



Trinity College Dublin

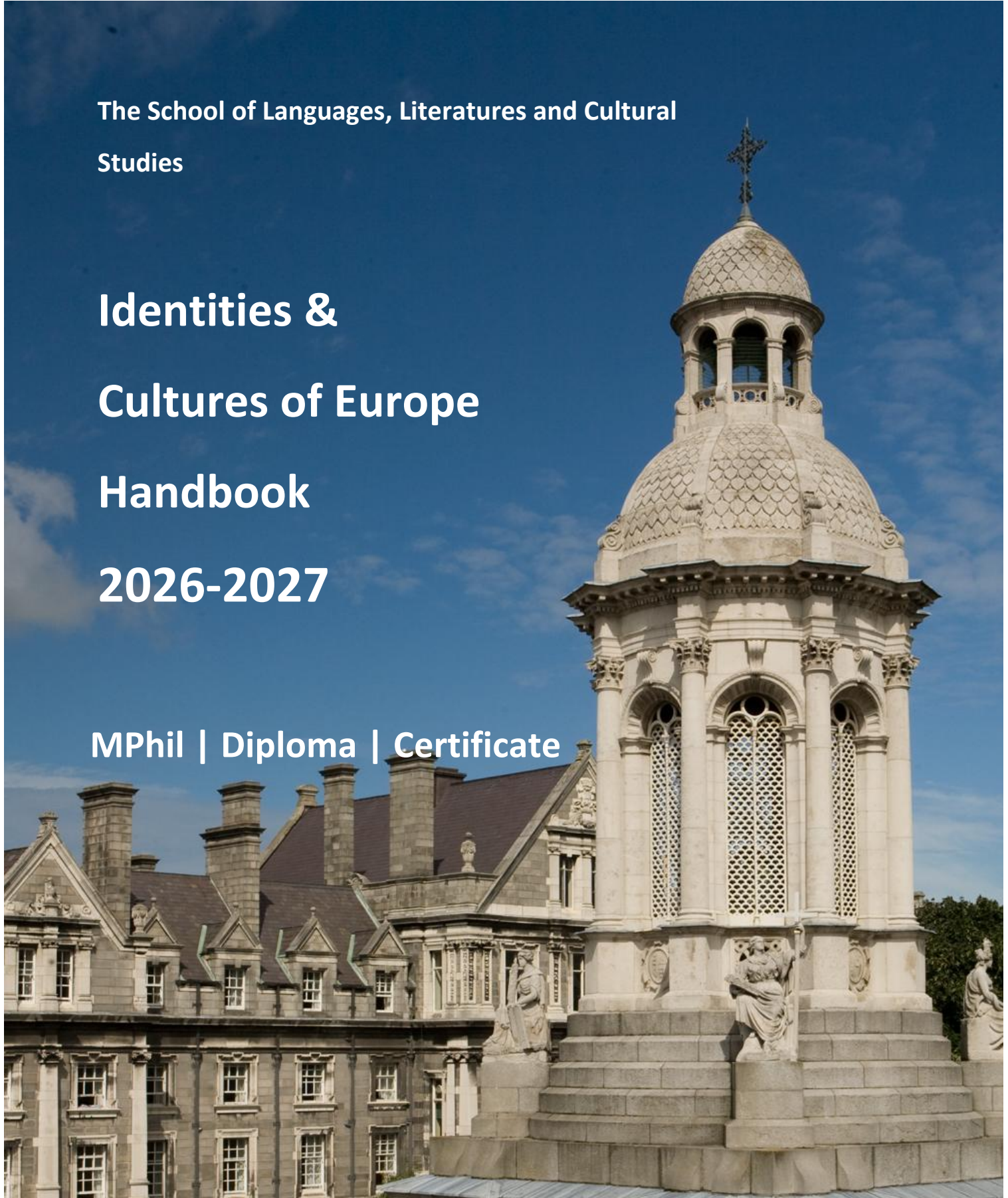
Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

**The School of Languages, Literatures and Cultural
Studies**

Identities & Cultures of Europe Handbook 2026-2027

MPhil | Diploma | Certificate



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Information contained in this handbook is consistent with the information set out in the [College Calendar](#) and [Academic Policies](#) approved by Board and Council. In the event of any conflict or inconsistency between the General Regulations published in the [University Calendar](#) and information contained in this programme handbook, the provisions of the General Regulations for that Academic Year will prevail.

Welcome

Welcome to the Identities & Cultures of Europe course, also known locally as (M)ICE!

The purpose of this handbook is to provide practical information regarding key dates, course structures, the field trip, assessment guidelines & regulations, teaching staff, resources & facilities, and so on.

Please read this handbook carefully as it contains very important information. If you are looking for information regarding the content of the course (including module descriptions and indicative bibliographies), please consult the MPhil website, especially the [Course Details page](#).

If you have any questions that this handbook or the [course website](#) do not answer, feel free to contact us.

Course director:

Dr Balázs Apor, aporb@tcd.ie

Course coordinator:

Dr Rebecca Carr, CARRRE@tcd.ie

School of Languages, Literatures and Cultural Studies (SLLCS)

The School is the body that runs the course, and that manages it day to day. The SLLCS Postgraduate Office is your first port of call for purely administrative matters (e.g., academic transcripts, issues pertaining to your option modules, and timetabling). Generally, issues handled by the School are done so in consultation with the [Course Director](#) or [Coordinator](#) and the [Director of Postgraduate Teaching and Learning](#).

SLLCS Head of School: Murat R. Siviloglu, SIVILOGM@tcd.ie

SLLCS School Manager: Lizzie Whitcher, BUGGL@tcd.ie

SLLCS Office: Arts Building, Room 5042

SLLCS Director of Postgraduate Teaching and Learning (DTLP): Dr James Hadley, HADLEYJ@TCD.IE

SLLCS Deputy DTLP and MPhil Dissertation Coordinator: Natalia Resende, RESENDEN@tcd.ie

PG Course Administrators: Raimonda Elvikyte and Ciara Flynn, postgraduate.sllcs@tcd.ie

PG Course Administrators' Office: Arts Building, Room 5038

Diversity and Inclusion

In the Identities and Cultures of Europe programme, 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](#).

Key dates for 2026-2027

Michaelmas Term (MT)

Teaching Term	14 September - 4 December 2026
Study/Reading Week	26-30 October 2026
October Bank Holiday (College closed)	26 October 2026
Revision & Assessment Weeks	7-22 December 2026

Hilary Term (HT) & Trinity Term (TT)

Teaching Term	18 January - 09 April 2027
St. Bridgit's Day (College closed)	1 February 2027
Study/Reading Week	1-5 March 2027
St Patrick's Day (College closed)	17 March 2027
Good Friday (College closed)	26 March 2027
Easter Monday (College closed)	29 March 2027
Revision & Assessment Weeks	12-30 April 2027
End of Statutory Term (supervision ends)	21 May 2027

Other Important Dates

Postgraduate Orientation Week	7-11 September 2026
Field Trip Form due	21 September 2026
Placement Form due (MPhil only)	23 October 2026
(M)ICE Field Trip (Belgium)	27-29 October 2026
MT core coursework 1 deadline	20 November 2026
Dissertation Supervision Form due (MPhil only)	4 December 2026
HT option module change requests due	18 December 2026
MT core coursework 2 deadline	11 December 2026
MT options coursework deadline*	22 December 2026
(M)ICE Workshop	Hilary Term 2027 (date TBC)

* These deadlines apply to options taken in programmes run by the School of Languages, Literatures and Cultural Studies (SLLCS). As these deadlines may vary from those set for options taken in programmes run by other schools, please always ensure you are aware of deadlines for coursework submission by confirming them with the relevant module/programme coordinator(s).

HT core coursework 1 deadline	TBC 2027
HT core coursework 2 deadline	16 April 2027
HT options coursework deadline*	30 April 2027
Progression on the Framework Form due (PG Cert and PG Dip only)	21 May 2027
Placement report deadline (MPhil only)	30 June 2027
Dissertation submission (MPhil only)	20 August 2027

See also Trinity's [Academic Year Calendar 2026-27](#)

*These deadlines apply to modules run by the School of Languages, Literatures and Cultural Studies (SLLCS). As these deadlines may vary from those set for modules run by other schools, please always ensure that you are aware of deadlines for coursework submission by confirming them with the relevant module/programme coordinator(s).

