any member of staff by making an appointment or checking their office hours.

Core Faculty

Core faculty are full-time Trinity faculty who teach in the program and also serve on the Centre's Executive Committee. For staff research profiles please consult the relevant departmental webpage or click on the links below.

Name	Position	Email
<u>Gillian Frank</u>	Director. Assistant Professor of Modern United States History, Dept. of History	<u>frankg</u>
<u>Martine Cuypers</u>	Assistant Professor in Greek, Dept. of Classics	<u>cuypersm</u>
<u>Lindsey Earner-Byrne</u>	Professor of Contemporary Irish History, Dept. of History	<u>lindsey.earner</u>
<u>Monica Gale</u>	Professor in Classics, Dept. of Classics	<u>mrgale</u>
<u>Ruth Karras</u>	Lecky Professor of History, Dept of History	<u>karrasr</u>

<u>Catherine Lawless</u>	Assistant Professor of Art History, Dept. of the History of Art and Architecture	<u>lawlessc</u>
<u>Christine Morris</u>	Andrew A. David Professor in Greek Archaeology and History, Dept. of Classics	<u>cmorris</u>
<u>Ben Thomas</u>	Associate Professor in the History of Renaissance Art, Dept. of the History of Art and Architecture	<u>bethomas</u>

Associated Faculty in the School of Histories and Humanities

Associated faculty are full-time Trinity faculty with teaching or research interests in women's, gender and sexuality studies.

Name	Position	Email
<u>Anna Chahoud</u>	Professor of Latin, Dept. of Classics	<u>chahouda</u>
<u>Joseph Clarke</u>	Associate Professor in European History, Dept. of History	<u>joseph.clarke</u>
<u>Angela Griffith</u>	Assistant Professor, Dept. of History of Art and Architecture	<u>griffiam</u>
<u>Isabella Jackson</u>	Assistant Professor in Chinese History, Dept. of History	<u>jacksoni</u>
<u>Georgina Larragy</u>	Dublin Cemeteries Trust Assistant Professor in Public History and Cultural Heritage, Dept. of History	<u>laragyg</u>
<u>Graeme Murdock</u>	Associate Professor in European History, Dept. of History	<u>murdocg</u>
<u>Ciaran O'Neill</u>	Ussher Associate Professor in Nineteenth-Century History, Dept. of History	<u>ciaran.oneill</u>
<u>Dr Suzanne O'Neill</u>	Adjunct Assistant Professor of Classics, Dept. of Classics	<u>oneills8</u>
<u>Rebecca Usherwood</u>	Assistant Professor in Late Antique and Early Byzantine Studies, Dept. of Classics	<u>usherwor</u>

Programme structure

Components

The full-time course lasts for 12 months, starting in September. Teaching will be spread over 24 weeks from September to the following April.

An M.Phil. degree within the School of Histories and Humanities consists of 90 ECTS.

The following is a breakdown of the program requirements according to credits:

	Module type	ECTS
1.	Theories and Methods of WGSS (MT)	10
2.	WGSS Works in Progress Seminar (MT, HT)	10
3.	Four taught modules (4x10 ECTS combination to select from available options in MT and HT. Students may take only 1 taught module outside of the School of Histories and Humanities)	40
6.	Dissertation	30
Total		90 ECTS

Part-time Pathway

Part-time students follow the same course of study as fulltime students but will do so over a two-year period and submit the dissertation by 31st August of the second year. Part-time students should discuss their pathway through the course with the course co-ordinator. A part-time student's course consists of:

Year 1		
Compulsory modules		
WS7100	Theories and Methods of Gender and Sexuality Studies	10 ECTS
Taught modules		
Two major subjects of study	3 x 10 ECTS combination of available taught modules – options change annually	3 x 10 ECTS in either term
Year 2		
Compulsory modules		

WS7101	WGSS Works in Progress Seminar	10 ECTS
HH7000	Dissertation	30 ECTS
Taught modules		
One major subject of study	1 x 10 ECTS of available taught modules – options change annually	1 x 10 ECTS in either term

European Credit Transfer System (ECTS)

The ECTS is an academic credit transfer and accumulation system representing the student workload required to achieve the specified objectives of a study programme. The ECTS weighting for a module is a measure of the student input or workload required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

In College, 1 ECTS unit is defined as 20-25 hours of student input so a 10-credit module will be designed to require 200-250 hours of student input including class contact time and assessments.

The College norm for full-time study over one academic year at Masters Level is 90 credits. ECTS credits are awarded to a student only upon successful completion of the course year.

ECTS credits are awarded to a student only upon successful completion of the course year.

Compulsory Elements

	ECTS	Contact hours	Module Coordinator	Teaching staff	Assessment
HH7000 Dissertation	30	3x1-hour contact meeting with supervisors	Dr Gillian Frank	Supervisors selected appropriate to dissertation subject	Dissertation (15,000 words) (100%)
WS7100 WGSS Theories and Methods	10	1 x 2hr seminar per week (Michaelmas Term)	Dr Gillian Frank	Dr Martine Cuypers Dr Benjamin Thomas	Submitted coursework (100%)
WS7101 WGSS Workshop	10	18 hours (Michaelmas and Hilary Term)	Dr Gillian Frank	Staff from the School of Histories and Humanities	Submitted coursework. Presentation. (100%)

HH7000 Dissertation

Weighting: 30 ECTS

Coordinator: Programme co-ordinator

Teaching Staff: Students will be assigned a member of TCD staff to supervise their research. Supervisors will be selected as appropriate to the subject of the dissertation.

Aims

The aim of the dissertation is to enable students to devise, develop and complete an original research project in a defined time frame which draws on the insights, skills and knowledge acquired during their study on the M.Phil. programme. While the dissertation process serves both developmental and scholarly purposes, the completed work will be assessed in terms of its scholarly rigour and its contribution to knowledge. Students must satisfy all of the requirements of their programme to

proceed to the dissertation module. Dissertations should not exceed 15,000 words in length and must be submitted by August 31st.

Learning Outcomes

On successful completion of the module students should be able to:

- Devise, develop and complete a substantial, intellectually challenging and independent research project relating to their field of study
- Identify, access and interpret appropriate source materials, methods, concepts and terminology in the light of existing scholarship
- Develop a coherent and clearly structured argument that engages with original sources and interpretative issues in a critically informed and constructive manner
- Relate the specifics of their research topic to wider issues and debates within their discipline
- Demonstrate project management skills
- To progress to the dissertation, students must satisfactorily complete all required work in all modules.