Course structure

The MPhil

Students doing the MPhil in Identities & Cultures (MPhil (M)ICE) are required to take **90 ECTS credits** to complete their Masters. With the exception of the dissertation module (30 credits), each module is worth 10 credits. In order to pass, MPhil students have to take:

- **2** x term-long compulsory **core modules**, one in Michaelmas Term and one in Hilary Term (2 x 10 credits)
- **4** x term-long **optional modules**, two in Michaelmas Term and two in Hilary Term (4 x 10 credits)
- **1** x compulsory research **dissertation module** in Trinity Term (30 credits)

SEMESTER	Michaelmas Term			Hilary Term			Hilary / Trinity / Research Term	TOTAL
MODULE TYPE	Core	Option	Option	Core	Option	Option	Research	
MODULE NAME	Questions of Identity in Europe - Part 1	Option 1	Option 2	Questions of Identity in Europe - Part 2	Option 3	Option 4	Dissertation	
CREDITS	10	10	10	10	10	10	30	

The Diploma

Students doing the Postgraduate Diploma in Identities & Cultures (PG Dip (M)ICE) are required to take **60 ECTS credits** to complete their Diploma. Each module is worth 10 credits. In order to pass, Dip students have to take:

- **2** x term-long compulsory **core modules**, one in Michaelmas Term and one in Hilary Term (2 x 10 credits)
- **4** x term-long **option modules**, two in Michaelmas Term and two in Hilary Term (4 x 10 credits)

SEMESTER	Michaelmas Term			Hilary Term			TOTAL
MODULE TYPE	Core	Option	Option	Core	Option	Option	
MODULE NAME	Questions of Identity in Europe - Part 1	Option 1	Option 2	Questions of Identity in Europe - Part 2	Option 3	Option 4	
CREDITS	10	10	10	10	10	10	

The Certificate

Students doing the Postgraduate Certificate in Identities & Cultures (PG Cert (M)ICE) are required to take **30 ECTS credits** to complete their Certificate. Each module is worth 10 credits. This means that in order to pass, Cert students have to take:

- **2 x term-long compulsory core modules**, one in Michaelmas Term and one in Hilary Term (2 x 10 credits)
- **1 x term-long optional module**, either in Michaelmas Term or in Hilary Term (1 x 10 credits)

SEMESTER	Michaelmas Term	Hilary Term	Michaelmas or Hilary Term	TOTAL
MODULE TYPE	Core	Core	Option	
MODULE NAME	Questions of Identity in Europe - Part 1	Questions of Identity in Europe - Part 2	Option	
CREDITS	10	10	10	

Core Modules

The core modules are taught by a team of academic staff, each exploring a different identity-based topic. With the exception of the Introduction and Conclusion, the standard format for each core topic includes an introductory seminar/lecture on the theoretical implications of the topic, followed by a seminar looking at case studies.

Core topics may vary from year to year, depending on staff availability and timetabling constraints. For this year's list of core topics, please consult the [module descriptors](#).

Field Trip to Belgium

The three-day (M)ICE field trip to Belgium takes place during Study Week of Michaelmas Term, on 27-29 October 2026, where students will have the opportunity to visit and experience key cultural institutions, organisations, and NGOs at the heart of Europe.

Hosted by [Irish College Leuven](#), students will follow a structured programme of events in Leuven and Brussels, including visits to EU institutions, NGOs and a range of cultural/art centres, as well as career sessions with graduates now working in Belgium. A detailed programme of activities will be circulated to students in due course.

The dates of the field trip are indicated in the 'Key Dates' section of this handbook. The bulk of the field trip costs (train/coach transfers in Belgium, accommodation, programme visits and activities, speaker fees, staff presence/support in situ, as well as administrative costs) is included in the programme fees. However, **the fees *do not* include coach/taxi transfers to/from Dublin airport, flights to/from Brussels, visa fees, travel insurance and subsistence.**

PLEASE NOTE: non-EU students are responsible for their own visa arrangements and must ensure that they can travel to Belgium and re-enter Ireland. Students requiring visas for the field trip should note that securing a visa appointment with the Belgian Embassy can take several weeks; **it is therefore strongly recommended that students requiring visas book an appointment with the Belgian Embassy *as soon as possible* and *well in advance* of the travel date.**

It is the responsibility of each student to book their own flights to/from Brussels in order to arrive on time for check-in at the Irish College in Leuven. We strongly recommend that students book their flights to Brussels and return flights to Dublin *well in advance* of the field trip dates, as late bookings can be costly and flights may fill up ([Course Administrators](#) can provide details on the flights taken by the two staff members). Students may wish to extend their stay in Belgium after the field trip programme of events ends, but they should bear in mind that classes resume the following week.

All students will be asked to complete a [Field Trip Form](#) by a specified date (see '[Key Dates](#)' section of this handbook).

Please note that **the field trip involves an assessment component** (core coursework 1), which is attached to the MT core module (ID7001) and is due in Michaelmas Term (see [‘Key Dates’](#) section of this handbook). For more details on this assessment component, we advise students to consult *in advance of the field trip* the [ID7001 module descriptor](#).

Identities & Cultures Workshop

The (M)ICE Workshop normally takes place in Hilary Term (date to be confirmed). While the format of the workshop may vary from year to year, the workshop generally involves a range of activities in which students engage with issues of identity in an immersive and collaborative way. The workshop also typically features one or more speaker(s) from academia, civil society and/or the creative industries.

Please note that **the workshop involves an assessment component** (core coursework 1), which is attached to the HT core module (ID7002) and is due Hilary Term (see [‘Key Dates’](#) section of this handbook). For more details on this assessment component, we advise students to consult *in advance of the workshop* the [ID7002 module descriptor](#).

Identities in Transformation Research Theme

The Identities & Cultures of Europe programmes link into the university’s very successful research theme [Identities in Transformation](#), bringing together researchers and postgraduates from across the university. Through a series of events, projects and publications, this research theme explores the dynamics between social and political change, shifts in cultural memory, cultural and artistic practices, and human agency. Students on the programme are strongly encouraged to attend the theme’s range of lectures, debates and postgraduate-led events.

Option Modules

There are two kinds of option modules: **programme modules** and **approved modules**. Programme modules are modules developed specifically for the Identities & Cultures of Europe programmes. Approved modules are modules developed by other programmes at Trinity and have been selected and approved by our programme because of their relevance to the question of identity.

For each term, MPhil and Diploma students choose **one programme module** and **one other option module** (the other option module can be either another programme module or an approved module). Certificate students may choose any option module. Please note that the placement module is only available to MPhil students.

Option modules may vary from year to year, depending on staff availability and timetabling constraints. There may be caps on student numbers in some modules, due to viability, popularity or other restrictions. For this year's choice of options, please consult the [module descriptors database](#).

If you have not already completed your [Options Form](#) (which you should have received by now via email), please get in touch with the [Course Administrators](#) *as soon as possible*.

Option Module Choices

Students choose their option modules in August, before the start of Michaelmas Term.

Option module choices for Michaelmas Term are normally final. If you notice an error in your enrolment, you must notify the [Course Administrators](#) before teaching begins. Every effort will be made to correct these enrolment errors during the first week of Michaelmas Term.

Requests to change a Michaelmas Term option module are considered only during the first week of teaching and only where there are compelling circumstances, such as work commitments, caring responsibilities, commuting requirements, or other significant hardship. Preference alone is not sufficient grounds for a change. Requests must be submitted to the Director of Postgraduate Teaching and Learning (DPGTL), Dr [James Hadley](#), explaining the reasons for the request.

After the first week of teaching, option module changes will be approved only in exceptional circumstances where a student is unable to attend or complete their chosen module.

Under certain conditions, students may change their Hilary Term option modules. These conditions are set out below.

Conditions for changing Hilary Term module choices

Students are allowed to petition to change their option module choices for the Hilary Term. The following constraints apply to students wishing to change their Hilary Term option modules:

- The student must formally request the change **before 18th December 2026**, indicating the module they would like to leave and the one they would like to join.
- Requests are made via this MS form: [SLLCS Postgraduate Option Module Change Request Form- Hilary term 2026-27](#).