Students who fail either to submit the dissertations by the deadline, or to achieve a satisfactory assessment for the dissertation will be eligible for the award of a Postgraduate Diploma.

Students wishing to do further postgraduate work within the department (for which application must be made) should normally be required to achieve a mark of 65% in the dissertation and an average of at least 60% in the taught/directed reading modules.

Dissertation requirements

Students are required to submit a dissertation of between 15,000 words on a topic developed in consultation with the programme director and their dissertation supervisor.

Supervision

Supervisors will be assigned according to the area of research selected by the student. They will be assigned from Departments in the School of Histories and Humanities, according to available expertise.

Supervisors will give subject-specific guidance both on subject matter and on the process of completing a research project in a timely and scholarly manner appropriate to the discipline. They will discuss ideas with you at the outset of your project and read and offer feedback on written work (i.e. complete draft chapters) but your thesis is not a collaborative project and must represent your own work. A timetable for the submission of draft chapters should be established with the supervisor and students will be expected to meet the deadlines they have agreed.

A timetable for the submission of draft chapters should be established with the supervisor and students will be expected to meet the deadlines they have agreed. Remember that a supervisor cannot be expected to offer meaningful comment on work turned in at the last minute.

It is usual for staff to be away from College and unavailable at some (possibly extended) times during the summer session (i.e. 1st July-1st Sept). Students will be expected to work independently on their dissertations during this time and to liaise with their supervisors ahead of time by email in order to establish their supervisor's availability.

Presentation

Students will be required to present an aspect of their dissertation research towards the end of semester 2. Further details will be given in the WGSS Works in Progress Seminar.

Assessment

A satisfactory assessment in the dissertation (50%) is mandatory for the award of the M.Phil.

Length

Not more than 15,000 words, excluding notes, appendices and bibliography.

Dissertation Logistics

A satisfactory assessment in the dissertation (50%) is mandatory for the award of the M.Phil.

Formatting

Layout

The dissertation should start with a title page, followed by declaration page, a formal statement of acknowledgements, an abstract, and a table of contents, in that order. The table of contents should list the numbers and titles of chapters and appendices, and the relevant page numbers.

Title

The title of the dissertation must be written in full on the title page of each volume on the dissertation. The degree for which the dissertation has been submitted, the year, and the name of the candidate should be specified.

Abstract

An additional abstract must be submitted with each copy of the dissertation. This should contain the title of the dissertation and the author's name, and a succinct summary of the aims and findings of the dissertation.

Declaration

The dissertation must contain the following signed declaration immediately after the title page: "This thesis is entirely my own work and has not been submitted as an exercise for a degree at this or any other university. Trinity College may lend or copy the dissertation upon request. This permission covers only single copies made for study purposes, subject to normal conditions of acknowledgement. Signed: [insert signature]"

References, footnotes and bibliography

An approved reference system must be adopted and used consistently throughout the dissertation. A reference must include the author's name, title of text, year of publication, and location of publication. Articles (book chapters) must include the title of the article (chapter) and the journal (book), and the relevant page numbers of the article (chapter).

Students should use footnotes to qualify or elaborate a point made in the text and identify sources of facts/opinions referred to that originate in other material. The latter must be fully referenced, including page number of the text from which it came. Footnotes must be numbered consecutively, and should appear at the bottom of the page.

All references must be listed in a bibliography at the end of the dissertation, in alphabetical order by author.

The presentation of the dissertation should follow a recognized style sheet.

The Historical Journal style sheet or Irish Historical Studies rules for contributors are recommended as defaults for all dissertations

- <http://journals.cambridge.org/action/displayMoreInfo?jid=HIS&type=ifc>
- <http://www.irishhistoricalstudies.ie/rulesforcontribs.pdf>

Submission

Students will upload their theses via Blackboard (module HH7000) on or before noon, **Tuesday August 31st, 2027**- there is no need for a hardcopy or multiple copies for submission. Use the 'Women's, Gender and Sexuality Studies' tab. No extensions to the deadline will normally be granted.

Deadlines

Deadlines must be met. For coursework on taught modules, if students need an extension on medical or compassionate grounds, they must seek an extension from the instructor and MPhil director in advance of the deadline. Extensions are only granted in exceptional circumstances and where appropriate supporting documentation is provided. Students who submit taught module assessments after the deadline without an approved extension, or who fail to meet an extended deadline, will have 10% docked from their mark for the assessment.

The dissertation deadline is final and extensions can only be granted, in exceptional circumstances, by the Director of Postgraduate Teaching and Learning, or by the Dean where more than a short extension is sought. Any application for an extension must be accompanied with evidence of compelling medical or compassionate grounds. Dissertations submitted after the deadline without an extension will be awarded 0%.

Core Modules

WS7100 Theories and Methods of Women's, Gender and Sexuality Studies

Module Coordinators: Gillian Frank, Martine Cuypers, Benjamin Thomas

Duration: Michaelmas Term

Contact Hours: 22 (11 x 2-hour seminar)

Weighting: 10 ECTS

This module critically interrogates a range of women's, gender, and sexuality studies (WGSS) related theories and methods. We will use transdisciplinary perspectives to consider scholarship from classics, history, and history of art and architecture (among others). Section one of the module foregrounds the epistemological debates, including what counts as evidence and the objects of analysis for WGSS-related research. We move on, in section two, to explore the key components of several WGSS-related research methodologies and methods including archival research, visual analysis, archaeology, oral history, and discourse analysis.

Learning Outcomes

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

1. Identify key themes and debates in WGSS related theories and methods
2. Discuss how these themes and debates inform the way in which WGSS scholars conceptualize, conduct, analyze, and disseminate research
3. Analyse specific research theories and methods through a WGSS-related lens
4. Apply WGSS-related research methods in their own research projects

Assessment

This module will be assessed by the submission of discussion questions (20%); and one dissertation proposal by the end of Michaelmas term (80%). The proposal should be between 2,500 and 5,000 words in length, excluding footnotes and bibliography. Term essays are due for submission by 5.00pm on the last Friday of Michaelmas term as per the essay submission guidelines.