- Before making the request, the student must have obtained written permission from the convenor of the module they hope to leave, as well as the one they hope to join. This permission must be provided to support the request.
- The student must be aware that for technical reasons, it is not possible to accommodate all such requests.
- If a module is already full, a student will not normally be allowed to join it, unless another student has petitioned to leave the same module.
- Students are informed of the outcome of their request by the week before the teaching term starts.
- No changes are allowed once instruction has commenced (other than for reasons outlined above).

Auditing Modules

Students may request permission to audit modules with the agreement of the module coordinator. Audited modules do not carry credit and normally do not require completion of assessment, unless the module coordinator specifies participation or assessment requirements.

Priority for places on postgraduate taught (PGT) modules is given to:

1. PGT students taking the module for credit.
2. Postgraduate research (PGR) students taking the module for credit.
3. PGT and PGR students auditing the module on a non-credit basis.

Admission to audit a module is subject to the approval of the module coordinator. Coordinators may refuse audit requests where additional participants would negatively affect teaching or where the student is unable to participate as required.

Students on the Framework programmes (Postgraduate Certificate and Postgraduate Diploma routes) may not audit core modules that they are required to take for credit later in their programme.

Students are advised not to audit more than one module per term.

Students who wish to receive formal confirmation of participation must have their attendance signed off by the module coordinator after each class. A pro forma for this can be downloaded [here](#) or obtained from the [Course Administrators](#).

Placement Option (MPhil students only)

MPhil students may choose a work placement option as one of their optional modules in Hilary Term. The programme proposes a range of placements with cultural institutions, NGOs, and civil society organisations in Dublin (a list of partner institutions and an Expression of Interest Form will be communicated to students via email in the first weeks of Michaelmas Term). Although students are also free to find their own placement, all placements have to be approved by the Course Director and Course Coordinator in order to be taken for credit as part of the programme. Placements are strictly unpaid and should normally take place between January and May.

PLEASE NOTE: selecting the placement option *does not* in and of itself guarantee that the student will secure an internship. After registering their interest on the Placement Form, students are selected on the basis of their suitability for the placement and of the case they make on their Placement Form, bearing in mind that students may well be vying for the same internship opportunity and that partner institutions also partake in the selection process. If the student secures a placement, they will be asked to sign a Learning Agreement which sets out the terms & conditions of the placement. Because we cannot guarantee that each and every student will secure a work placement, students are asked to submit a second module choice in case they are unable to secure a placement.

Students who select the placement option as one of their modules will be asked to complete the Placement Form to express their interest and make their case. This form should be completed by the date specified above in the 'Key Dates' section of this handbook.

Students planning to find their own placements should contact the [Course Director](#) *as soon as possible* to discuss their proposed institution. All placements require an Internship Agreement and a Learning Agreement, both of which have to be signed by the prospective institution and the Course Director. Following preliminary approval by the Course Director, it is the responsibility of the student wishing to find their own placement to establish first contact with the proposed institution as soon as possible (the Course Director will provide students upon request with a document to help them approach extramural institutions).

Students taking this option write a report applying theories of identity to practices at the placement institution. The report is then assessed by an academic staff member of the School of Languages, Literatures and Cultural Studies. For more detailed information on this assessment, please consult the full module description, available in the [module descriptors database](#).

Dissertation (MPhil students only)

In addition to the Core and Option Modules, MPhil students will be enrolled in the Dissertation module, a series of research seminars featuring **generic, transferable and research skills**. These will assist you with issues such as preparing your dissertation and thinking beyond your course of study. **This is a required part of your Dissertation** running in both terms, resulting in a final MPhil dissertation, submitted at the end of August (see the [‘Key Dates’](#) section of this handbook). More information about this series will be made available to you early in Michaelmas Term.

Dissertation/ Research Seminars

- Exposes students to a wide range of topics pertinent to producing outstanding research.

All MPhil students complete a research dissertation as part of their degree. Although the preparatory work (e.g. preliminary reading, identifying a research topic, selection of a supervisor, etc.) begins in Michaelmas Term, the bulk of the dissertation is researched and written between January and June. This module offers students an opportunity to pursue a research question of their choice from any area of Identity Studies with expert guidance and supervision, and to present their findings in a substantial dissertation of between 15,000-20,000 words (including footnotes and bibliography).

Research Involving Human Subjects

If your research involves human participants, advance permission should be obtained for this research from the appropriate College Ethics Committee. Ethics approval processes can take many weeks/months. It is advisable to consider early on whether your research may involve human subjects.

To learn more about the ethics process and whether you might need to apply for it, please see School of Languages, Literatures and Cultural Studies [Research Ethics webpage](#).

Supervision

Each dissertation is supervised by at least one member of academic staff. Students are encouraged to discuss their projects with potential supervisors. A [list of the main supervisors](#) can be found in this handbook. It is the student's responsibility to make contact with their supervisor/s and make a preliminary plan for their meetings. This preliminary plan needs to be submitted on the signed [Dissertation Supervision Form](#) by the end of Michaelmas teaching term (**4th December 2026**, as per '[Key dates](#)' section of this handbook).

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.**

Students who do not submit this form on time are allocated to a supervisor who has space. This allocation is not based on the subject area or specialty. Therefore, it is in the best interests of the student to take responsibility for their own studies by being proactive with supervisor selection.

A student may choose to split their supervision between two supervisors. Whether there is one or multiple supervisors, the total number of supervisory hours per dissertation is **six**. How these six hours are divided between supervisors is left to the discretion of the student. It is not necessarily required for the student to organise six whole hours of supervision. Many students find it more beneficial to have twelve half-hour sessions, since this will allow for a brief, focused discussion at regular intervals.

Often students de-prioritise the dissertation because it has a later deadline. However, the dissertation is the most important part of the degree structure. Moreover, supervision ends at the end of the statutory term, only a few weeks after the deadline for term assignments and several months before the deadline for the dissertation. Therefore, it is strongly recommended to start working on it early, and to work steadily on it throughout Hilary Term to make the best use of the supervision you have. With this situation in mind, some students find that many short supervisions allow them to make sure their work is progressing steadily.

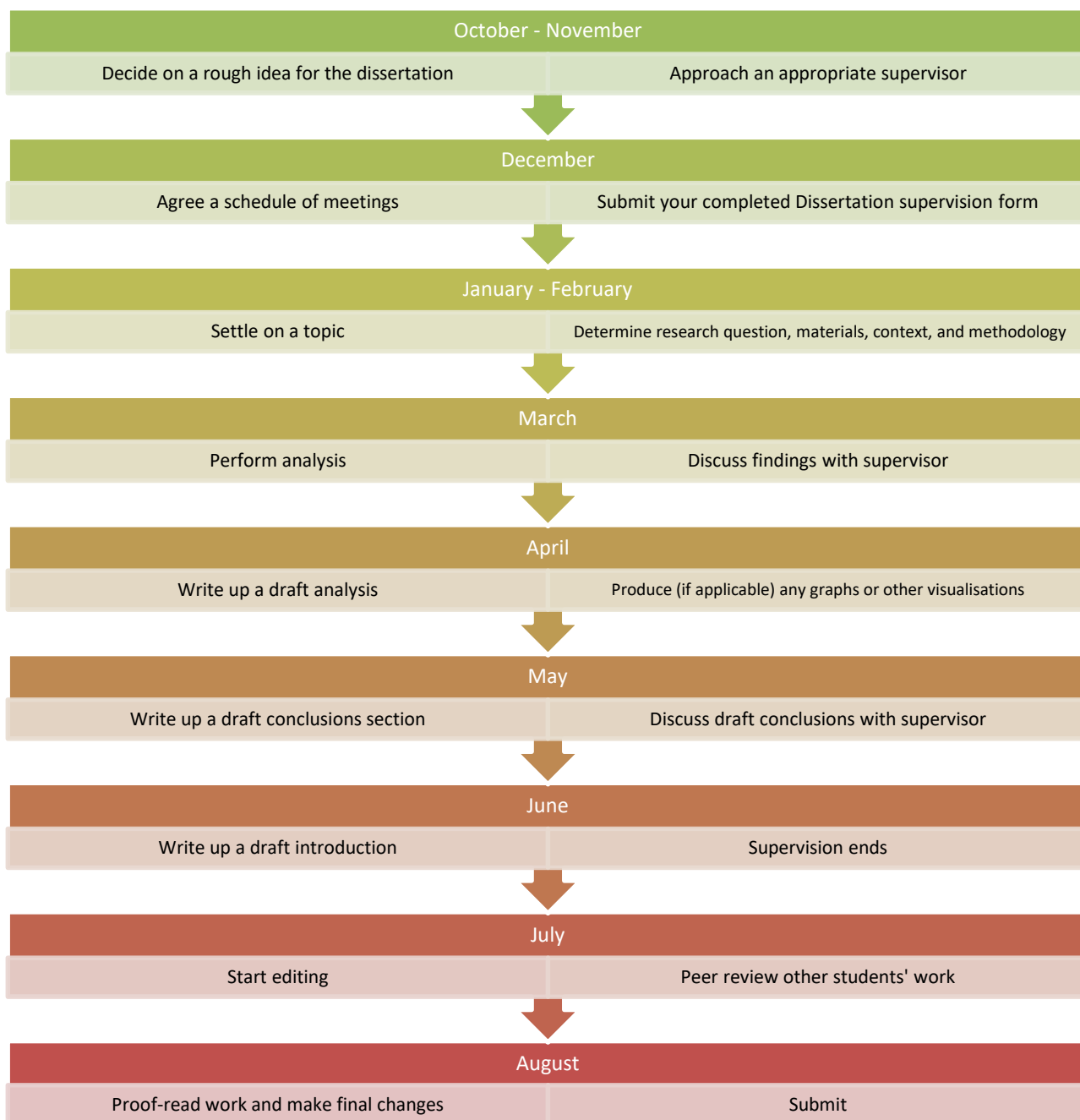
Whatever work pattern a student decides on, it is strongly recommended that students planning, working on their dissertations, and meeting their supervisors during Hilary Term. Therefore, thinking on the dissertation and potential supervisors needs to begin in Michaelmas Term.

In planning for their supervisions, students should agree with their supervisor *in advance of the actual supervision* what they are expected to submit for their supervision (e.g. a revised dissertation plan, a chapter, an introduction, a conclusion, etc.). The written work should then be submitted to the supervisor via email *no less than one week before the supervision* is scheduled to take place. This will normally give the supervisor enough time to look at the student's work and make comments. In practice, this means that the time during the supervision is used most efficiently on talking through the results.

Supervision is expected to take place during the supervisor's office hours only. [A list of the main supervisors](#) can be found near the end of this handbook.

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

Timeline



Submission

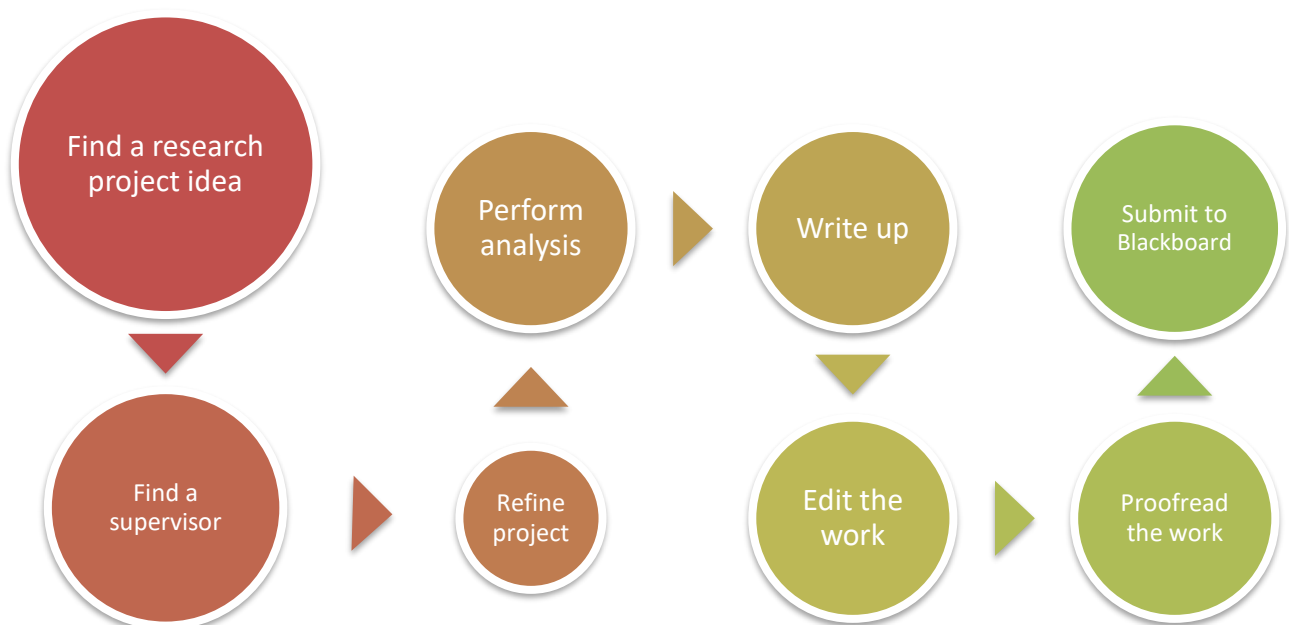
When preparing the work for submission, students should pay special attention to the various style guidelines associated with dissertations (see [House Style Guide](#) below in the Appendix). All dissertations must be preceded by a [Dissertation title page](#).

The abstract, acknowledgements and any appendices *do not* count towards a dissertation's word count (between 15,000 and 20,000 words). However, all other parts of the dissertation, including bibliography, introduction, conclusion, and any footnotes or endnotes *are included* in the word count.

Students are required to submit their dissertations electronically to Blackboard. We also encourage students to submit a copy of their dissertation on Trinity's Access to Research Archive (TARA) so that it is available open access to other readers (including future students):

<https://www.tcd.ie/library/riss/tara/upload.php>.

The dissertation is due by the deadline (see the '[Key Dates](#)' section of this handbook). Please note that deadline extensions are only granted in exceptional cases and require supporting documentation (for more details on extensions, see the '[Assessment Guidelines & Regulations](#)' section below).



Course Learning Outcomes

Upon successful completion of this course, students should be able to:

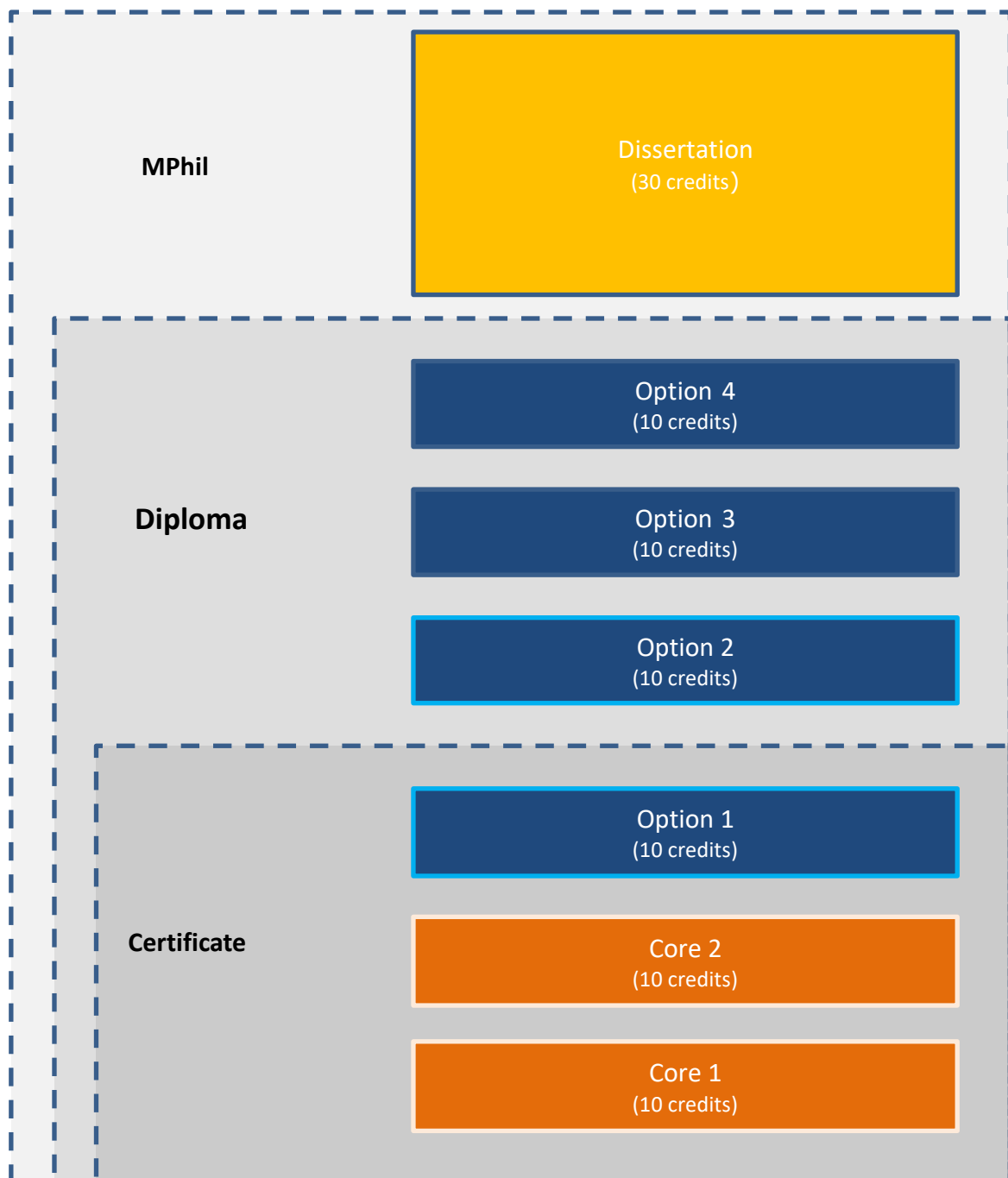
- LO 1 Describe how identities are formed and develop historically under the influence of political, social, religious, cultural, economic and technological phenomena.
- LO 2 Outline a range of theoretical approaches for analysing questions of identity.
- LO 3 Interpret visual and literary works in order to analyse the cultural and aesthetic values that shape them.
- LO 4 Explain how theories of identity can be applied to societies and their cultural expressions in order to obtain a better understanding of both.
- LO 5 Compare how discrete cultures differ in the expression of their respective identities.
- LO 6 Explain the historical origins and continuities of a variety of contemporary national, cultural, social, sexual, gender, and political identities.
- LO 7 Analyse and critique the cultural, historical and political expressions of different contemporary identities in the public sphere.
- LO 8 Critically evaluate the assumptions and claims of advocates and representations of particular identities.
- LO 9 Formulate, develop, and address research questions both orally and in writing.

Entry & Exit Routes

The Identities and Cultures of Europe course offers a number of different entry routes: the MPhil (90 credits), The Postgraduate Diploma (60 credits) and the Postgraduate Certificate (30 credits).

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

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



Progression from Certificate to Diploma and from Diploma to MPhil

Students admitted to the Certificate or Diploma route are referred to as “Framework students”.

Students on the Certificate route may exit with the Postgraduate Certificate, or progress to the Diploma or MPhil by completing the required additional stages. Students on the Diploma route may exit with the Postgraduate Diploma or progress to the MPhil by completing the dissertation.

In May, Framework students are asked to confirm whether they intend to:

- exit with their current award, or
- continue to the next stage of the programme.

This confirmation is made via the [Postgraduate Progression on the Framework Programme Form](#) where they indicate whether their intention is to continue onto the next level of the framework or to graduate with the award achieved that year.

It is essential that students respond to this form by the due date. If a student on the Framework programme does not respond to the Postgraduate Progression Form or otherwise inform the Course Administrator of their intention to progress to the next level in the upcoming academic year, their record will be finalised with their current award.

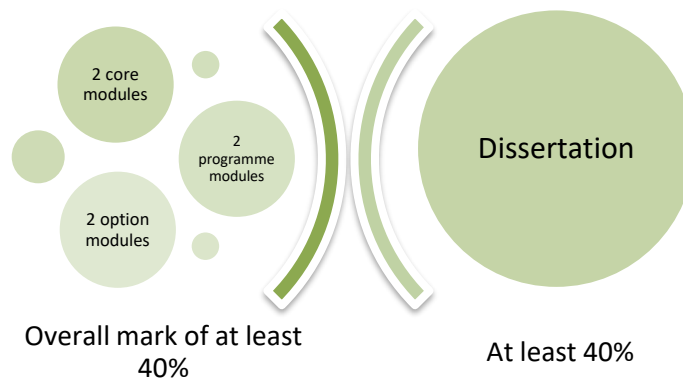
Students who exit with an award may return to the programme within five years to progress to the next stage. In doing so, the earlier award is superseded by the higher award upon completion.

To return to the programme, students must contact the [Course Administrators](#) by 1st April in the year they wish to resume study. They will then be issued with the Postgraduate Progression Form, which must be completed by the stated deadline in order to be readmitted for the following academic year.

Award Classification

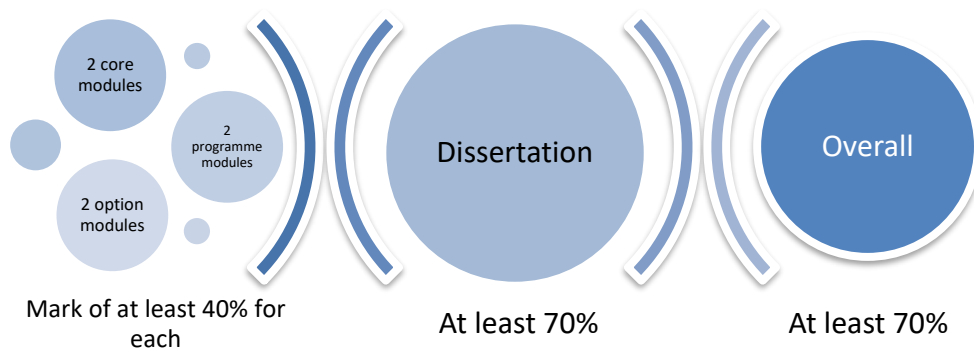
MPhil

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



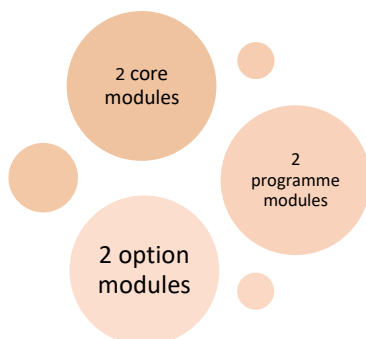
Please note that a student who does not complete the dissertation (or does not receive a passing mark for their dissertation), will be moved on to the Diploma route.