WS7101 WGSS Works in Progress Seminar

Module Coordinator: Dr. Gillian Frank

Duration: Michaelmas / Hilary Term

Weighting: 10 ECTS

Contact Hours: 6 workshops Michaelmas Term; 6 workshops Hilary Term; 2 group meetings with peers Hilary Term

The WGSS Works-in-Progress Seminar (WiPS) is a forum for faculty and advanced postgraduate students to present current research (including book chapters, articles, conference papers etc.) to colleagues for feedback and discussion in a collegial and

supportive environment. The convenor invites members from TCD and other institutions to share their research and participate in WiPS.

The mission of the WGSS Works-in-Progress Seminar is threefold: 1. To provide a constructive forum for faculty to test out and discuss their ideas and to develop their research. 2. To foster a community of scholars interested in the study of women, gender and sexuality at Trinity College Dublin. 3. To model best practices of giving and receiving constructive feedback for students in our MPhil and PhD programs. These students will also benefit from learning how more advanced scholars develop and refine their research.

There will be six WiPS meetings each semester for faculty and advanced postgraduate students to present their research. Toward the end of Hilary term, there will be one additional meeting where our WGSS MPhil Students will present their dissertation research to our community.

This module will be assessed by the submission of work throughout the year. The work will include: workshop transcriptions (20%); reader responses to workshop presenters (50%); written copy of questions for presenters (20%); dissertation in progress presentation transcript (10%). Deadlines are laid out in the module handbook.

Optional Modules

The following modules are worth 10 ECTS, consist of 1 x 2 hour weekly class and run for the duration of one semester. Full-time students must complete two taught modules (major subject of study) in Michaelmas term and two taught modules in Hilary term. Availability of courses varies from year to year and is subject to student demand.

All modules will be taught as a series of student-led discussion seminars. Guidance for reading and topics will be given in class. Please note that staff may also ask you to prepare presentations in advance of classes.

Michaelmas Term

HI7118 The Sixties Moment: Sex, Revolution, and Change

Module Organiser: Morgan Wait

Weighting: 10 ECTS

This class explores the transnational history of the 1960s and queries its status as a revolutionary decade. It will take students through the relevant political and economic developments of the sixties throughout the West with a particular focus on

social movements, such as women's liberation, gay liberation, and other crucial civil rights movements during the period. Further, the module will emphasise the significant shifts in perceptions of gender and sexuality during the sixties. Students will also gain an understanding of the cultural context of the 1960s, from music, to film and television, and important transnational currents in youth culture. Throughout the course, students will also utilize a range of primary and secondary sources that will give them hands-on engagement with this critical history.

HA7049 Contemporary Art and the Body

Module Coordinator: Kate Antosik-Parsons

Weighting: 10 ECTS

This module investigates political, social and cultural contestations of the body in contemporary art from the late 20th century to present, covering topics such as (but not limited to): gender, sexuality, identity, citizenship, and conflict, amongst other issues. As bodies are active, not passive or neutral, they are complex sites of meaning shaped by political and social discourses. In contemporary art, the body is activated in multiple ways: as a subject, medium, the site of knowledge production, meaning and struggle. The body is represented physically and symbolically, though its presence and absence, as well as through technologically mediated forms. This module draws from diverse artistic practices and media like performance art, photography, time-based art, installation, zines and street art, alongside more traditional media. Students will engage with relevant critical and theoretical positionings such as feminism and queer theory, postmodernism, and postcolonial thought, amongst others. This module utilises site visits to local collections, archives, and current exhibitions.

HI7112 Investigating Ireland: scandal, law and the state, c.1800-2021

Module Coordinator: Dr Georgina Laragy

Weighting: 10 ECTS

Investigations into coercive confinement, family separation, abuse, and the treatment of marginalized cohorts within Irish society have been the focus of several high-profile state inquiries in recent decades. The modern state has long examined itself, with information-gathering representing a key element and function of governance. Beginning in the 1830s with the enormous 3,000-page inquiry into the relief of the destitute in Ireland, and concluding with the Commission of Investigation into Mother and Baby Homes, this module analyses a number of inquiries and commissions, to equip students to understand this centuries-old aspect of statecraft while also analyzing these inquiries in order to probe what they can tell us about power and how it operates. States have investigated institutions and bodies under its purview for many reasons: to establish 'facts'; create a basis for new policy; respond to public outrage or scandal; or to resolve a political dispute. Through these mechanisms information has been gathered, created and relayed to citizens, often by way of a substantial written report. The findings of these reports have been used to legitimise state action or inaction, understand how the state has acted in concert with other bodies (for example, religious) and decide on appropriate redress or compensation. This module explores the relationship between the state and its citizens by focusing on these official inquiries. Through a series of case studies

students will explore how 'scandals' emerged, why an inquiry was established, and the significance of both its findings and afterlife. The role played by victims/survivors, activists, investigative journalists and agents of church and state will be examined.

HI7116 Family, Sexuality and Morality in Modern Ireland

Module Coordinator: Dr. Lindsey Earner-Byrne

Weighting: 10 ECTS

This module examines some of the key issues and controversies that shaped and informed family, sexuality and morality in modern Ireland from the 1920s to the 1990s. Each weekly seminar focuses on a particular theme from the moral panic of the post-war, post-revolutionary period to the 'AIDS crisis' of the 1980s, with a view to exploring how ideas of family, sexuality and morality evolved in twentieth-century Ireland. Central to this inquiry is an analysis of how ideas about gender impacted on contemporaries' understandings of family, sexuality, and morality. A core consideration throughout the module is the tension between the ideal and the real, the degree to which lived experience diverged from the public discourse on the family, sexuality and morality in Ireland.

HI7070 Choosing the Past

Module Coordinator: Dr. Ciaran Wallace

Weighting: 10 ECTS

Archives are the foundation of historical research. They collect, preserve, arrange and provide access to the original records. For centuries scholars have analysed official records to write academic history but, in recent years, popular awareness of archives has grown significantly. Free resources such as the Virtual Record Treasury of Ireland, and commercial genealogy or newspaper archives, have attracted new users. The variety of archives has also grown as companies, institutions and marginalized groups create their own archives to protect or project their own histories. This archival turn, and expanded access through digitization, has transformed research into personal, social and communal histories of major events such as the Irish Revolution and the Great War. Archives play an increasingly important role in public perceptions of, and active engagement with, history. But how reliable is 'the archive'? This module investigates the archive, using a Historian's lens to critically analyse its contents and function. Who was the archive created by and for? Who is it for today? Does the arrangement of archival records influence the history we write? Can we detect silenced voices by reading records 'against the grain'? Does digitization really democratize access to History?

HI7206 Human Rights in Europe 1900-Present

Module Coordinator: Dr. Patrick Houlihan

Weighting: 10 ECTS

The relationship between humanitarianism and human rights changed decisively in the era of the world wars, when Europe played a large role in altering the dynamics of global history. In this course, we will read a wide variety of secondary scholarship

as well as primary sources (declarations, charters, letters, diaries) in English. Our topics include war and genocide, famine relief, emergency intervention, charity, religious vs. secular conflict, individual vs. group rights, global governance, and socio-economic development. We will end with Europe's role in the contemporary crisis of migration and refugees. Geographically, our focus will be on East-Central Europe as well as the Mediterranean region in order to embed Europe in international and global history. However, this module is designed to encourage individual research projects and case studies leading to more independent themes.

HI 7313 Animals and Animal Agency

Module Coordinator: Dr. Diogo Cabral

Weighting: 10 ECTS

Though present in historiography since the genre's birth, animals have only recently turned into a focus of thematic, epistemological, and methodological attention on the part of historians. Still more recent is the framing of animals as agents, that is, as beings whose activities shape the course of events not only in their own lives and immediate environments but in the more encompassing socio-ecological assemblages as well. We will explore this historiographical strand, first as a divergence from other approaches to animals and then in terms of its own potentialities and limitations. Our discussions will foreground problems ranging from the historical development of 'animal' as a category to the role of concrete animals in co-producing written sources to the various theoretical frameworks that can be used to shed light upon the agency of animals (including social history, semiotics, and ecology).

EM7436 Gender, War and Peace

Module Coordinator: Dr Gillian Wylie

Weighting: 10 ECTS

What does gender analysis reveal about the causes and dynamics of war and peace? In this module we begin by exploring and criticising some basic gendered assumptions - such as that war is the business of men and peace that of women.

Instead we challenge these dichotomies by examining issues such as the complicated relationship between the social construction of masculinity and soldiering and the challenge posed to militaries by the inclusion of women in their ranks. We ask why peace processes have generally excluded women and what the consequences of that are for the sustainability of peace, while at the same time querying the assumption that 'women' as an essentialised group have particular skills to bring to the peace table. Through these debates we examine the ways in which war and peace are gendered experiences which also shape our understanding of what it is to be a gendered person.

EM7705 Gender and Sexuality Justice

Module Coordinator: Dr Siobhan Garrigan

Weighting: 10 ECTS

This module examines the ways that concepts of gender and sexuality have shaped and been shaped by Christian theology. A survey of the evolution of key terms, studied via the histories of a sequence of controversies, is followed by an in-depth study of theological approaches to sexuality and gender in the past fifty years. Based largely in a liberation theology approach, the module guides students through a diverse range of texts in feminist theologies (with particular attention to womanist, Mujerista, Asian and African feminist theologies) and (historically 'LGBT', now) Queer theologies, with particular intersections with eco-theology (including but not limited to eco-feminism) and disability theologies. It concludes by engaging students in current debates about intersex recognition, trans' rights, 'conversion' or 'reparative' therapies, women's ordination, and opposition to the Church's views on same-sex marriage.

ID7001 Questions Of Identity In Europe - Part 1

Module Coordinator: Dr. Balasz Apor

Weighting: 10 ECTS

This core module is taught in Michaelmas Term and consists of a range of core topics including but not limited to:

1. The Age of Identities
2. What is Enlightenment?
3. Living the past
4. Who are they?
5. My language is my home
6. Proletarians of the world, unite?

ENP11046 Irish Women's Life Writing: 1745 to 2025

Module Coordinator: Dr. Amy Pendergrast

Weighting: 10 ECTS

'This is a female text, written in the twenty-first century. How late it is. How much has changed. How little.'

Doireann Ní Ghríofa's *A Ghost in the Throat* (2020) positions itself in relation to the traditions of Irish women's life writing that have come before. In this module we will explore this chronological depth, analysing the life writing produced by Irish women from the mid-eighteenth century to the present day. These writers frequently exhibit an intersectional representation of the self, informed and inflected by gender, but also by sexuality, religion, disability, race, ethnicity, and class or social standing. We will navigate personal and collective identities while exploring the writers' production of narrative voice and navigation of form. Incorporating diaries, biographies, memoirs, letters, personal essays, and ephemera, we will concern ourselves with questions of audience and privacy, manuscript and print culture, authorship and agency.

The module will explore aspects of the physical and cultural landscapes the different writers inhabit, as well as the curated landscapes created, and consider how they both responded to and shaped their environments in Ireland. It will examine the

possibilities life writing possesses as a platform for activism and as a means of testimony. We will also look at life writing as a tool for mental health, a repository for memory, and as a space for creative expression. The porosity between imaginative and non-imaginative writing across the centuries will be addressed, exploring the shared narrative techniques, strategies, and rhetorical devices employed across different genres. In addition to receiving a grounding in Life Writing and Auto/Biography Studies, students will also engage with approaches from Disability Studies, History of Emotions, Cultural History, and Feminist Criticism. The module will place an emphasis on independent research and will also liaise with TCD archivists to permit access to printed primary and manuscript life writing.

Hilary Term

CLU44563 Ancient Bodies: Archaeologies of Gender, Identity and Representation

Module Coordinator: Dr Christine Morris

Weighting: 10 ECTS

We all have bodies through which we experience the world. How can ‘ancient bodies’ - objects and images representing the human body (and indeed other bodies, human-animal, hybrid) – offer us a window for exploring expressions and conceptualizations of gender, social identities and other ideas? Images of the body are constructed – each ancient culture choosing to place emphasis on or to omit different bodily elements, so that selection and abstraction is everywhere part of the creative process. Why, for example, do some images have no faces; how (and why) are bodies hybridized, entangling human and human-animal; and how have approaches to gender within material culture changed over time?

The module will take a broad chronological and geographical range of case studies, focusing mainly on the ancient Mediterranean and Near East but also drawing in some non-western comparanda. We will also incorporate handling and seminar sessions with museum objects, encouraging us develop more sensory perspectives.