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



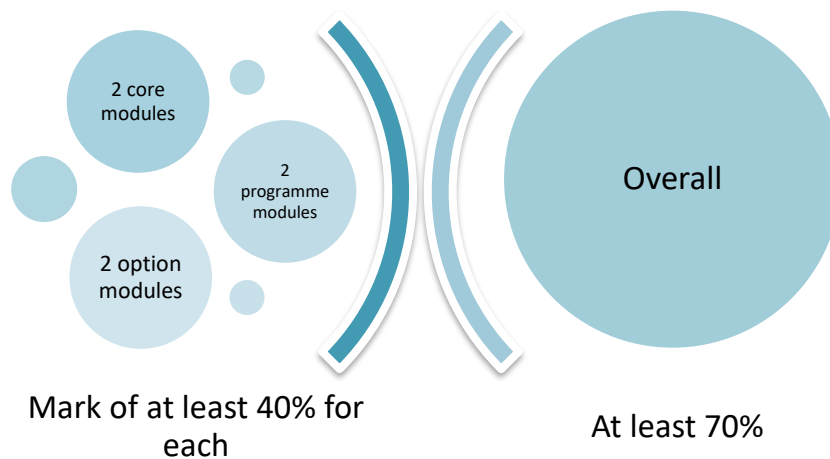
Diploma

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



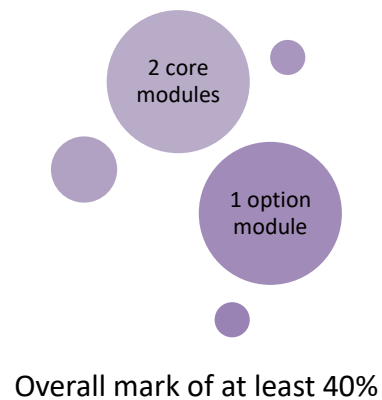
Overall mark of at least 40%

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

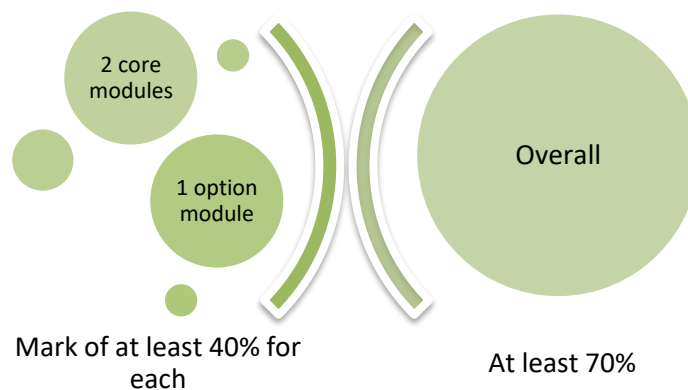


Certificate

A student enrolled on the Certificate route is required to complete the two core modules and one option module (whether a programme or approved module) in order to be recommended for the award:



The Postgraduate Certification with Distinction may be awarded if a student has achieved an overall mark of 70% or over and has passed all elements. A Distinction cannot be awarded if a student has failed any module during the course.



Assessment Guidelines & Regulations

Grading & Marking Criteria

Whether the final award is an MPhil, a Postgraduate Diploma or a Postgraduate Certificate, there are only three possible classifications for these awards: fail, pass, and distinction. However, each component of the award is graded according to the university's general marking scale. The pass mark is 40%.

I	70+	Excellent
II.1	60-69	Very good
II.2	50-59	Reasonably good
III	40-49	Adequate
F	<40	Fail

In general, the four pass bands above are to be interpreted as follows:

- I (70+) Demonstrates an excellent understanding of key issues, an ability to construct a detailed and incisive argument on the basis of that understanding, and a capacity for developing innovative lines of thought.
- II.1 (60-69) Demonstrates a very good understanding of key issues, an ability to construct a detailed argument on the basis of that understanding, and a capacity to generate additional insights.
- II.2 Demonstrates a reasonably good understanding of key issues and an ability to construct a satisfactory argument on the basis of that understanding.
- III Demonstrates an adequate understanding of key issues and an ability to construct a basic argument.

Please find below more detailed marking criteria, bearing in mind that the following grade profiles are general and typical (a candidate's coursework may not fit all aspects of a profile that falls into that grade band) and that some assessment components may have their own specific marking criteria (in which case module coordinators will make these available to students).

First (70-100)

This grade indicates work of excellent to exceptional quality. Work in this range will demonstrate some, though not necessarily all, of the following:

- Excellent knowledge and understanding of the subject matter;
- Independent thought of high quality reflected in an original and imaginative handling of the subject matter;
- Comprehensive treatment of the question;
- Clear evidence of additional research which goes well beyond the set reading;
- Incisive critical and analytical ability;
- Excellent structure and organisation with a very high degree of coherence, clarity and cohesion throughout;
- Rigorous and compelling argument, consistently supported by evidence from relevant primary and secondary sources;
- Expression is rich, skilful, idiomatic, and virtually free from errors;
- At the higher end of this grade, publishable in a well-regarded academic journal.

Upper Second (60-69)

This grade indicates work of a very good standard. Work in this range will demonstrate some, though not necessarily all, of the following:

- Very good knowledge and understanding of the subject matter;
- Convincing attempt at independent thought reflected in an intelligent approach to the handling of the subject matter;
- Deals with all the key points raised by the question;
- Evidence of some additional research which goes beyond the set reading;
- Clear evidence of critical and analytical ability;
- Well organised/structured, rarely lacking coherence, clarity or cohesion;
- Focused and convincing argument, generally supported by evidence from relevant primary and secondary sources;
- Proficient expression throughout, despite minor/infrequent infelicities.

Lower Second (50-59)

This grade indicates work of a reasonably good standard. Work in this range will demonstrate some, though not necessarily all, of the following:

- Reasonably good knowledge and understanding of the subject matter, but may be narrow or somewhat superficial in frame of reference;
- Addresses some, though not all, of the key points raised by the question;
- Generally capable, but unimaginative approach to the question;
- Relies largely on lecture/seminar notes, with limited evidence of research beyond the set reading;
- Reluctant to engage critically with the primary and secondary literature, with a tendency to be more descriptive than analytical;
- Satisfactory organisation of material, occasionally lacking coherence and clarity;
- Argument may lack rigour, relevance, focus, development and/or evidence for its claims, and may exhibit minor contradictions;
- Expression is competent overall but may be unsophisticated and/or contain a number of grammatical/stylistic errors.

Third (40-49)

This grade indicates work of an acceptable to satisfactory standard. Work in this range will demonstrate some, though not necessarily all, of the following:

- Acceptable though limited knowledge and understanding of the subject matter, with a generally narrow or superficial frame of reference;
- Fails to address a number of the key points raised by the question;
- Tendency towards unsupported assertions;
- Reliance on uncritical reproduction of lecture/seminar notes, with little to no evidence of additional reading;
- Limited analytical ability;
- Poorly structured;
- Argument lacks coherence, relevance, clarity, focus, development and/or evidence for its claims, and may exhibit contradictions;
- Expression is satisfactory overall but may be inadequate, unsophisticated and/or contain frequent grammatical/stylistic errors.

Fail 1 (30-39)

This grade indicates work that fails to meet the basic requirements of the assignment. Work in this range will demonstrate some, though not necessarily all, of the following:

- Very limited knowledge and understanding of the subject matter, with a very rudimentary, if any, frame of reference;
- Fails to address most of the key points raised by the question, missing important implications of the question;
- Largely irrelevant and dogmatic;
- Little to no engagement with the set reading and/or little to no evidence of any additional reading;
- Little to no evidence of analytical/critical ability;
- Very limited ability to organise material;
- Argument consistently lacks coherence, clarity, focus and/or evidence for its claims, and may exhibit frequent/serious contradictions;
- Expression is poor, unsophisticated and/or contains an unacceptably high level of grammatical/stylistic errors.

Fail 2 (0-29)

This grade indicates work that fails to meet the basic requirements of the assignment, containing some or all of the weaknesses noted under the Fail 1 grade range, but to a greater extent.

Assignments

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

The assignments for each module are submitted online, using the Blackboard site for that module, in the format specified by the module convenor (MS Word or PDF). Assignments for each module must be accompanied by a completed [submission cover sheet](#).

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](#).

Plagiarism

Students must not present the ideas or words of others as their own. This constitutes plagiarism and is treated by Trinity College Dublin as a serious academic offence.

All sources of information, whether printed, digital, or spoken, must be clearly acknowledged. This includes direct quotation, paraphrase, translation, and any material reproduced from other sources. Copying or cutting and pasting text without clear attribution is plagiarism.

Plagiarism may be intentional or unintentional. However, both are treated as academic misconduct and may result in penalties, including, in serious cases, expulsion from the College.

Trinity's plagiarism policy and guidance are available via the [Library's online resources](#).

Postgraduate students are required to complete the online tutorial Ready, Steady, Write: <https://libguides.tcd.ie/academic-integrity/ready-steady-write>.

The tutorial includes guidance on academic integrity and examples of borderline cases.

All assessed work must be submitted with a completed cover sheet, which includes the following declaration:

I have read and understood the academic integrity 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>

Generative AI tools and Assessed Coursework

This policy is aligned with the [College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research](#). The use of Generative AI (GenAI) is permitted unless explicitly stated otherwise for a particular assessment.