HI7212 Celebrity and Spectacle in the Modern Era

Module coordinator: Dr. E.M. Legacey

Weighting: 10 ECTS

What can historians learn from the deliberately sensational side of history? From eighteenth-century virtuosos to social media influencers, this module examines the intertwined themes of Spectacle and Celebrity in the Modern Era. We will read a selection of historical studies on these themes alongside primary sources that reveal and reflect on the nature of celebrity and fame. Some of these phenomena may initially seem charming (hot air balloonists and celebrity chefs) while others are more evidently troubling (colonial exhibitions and fascist aesthetics), this module argues that both warrant serious historical attention. By the end of this module, students

will recognize and interrogate the way that these public spectacles do not merely reflect cultural values, trends, and assumptions; they also shape and transform them.

HI7183: Women and Gender in the Middle Ages

Module Coordinator: Niall Ó Súilleabháin

Weighting: 10 ECTS

This module will examine the history of women and gender in medieval societies. The module will begin with an in-depth introduction to the theories and methodologies which have been adopted by historians to study gender and sexuality in the Middle Ages, before moving to a series of thematic classes examining case studies from across the medieval world - from Ireland to the Mediterranean and from Late Antiquity to the Renaissance. Students will engage with a wide variety of sources, including hagiographies, judicial records and legal texts (both secular and ecclesiastic), chronicles, biographies and literary texts. Topics which will be explored may include women's political and religious roles in medieval society, marriage and family life, sexuality and attitudes to sex in the Middle Ages, medieval masculinities, and transgressions of the gender binary.

HI7027 The Lived Experiences of Women in Early Modern Ireland

Module Coordinator: Dr Jane Ohlmeyer

Weighting: 10 ECTS

In this module we aim to recover the voices and interrogate the lived experiences of women in early modern Ireland. What role did women play in a society undergoing profound economic, political, and cultural transformation? How do we recover the marginalised voices, lifecycles, and identities of women in Ireland and assess their contribution to the household, regional and national economies; and their relationship to the land? What were their experiences of recurring social upheaval, bloody civil war and extreme trauma, especially sexual violence, and how have these been politicised? This course is based on primary sources, especially the 1641 Depositions, Chancery records, and testamentary material. Students will also get hands on experience/ training working with cutting edge digital tools.

HI7112 Investigating Ireland: Scandal, Law and the State, c.1800-2021

Module Coordinators: Dr Georgina Laragy, Dr Carole Holohan, Prof Lindsey Earner-Byrne

Weighting: 10 ECTS

Investigations into coercive confinement, family separation, abuse, and the treatment of marginalized cohorts within Irish society, have been the focus of several high-profile state inquiries in recent decades. However, the modern state has long examined itself, with information-gathering representing a key element and function

of governance. Beginning in the 1830s with the enormous 3,000-page inquiry into the relief of the destitute in Ireland, and concluding with the Commission of Investigation into Mother and Baby Homes, this module analyses a number of inquiries and commissions, to equip students to understand this centuries-old aspect of statecraft while also analyzing these inquiries in order to probe what they can tell us about power and how it operates.

States have investigated institutions and bodies under its purview for many reasons: to establish 'facts'; create a basis for new policy; respond to public outrage or scandal; or to resolve a political dispute. Through these mechanisms information has been gathered, created and relayed to citizens, often by way of a substantial written report. The findings of these reports have been used to legitimise state action or inaction, understand how the state has acted in concert with other bodies (for example, religious) and decide on appropriate redress or compensation.

This module explores the relationship between the state and its citizens by focusing on these official inquiries. Through a series of case studies students will explore how 'scandals' emerged, why an inquiry was established, and the significance of both its findings and afterlife. The role played by victims/survivors, activists, investigative journalists and agents of church and state will be examined.

*This module deals with difficult subject matter. Inquiries from week 5 deal with sexual and physical abuse.

HA7048 Housing Dublin

Module Coordinator: Dr. Hannah Malone

Weighting: 10 ECTS

This module examines the architecture of mass housing in Dublin from 1900 until today. The goal is to explore how a city reflects the society and politics of its inhabitants. To this end, mass housing serves a lens through which to look at the impact of social and political change upon the city of Dublin. For politicians, technocrats, and philanthropists in modern Dublin, the construction of mass housing was a practical response to a chronic shortage of houses but also an opportunity for social reform, moral improvement, and political propaganda. As such, the architecture of mass housing was bound up with the politics of the emergent Irish state, shifting ideas of nationhood, and fluctuations in the economy.

SOP77072 Gender and Race

Module Coordinator: Dr Philomena Mullen

Weighting: 10 ECTS

This module examines how race and gender intersect to produce and reproduce dynamics of oppression. Drawing on Black feminist and transnational perspectives, we explore how these categories are socially constructed yet have material consequences, shaping individual lives and social structures. Students will consider the performance of gendered roles, the reproduction of norms and institutions, and the ways in which change is possible. Key questions include how we know what we know about race and gender, how structures and agency interact, and how concepts like womanism relate to and differ from feminism. The module also addresses the intersection of race, gender, and nationalism, and the representation and experience of raced and gendered identities in society. Objective The objective of this course is to explore and understand the ways in which race and gender intersect to create dynamics of oppression in our society. However, while the concepts of race and gender are critical categories for understanding how inequality, oppression, and difference are produced in our society, these categories have also been reified to produce stereotypes of difference and division. So, although it is important to recognize how categories have material implications, we will be mindful of the ways in which the very categories can be employed to keep the dynamics of racism, sexism and heterosexism intact or moving. This module examines the ways that race and gender are conceptualised, constituted, and interpreted. Therefore, we will ask questions such as, how do we employ these categories as socially constructed, but also having material effects on the lives of racialized people? We will look at how race and gender intersect, at how structures are reproduced through institutions and action over time and generation? How do social structures and individual agency intertwine to produce raced and gendered individuals? What is womanism and how is it different from feminism?

ENP11028 Shedunnit: Women's Crime Fiction from the 19th to 21st century

Module Coordinator Dr Clare Clarke

Weighting: 10 ECTS

"The death of a beautiful woman is unquestionably the most poetical topic in the world," wrote Edgar Allan Poe, the acknowledged father of the modern detective genre, in 1846. This is borne out in his work; at the centre of the first two detective stories in the history of the genre – *The Murders in the Rue Morgue* and *The Mystery of Marie Roget* – are the bodies of beautiful dead women. Not only dead, but murdered, mutilated, broken. Not only described in unflinching detail to the reader, but gazed upon, lavished over, dissected by the "lynx eye" of Poe's detective, Chevalier Auguste Dupin. Dead women are problems to be solved by genius men. Men gaze at dead girls, the reader sharing that gaze and the resultant objectification of the victim.

This module seeks to explore how women crime writers have either co-opted or written back to the idea of the dead women as central to the crime story. Investigating and tracing the development of women's contribution to the crime genre, from the early 20th century, right up to the present day, the module explores the development

of various crime sub-genres, including the clue puzzle form, developed by Agatha Christie, mid-20th-century noir fiction, which explored the dark recesses of the criminal psyche, second-wave feminist detective fiction, domestic noir, the true crime podcast, and the recent turn towards victim- focused narratives. This module will appeal to students with an interest in contemporary fiction and crime fiction, as it examines how the crime genre forces us to think about the differences between the law, justice, and morality, as well as exploring the intersections between issues of class, race, and gender with ideas about criminality and victimhood.

Additional Modules

In consultation with the programme co-ordinator, students may also audit research skills or language modules according to their specific research needs. Modules in Latin are offered by the School of Histories and Humanities and the TCD Centre for Language and Communication Studies provides a variety of modern, mainly European, language courses at different levels of proficiency.

Assignments

Each module requires the completion of assignments as directed by the lecturer. All assignments are compulsory. All assignments must be submitted as per coursework submission guidelines by the end of the semester in which the module has been taken. Students **MUST** keep a copy of all submitted assignments.

In all modules, including the dissertation, the passing grade is 50%.

Late submissions of written assignments must be accompanied by a late submission coversheet, clearly stating the reason for lateness.

Grade Descriptors

70> – Distinction.

Excellent work in every respect

- Understanding: authoritative, original, persuasive, showing mastery of methods or techniques used and clear knowledge of their limitations
- Selection and coverage: appropriate method or methods applied, with a discussion covering all significant aspects of the subject
- Analysis: coherent, logically developed and compelling discussion, with thoroughly detailed account of any practical work

- Presentation: flawless, or near flawless, language and syntax; professionally presented; references and bibliography consistently formatted using a recognized style

Marks Range:

- >85 = marks above 85 are only awarded in exceptional circumstances
- 80-85 = of publishable quality
- 75-79 = insightful, of publishable quality with revisions
- 70-74 = excellent grasp of the subject, high quality in all areas

50-69% – Pass

Coherent, logical argument and use of methods that shows understanding of key principles

- Understanding: a developed capacity to reason critically
- Selection and coverage: sound basis of knowledge in sources, scholarship and techniques
- Analysis: developed argument and account of practical work
- Presentation: adequate use of language and syntax; references and bibliography consistently formatted using a recognized style

Marks Range:

- 65-69 = approaching excellence in some areas; analysis and argument demonstrate a high level of critical reasoning and independent evaluation; may contain elements of originality; appropriate range of theoretical approaches and solid command of relevant methods and techniques; complex work and ideas clearly presented; effective use of language and syntax with few or no errors;
- 60-64 = well developed relevant argument and good use of methods but weaker in some areas; key terms used effectively; most important methods and techniques applied; concise and explicit argument, with coherent account of practical work
- 55-59 = approaching merit; satisfactory, appropriate and accurate but exhibiting significant shortcomings in one or more areas
- 50-54 = for the most part satisfactory, appropriate and accurate; argument may lack evidence of originality or full insight; analysis may demonstrate weaknesses in fluency, depth or persuasiveness

0-49% – Fail

Work exhibiting insufficient knowledge or understanding, superficial analysis and/or significant methodological weaknesses, unsatisfactory focus or scope

- Understanding: thinly-developed knowledge, understanding and/or methods
- Selection and coverage: scope may be too narrow or too broad, discussion unfocussed; omission of significant examples; limited success in applying relevant methods

- Analysis: argument not fully developed; account of practical work lacks analysis
- Presentation: may contain errors in use of language and syntax; formatting of references and bibliography may lack consistency

Marks Range:

- 40-49 = marginal fail, compensable in some cases (see assessment regulations); exhibits basic relevant knowledge, understandings, methodological and presentational competence but is unsatisfactory in one or more of these areas
- 30-39 = exhibits significant shortcomings in knowledge and command of methods; more descriptive than analytical; scope is too narrow or too broad; inclusion of irrelevant elements and/or omission of significant examples; failure to apply relevant methods and develop argument; presentational weaknesses and errors in use of language and syntax
- <30 = exhibits very little relevant knowledge; fundamentally flawed grasp of issues and methods; factual errors; poor presentation.

Academic Integrity

Plagiarism

The University considers plagiarism to be a major offence, and subject to the disciplinary procedures of the University. A general set of guidelines for students on avoiding plagiarism is available at:

<https://libguides.tcd.ie/academic-integrity>

It is a University requirement that all TCD students must complete the Online Tutorial on avoiding plagiarism 'Ready, Steady, Write', located at

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

The University's full statement on Plagiarism for Postgraduates can be found in the University Calendar <https://www.tcd.ie/calendar/graduate-studies-higher-degrees/complete-part-III.pdf>

1. General

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

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

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

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

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

2. Examples of Plagiarism

Plagiarism can arise from actions such as:

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

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

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

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

3. Plagiarism in the context of group work

Students should normally submit work done in co-operation with other students only when it is done with the full knowledge and permission of the lecturer concerned.

Without this, submitting work which is the product of collusion with other students may be considered to be plagiarism.

When work is submitted as the result of a Group Project, it is the responsibility of all students in the Group to ensure, so far as is possible, that no work submitted by the group is plagiarised.

4. Self-Plagiarism

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

5. Avoiding Plagiarism

Students should ensure the integrity of their work by seeking advice from their lecturers, tutor or supervisor on avoiding plagiarism. All schools and departments must include, in their handbooks or other literature given to students, guidelines on the appropriate methodology for the kind of work that students will be expected to undertake. In addition, a general set of guidelines for students on avoiding plagiarism is available at <https://libguides.tcd.ie/academic-integrity>

6. If plagiarism as referred to in paragraph (1) above is suspected, the Director of Teaching and Learning (Postgraduate) will arrange an informal meeting with the student, the student's Supervisor and/or the academic staff member concerned, to put their suspicions to the student and give the student the opportunity to respond. Students may nominate a Graduate Students' Union representative or PG advisor to accompany them to the meeting.