Where GenAI is used in preparing assessed work, its use must be clearly acknowledged and appropriately cited, in line with [Library guidelines on referencing GenAI](#).

If a student generates content from a GenAI tool and submits it as his/her/their own work, it is considered plagiarism, which is defined as academic misconduct in accordance with [College Academic Integrity Policy](#).

GenAI may be used to support the development of assessed work. However:

- Any ideas, information, or wording taken from GenAI must be acknowledged.

- Directly generated text must be clearly indicated, including the use of quotation marks where appropriate.
- Submitting GenAI-generated content as your own work without acknowledgement constitutes plagiarism and is treated as academic misconduct under College policy.
- Failure to acknowledge GenAI use correctly is a breach of academic integrity.
- Students are responsible for the accuracy of all material submitted. GenAI outputs may contain errors or fabricated information and must be checked independently.
- Markers may penalise incorrect or unreliable content, and reward accurate use of sources and transparent referencing.

When GenAI is used, it must be cited in a format consistent with [Library guidance](#). For example:

OpenAI. Accessed 5 January 2023. ChatGPT. <https://openai.com/blog/chatgpt/>

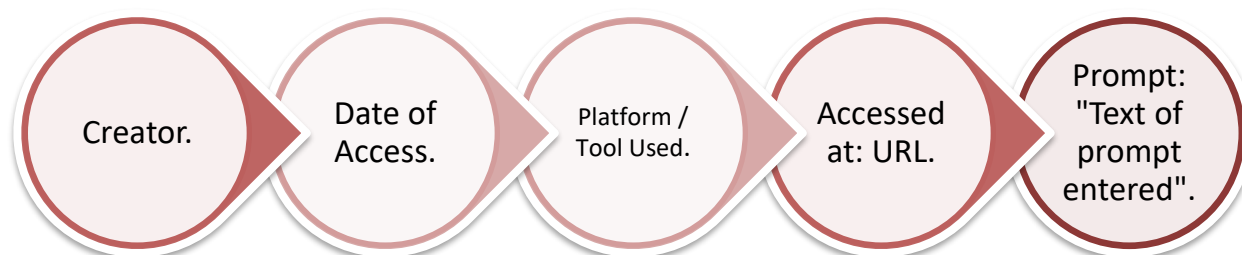
Prompt: "How reliable are the sources for Enheduanna's poetry?"

Each distinct prompt should be cited separately where relevant.

All assessed work must include a declaration indicating whether GenAI tools were used in its preparation. This declaration must be completed accurately, even where GenAI has been properly referenced. Providing incorrect information is a breach of academic integrity.

Where unacknowledged or inappropriate use of GenAI is suspected, students may be invited to attend an academic integrity meeting to discuss their work. If concerns remain, the matter may be referred to the Junior Dean as a suspected breach of academic integrity.

❖ Citations of GenAI should follow this format:



Deadlines

Each assignment has a specific deadline associated with it. It is the responsibility of the student to find out what the requirements and deadlines are for a given module. While the [‘Key Dates’](#) section of this handbook provides all the necessary information on deadlines for most assignments (core module essays, option module essays, placement reports, dissertations, etc.), it is possible that some approved modules may have other submission deadlines. As a result, after checking any written instructions students may have been given via email and/or via the Blackboard site for a given module, the most reliable way of finding out the deadline for an assignment is to email the module coordinator directly.

More generally, as module assessments can come in many forms (essays, in-class presentations, diaries, reports, dissertations, etc.) and deadlines may vary between modules, students must ensure they know what is expected of them and by which date/time. Students are also strongly advised to consult the full module descriptors of individual modules and contact the relevant module coordinator(s) if they have any doubts.

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](#) *before* the deadline has passed (see [“Extensions and Ad Misericordiam Appeals”](#) section of this handbook). The penalties for submitting coursework late without an approved extension are as follows:

- 2 points 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

Penalty-free extensions may be granted in exceptional circumstances through an [ad misericordiam appeal](#).

- ❖ The normal maximum extension is **seven calendar days**.

All extensions must be approved by the Course Director *before* the deadline has passed (see [“Extensions and Ad Misericordiam Appeals”](#) section).

Deferrals

Where a student requires more than seven days away from their studies, they may apply to defer their assessments until the end of the course. In this case, the deadlines for the affected assessments move to the reassessment period at the end of August. In order to apply to defer assessments, students require the same kinds of evidence required for an ad misericordiam appeal. For example, in the case of a student hoping to defer on medical grounds, the student must demonstrate with an official, signed medical letter that they were unable to work for a substantial amount of time. Students may apply to defer assessment using this form: [SLLCS assignment deferral request form 2026-27](#).

All applications for deferral must be approved by the [Director of Postgraduate Teaching and Learning for the School](#) **before** the deadline has passed.

In cases where the student has encountered an issue which has disrupted their work for many weeks, it is often best for them to apply to go off-books. When a student goes off-books, they pause their studies until the following academic year (see [‘Going Off-Books’ section](#)).

If a student thinks they may need to avail of any of these measures, in the first instance, they should contact the [Course Director](#) to discuss their situation.

Ad Misericordiam Appeals

Occasionally, the unexpected can happen during the course. Although extensions to deadlines can be issued in such cases, students should bear in mind that extensions are granted only in exceptional circumstances. Such circumstances are called “ad misericordiam appeals”.

Briefly put, **extensions can only be granted *in advance of the deadline and in response to specific, documented factors*** (typically, of a medical nature) that are beyond the student’s control. The written evidence (from a qualified/registered professional such as a medical practitioner, health professional, accredited counsellor, or student support services professional) should be addressed to the [Course Director](#).

The written evidence submitted in support of an extension request need not reveal any sensitive details; however, it should state when the issue arose and the approximate amount of time it has impacted the student. Ad misericordiam appeals (or extension requests) must be able to demonstrate the impact of the timing of the event or circumstances on the specific assignment and must be supported with relevant documentary evidence which refers specifically to the time

period in question. Such appeals often take several working days to administer. Therefore, students are recommended to make their appeal as early as possible.

Students who are suffering from an issue that is having a serious impact on their ability to submit an assignment, are advised to make an appointment with the [Student Counselling Services](#) or [Postgraduate Advisory Service](#) *as soon as possible*. In addition to providing the required support, these Services will be able to provide the student with written evidence that they have sought advice from their Services, and such advice, which may include recommendations for an extension, can be submitted to the Course Director as written evidence for an extension request.

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

- Significant accident or trauma affecting the student at the time of an assignment; 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 assignment; 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 the assignment. Where the bereavement has occurred prior to the assignment, 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 the assignment. Where the bereavement has occurred prior to the assignment 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 assignment, loss of income.

- Diagnosis of Special Learning Difference, but only eligible when diagnosis is obtained prior to the assignment, but too late for reasonable adjustments to be made by way of special arrangements or in other ways (see the [disAbility Service](#) 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 the assignment or otherwise misunderstanding the requirements for the assignment, including submission deadlines.
- English is the second language.
- Multiple assignments in a short time, i.e. assignments 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.

Guidelines on evidence in support of an *ad misericordiam* appeal can be found [here](#).

Academic Appeal Process

Trinity recognizes 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. In general, eligible grounds centre around a reasonable suspicion that the student's treatment has been unfair. Full guidelines are found [here](#).

Procedure for Failed Components

Depending on their entry route, students who fail **one** taught module may be offered the opportunity to undertake supplemental assignments by the module convenor and course director. Please note that this option is not available to PG Diploma top-up students. Supplemental assignments must be submitted as specified by the module convenor and course director and within the duration of the course. The mark for the supplemental assignment is capped at 40% (the pass mark for the module).

Students who, following supplemental assessment, have failed to achieve a passing mark for the requisite taught modules as provided for in the course regulations above will be deemed to have failed the course.

Students who are deemed to have failed their course may apply to the School for permission to repeat it.

Going Off-Books

In the event that a serious, documented issue occurs which substantially delays a student for several weeks, particularly during the later stages of the programme, the student may apply to go "off-books". If a student goes off-books, they effectively pause their studies for one year and return to complete the programme once the issue has passed. Students wishing to go off-books should discuss the issue with the [Course Director](#) in the first instance. The student is required to make a case to go off-books to the Dean of Graduate Studies, which requires documentary evidence of a similar nature to an [Ad Misericordiam appeal](#).