7. If the Director of Teaching and Learning (Postgraduate) forms the view that plagiarism has taken place, he/she must decide if the offence can be dealt with under the summary procedure set out below. In order for this summary procedure to be followed, all parties noted above must be in agreement. If the facts of the case are in dispute, or if the Director of Teaching and Learning (Postgraduate) feels that the penalties provided for under the summary procedure below are inappropriate given the circumstances of the case, he/she will refer the case directly to the Junior Dean, who will interview the student and may implement the procedures set out in Section 5 (Other General Regulations).

8. If the offence can be dealt with under the summary procedure, the Director of Teaching and Learning (Postgraduate) will recommend one of the following penalties:

- (a) Level 1: Student receives an informal verbal warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty;
- (b) Level 2: Student receives a formal written warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work

will receive a reduced or capped mark depending on the seriousness/extent of plagiarism;

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

9. Provided that the appropriate procedure has been followed and all parties in (6) above are in agreement with the proposed penalty, the Director of Teaching and Learning (Postgraduate) should in the case of a Level 1 offence, inform the Course Director and, where appropriate, the Course Office. In the case of a Level 2 or Level 3 offence, the Dean of Graduate Studies must be notified and requested to approve the recommended penalty. The Dean of Graduate Studies will inform the Junior Dean accordingly. The Junior Dean may nevertheless implement the procedures as set out in Section 5 (Other General Regulations).

10. If the case cannot normally be dealt with under summary procedures, it is deemed to be a Level 4 offence and will be referred directly to the Junior Dean. Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes.

School of Histories and Humanities GenAI and Academic Integrity

There are many GenAI tools available via the web (e.g. ChatGPT 3.5, Microsoft Co-Pilot etc.), which are accessed via a query/ conversational interface. These tools typically ask for a 'prompt', which is a text space where you can ask a question or give an instruction. To start using Gen AI is very easy. If you can phrase a query or a question, you can use Gen AI. These tools have the ability to generate very eloquent, convincing text and images. GenAI tools, however, do not store facts and knowledge as we might think about it. Rather they generate outputs based on **probabilities**. Thus, GenAI is prone to making mistakes (called **hallucinations**) which are erroneous facts very convincingly presented. If you are using GenAI you need to double check the information it is giving you, as it will present information when using it that simply isn't true. Therefore, you are expected to:

- **Fact check** information that you generate from GenAI when using it to learn or explain subjects, or find out about sources for your topic,
- **Access primary and secondary sources** in their original published form (in print or online),
- Duly **reference your sources** in your written work. If you use a sentence or quote in your answer, then it must be referenced or entered in quotation marks.

Further guidelines are given in the GenAI Teaching, Learning and Assessment Hub, which is regularly updated with the progress of technologies, practices and related policies:

https://www.tcd.ie/academicpractice/resources/generative_ai/

If you generate content from a GenAI tool and submit it as your own work, you will be acting against the **College Policy on Academic Integrity**. Your submission will be considered plagiarism, which is defined as academic misconduct in accordance with the College Academic Integrity Policy. Cases of plagiarism are considered under the **College Academic Misconduct Procedures** and College's Academic Integrity policy:

<https://www.tcd.ie/teaching-learning/academic-affairs/academic-integrity/academic-misconduct-procedure/>

A complete guide to Academic Integrity Policies and Procedures is available at:

<https://www.tcd.ie/teaching-learning/academic-affairs/academic-integrity/>

Assessment

The pass mark in all modules is 50%. To qualify for the award of the M.Phil., a student must achieve a credit-weighted average mark of at least 50% across the taught modules, and either pass taught modules amounting to 60 credits or pass taught modules amounting to 50 credits and achieve a minimum mark of 40% in any failed modules, and achieve a mark of at least 50% in the dissertation.

Students failing to pass taught modules may present for supplemental examination or re-submit required work within the duration of the course as specified in the course handbook. Assessments to be re-submitted for modules failed in Michaelmas term must be completed by 1 June; for modules failed in Hilary term by 31 August.

Students must submit assessments by the deadlines specified for each module. For coursework on taught modules, if students need an extension on medical or compassionate grounds, they must seek an extension from the MPhil director in advance of the deadline. Extensions are only granted in exceptional circumstances and where appropriate supporting documentation is provided. Students who submit taught module assessments after the deadline without an approved extension, or who fail to meet an extended deadline, will have 10% docked from their mark for the assessment.

The dissertation deadline is final and extensions can only be granted, in exceptional circumstances, by the Director of Postgraduate Teaching and Learning, or by the Dean where more than a short extension is sought. Any application for an extension must

be accompanied with evidence of compelling medical or compassionate grounds. Dissertations submitted after the deadline without an extension will be awarded 0%.

In the calculation of the overall M.Phil. mark the weighted average mark for the taught components carries 40% and the mark for the dissertation carries 60%.

To qualify for the award of the M.Phil. with Distinction students must achieve a final overall mark for the course of at least 70% and a mark of at least 70% in the dissertation. A distinction cannot be awarded if a candidate has failed any credit during the period of study.

A student who successfully completes all other requirements but does not proceed to the dissertation stage or fails to achieve the required mark of 50% in the dissertation will be recommended for the award of the Postgraduate Diploma. The Postgraduate Diploma will not be awarded with Distinction.

Oral Examination

Where failure of a dissertation is contemplated graduate students are entitled to an oral examination. The candidate must be informed that the reason for the oral examination is that the examiners are contemplating failure of the dissertation. The following guidelines apply:

- 1) The process begins with the student being informed by the Course Director that the examiners are contemplating failure of the dissertation, and that the student may choose to defend it at an oral examination.
- 2) The oral examination is held prior to or during the examination board meeting. The School acknowledges that it is not always possible to schedule an oral examination prior to, or during the examination board meeting. Where this is the case, the examination board should delegate the decision about the thesis to the oral examination panel. The panel should draw up a written report, which is retained with the records of the examination board.
- 3) Both markers of the thesis should be present and ideally also the external examiner if they are available.
- 4) The oral examination is chaired by the DTLP or their nominee (e.g., the Course Director).
- 5) The oral examination provides an opportunity for an extended dialogue with people who have a specialised interest in the field of research, and it allows the student to clarify their approach, argument and conclusions.
- 6) Typically an MPhil viva will last about half an hour and no longer than an hour.

- 7) There may be three potential outcomes: (i) pass on the basis of the student's defence of the work (ii) pass on the basis of revisions or (iii) the dissertation fails.
- 8) Students on a Masters course who do not achieve a pass mark in the research element or dissertation but achieve a mark within the range of 40-49% may make one application to the relevant school to repeat this section of their programme. Marks for a new submission will be capped at 50%. Resubmitted research elements must be submitted before the next examination session at a date determined and published by the School.
- 9) A thesis Revision Fee will apply for repeated dissertations or research elements. As of May 2023, the fees applicable for EU and Non EU students the Faculty of AHSS is €1,853 (Calendar Section 3, 21 – *subject to revision) .
- 10) On resubmission the revised thesis will be re-examined by the original first- and second-markers and the external examiner. At this point it may either be passed or failed.
- 11) A student who successfully completes all other requirements but does not proceed to the dissertation stage or fails to achieve the required mark of 50% in the dissertation will be recommended for the award of the Postgraduate Diploma. The Postgraduate Diploma will not be awarded with Distinction.

Distinctions, prizes and grants

A distinction for the MPhil shall require at least 70% in the dissertation and at least 70% in the final aggregated mark for the course.

For further information seek advice from the programme director.

Trinity Inclusive Curriculum Project (Trinity-INC)

Trinity-INC is based in the Equality, Diversity and Inclusion Office and works to embed the principles of diversity, equality, and inclusion across all curricula in Trinity so all students, regardless of their personal circumstances, learning backgrounds, abilities or strategies, have equitable opportunity to achieve their learning goals. We do this by working across the College with staff and students. Our Student Partner Programme offers paid opportunities to students from underrepresented backgrounds to provide input on their experiences of inclusion and exclusion within the teaching and learning environment, co-facilitate training sessions or embark on a project to help make the experience for students in your course or School more inclusive. Visit the Trinity-INC website or contact trinityinc@tcd.ie to learn more about what we do and how you could get involved.

Extra resources for students: Equality, Diversity, and Inclusion Training:
<https://www.tcd.ie/equality/training/student-training/>

Important dates 2026/2027

8 Sept 2026	Postgraduate Orientation www.tcd.ie/orientation
11 Sept	WGSS Orientation (email to be sent with details)
14 Sept	Michaelmas Term (Semester 1) teaching begins
26 Oct	Reading Week
4 Dec	Michaelmas Term (Semester 1) teaching ends
18 Jan 2027	Hilary Term (Semester 2) teaching begins
1 March	Reading Week
Friday 9 April	Hilary Term (Semester 2) teaching ends
14 Aug	Last day to submit written work to dissertation supervisors
31 Aug	Submission of dissertation

The Postgraduate Advisory Service

The Postgraduate Advisory Service (PAS) is a free and confidential service available to all registered postgraduate students in Trinity College. PAS offers a comprehensive range of academic, pastoral and professional supports including one-to-one appointments, workshops and trainings, and emergency financial assistance.

PAS exists to ensure that all postgraduates students have a dedicated, specialist service independent of the School-system to whom they can turn for support and advice during their stay in College. Common concerns students present to PAS include stress; financial worries; queries about regulations or services available at Trinity; supervisor-relationship concerns; academic progression issues; academic appeals; and plagiarism hearings.

The Postgraduate Advisory Service is led by the Postgraduate Student Support Officers who provide frontline support for all Postgraduate students in Trinity. These Support Officers will act as your first point of contact and a source of support and guidance;

they can also put you in touch with or recommend other services, depending on your needs.

For an appointment, please e-mail postgrad.support@tcd.ie

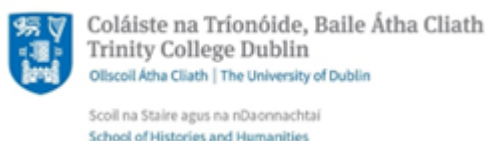
Website: https://www.tcd.ie/Senior_Tutor/postgraduateadvisory/

To keep up to date with the supports and events for postgraduate please check out the monthly PAS newsletter sent to all postgraduates via email or follow PAS on Instagram or Twitter: @TCDPGAdvisory.

Useful Contacts and College Postgraduate Services

Service	Website
Department of History	www.tcd.ie/history
School of Histories and Humanities	http://www.histories-humanities.tcd.ie/
Accommodation Advisory Service	http://www.tcdsuaccommodation.org/
Alumni Office	www.tcd.ie/alumni
Careers Advisory Service	http://www.tcd.ie/careers/
Centre for English Language Learning and Support	https://www.tcd.ie/slscs/english/trinity_in-sessional_programme/in-sessional_eap/index.php
Chaplaincy, House 27	http://www.tcd.ie/Chaplaincy/
Clubs & Societies	http://www.tcd.ie/students/clubs-societies/
College Health Centre	http://www.tcd.ie/collegehealth/
Counselling Service	www.tcd.ie/student_counselling e-mail: student-counselling@tcd.ie
Day Nursery, House 49	https://www.tcd.ie/daynursery/
TCD Disability Service	https://www.tcd.ie/disability/current/
Graduate Studies Office	https://www.tcd.ie/Graduate_Studies/
International Students	https://www.tcd.ie/study/international/student-experience/global-room/
IT Services, Áras an Phiarsaigh	http://www.tcd.ie/itservices/
Mature Students Office, Room M36, Goldsmith Hall	http://www.tcd.ie/maturestudents/index.php
Orientation	http://www.tcd.ie/orientation/
Postgraduate Advisory Service	https://www.tcd.ie/seniortutor/students/postgraduate/
Student Learning Development	https://www.tcd.ie/Student_Counselling/student-learning/
TCD Sports Centre	http://www.tcd.ie/Sport/

Appendix 1 – M.Phil. coursework submission sheet



M.Phil. Coursework Submission Form

Student name: _____

Student number: _____

M.Phil. programme: _____

Module code: _____

Module title: _____

Module co-ordinator: _____

Assignment/essay title: _____

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

I have also completed the 'Ready, Steady, Write' online tutorial on avoiding plagiarism - <https://libguides.tcd.ie/academic-integrity/ready-steady-write>

I declare that the assignment being submitted represents my own work and has not been taken from the work of others save where appropriately referenced in the body of the assignment.