Therefore, students are well advised to seek medical certificates or the other pertinent documentation to support their case as early as possible. Making the case for a student to go off-books generally takes around a week. The form for making the application can be found [here](#).

During the period of interruption graduate students are not required to pay fees. Consequently, they will not have a student card during this period and will not have access rights to the college library or other college facilities.

An off-books period is granted for a fixed duration, and it is the student's responsibility to ensure they resume their studies at the specified time; failing to do so may result in being classified as "withdrawn" from the programme.

Please see [this webpage](#) for more information.

Staff, Supervisors and Student Representatives

The Identities & Cultures of Europe programmes are run by the [Course Director](#) and [the Course Coordinator](#). Their names and contact details can be found on the [Welcome page](#) of this handbook. The Director and Coordinator are the students' first and most frequent point of contact for any questions or concerns.

For purely administrative matters (e.g. module assignment, timetabling issues, field trip payment, Library access, etc.), students should contact the [Course Administrators](#).

Supervisors

As a general rule, supervisory arrangements must be made within the School. Only in exceptional cases (e.g. where capacity or expertise is severely limited) will exemptions be considered. Students are encouraged to start identifying and approaching potential supervisors early in Michaelmas Term (MT). Dissertation supervisors are settled by the end of Michaelmas Term (MT).

When choosing supervisors, you will come across many possible options. However, it is important to realise that supervision from people who are not full-time lecturers in the School may have complex budgetary and administrative implications associated with them. With this in mind, when you are searching for possible supervisors, you should begin with [members of the School of Languages, Literatures and Cultural Studies](#) who have one of the following titles: Assistant Professor, Associate Professor, or Professor. If none of the people in the School with one of these titles proves workable for you, please reach out to the [course director](#) to discuss other possibilities. Potential supervisors include but are by no means limited to:

<u>Department of Russian and Slavonic Studies</u>	<u>Department of Hispanic Studies</u>
Dr Philip Tuxbury-Gleissner	Dr Katerina García
Dr Balázs Apor	Dr Catherine Leen
Dr Jana Van Der Ziel Fischerova	Dr Brian Brewer
Dr Adam Nowakowski	Dr Maria Medina
<u>Department of French</u>	Dr Ciara O'Hagan
Prof Sarah Alyn Stacey	<u>Department of Italian</u>
Dr Alexandra Lukes	Prof Clodagh Brook
Dr James Hanrahan	Dr Serena Vandì
Dr Hannes Opelz	<u>Department of German</u>

Dr Rachel Hoare	Prof Mary Cosgrove
Dr Théophile Munyangayo	Dr Caitríona Leahy
<u>Near and Middle Eastern Studies</u>	Dr Gillian Martin
Dr Anne Fitzpatrick	Dr Emma Riordan
Dr Zuleika Rodgers	Dr Rebecca Carr
Dr Tylor Brand	<u>Department of Irish and Celtic Languages</u>
Dr Idriss Jebari	Dr Eoin Mac Cárthaigh
Dr Mohamed Ahmed	Dr Mícheál Hoyne
<u>Centre for Digital Humanities</u>	Dr Deirdre Nic Chárthaigh
Prof Jennifer Edmond	Dr Christina Cleary
Dr Nicole Basaraba	Dr Pádraig de Paor
<u>Centre for Literary and Cultural Translation</u>	Dr Peter Weakliam
Dr James Hadley	
Dr Natalia Carolina Resende	

Student Representation

Your course representative will be chosen at the start of the Academic Year. The course representative attends various meetings each term and acts as the student voice on behalf of the whole class. They can also help their fellow students with issues such as leap cards, accommodation, finance, TCD merchandise, study tips, and many more. More information on the Student's Union and Class Representation can be found on their website: [Students Unions - Current Students - Trinity College Dublin](#). If you are interested in becoming a student representative, you should approach the TCD [Student Union](#) early in the academic year.

Resources and Student Services

Student Accounts and IT Set Up

Trinity Student ID Card

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

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).

Please note that if you're emailing a module coordinator, or the [Course Administration team](#), they receive emails from many students outside of the programme. So, it is very helpful to always use your TCD email account for all course related communications and provide enough context for your question (e.g., which module are you asking about; which precise assignment; and if asking about your registration status, please include your student ID number, etc.).

Blackboard (Virtual Learning Environment)

Trinity makes use of a Virtual Learning Environment (VLE) called Blackboard (sometimes abbreviated by staff as BB). Most modules make extensive use of Blackboard by posting reading lists, schedules, messages, and assignments.

You can access Blackboard [here](#). You will be prompted for your TCD 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 see the content for that module.

Finally, another potentially useful resource is the Blackboard-based module "VP10022: Learning to Learn Online", which has been developed as a collaborative project between Academic Practice, Student Learning Development, Trinity Disability Service, the Transition to Trinity Office and the IUA Enhancing Digital Capacity Project. If you are interested and would like to self-enrol, please visit [this website](#).

Internet

While on campus, you can also access the Trinity WIFI. The login details are the same as those you use to access your Trinity email account. For further information, see [this page](#).

If you have any issues with your Trinity email account or WIFI connection, or if you require any other technical assistance, please contact the [IT Service Desk](#).

Library Resources and IT Support

The course is structured to allow students to spend a good deal of time in the library. Reading lists should not be treated simply as lists of texts but as guides to individual and general subject areas. The main University library has significant holdings for students of Identities and Cultures of Europe. It is important to get to know the various catalogues and library resources as early as possible in the year.

Library tours are arranged in the first week of Michaelmas term. Students on this course have postgraduate borrowing rights and are therefore entitled to borrow 10 books at a time. Check exact entitlements in the [Library](#).

For students who have their own laptops, the research computing unit in IS Services will be available to provide assistance in setting up and maintaining IT systems that facilitate the research components of the M.Phil. programme. Students may also use any of the Public Access computers throughout the College. For full details consult IT Services, in the *Aras an Phiarsaigh* building: <https://www.tcd.ie/itservices/>.

Learning Development

Very often, postgraduate students discover that they do not have certain skills that they require to flourish on their course. There is no shame in this. A taught postgraduate course is intense and demanding. Also, what is expected in a taught postgraduate course at Trinity is almost certainly very different from what you have learnt is expected at your previous university. So it is important to self-identify any areas or skills you may need to build alongside your coursework. Trinity offers a variety of additional services and supports for students, including support with Academic Writing: <https://www.tcd.ie/sld/services/academic-writing-centre/>.

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 organised to target these issues as soon as possible. Do not wait and expect the problem to get better by itself. The course is very short and expects a great deal. 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: [SLD - Student Learning Development](#).

For international students especially, it is highly recommended that you study this page: [International Students - Student Learning Development](#), which gives a brief introduction to key aspects of the Trinity academic culture.

College Guidelines on Good Research Practice

College provides [guidelines on good research practice](#). Please look at this at the beginning of term and raise any issues necessary with the [Course Director](#) in good time.

Postgraduate Student Services

Postgraduate Advisory Service

The Postgraduate Advisory Service (PAS) is a free and confidential service available to all registered postgraduate students in Trinity College Dublin. It provides academic, pastoral, and professional support, including one-to-one appointments, workshops, training, and emergency financial assistance.

PAS operates independently of Schools and Departments and provides specialist support for postgraduate students. It can assist with a range of issues, including stress, financial concerns, queries about College regulations and services, supervisor-related difficulties, academic progression, and academic appeals.

PAS is led by Postgraduate Student Support Officers, who act as the first point of contact for postgraduate students. They can provide advice and, where appropriate, refer students to other relevant services within the University.

Appointments can be arranged by [e-mail](#).

Information on PAS services, events, and updates is available via the PAS [Website](#) and newsletter (distributed by email to postgraduate students) and on Instagram (@TCDPGAdvisory).

Postgraduate Supports for Students with Disabilities

Postgraduate students who have disabilities are encouraged to apply to the [Trinity disAbility Service](#) for reasonable accommodation. Supports for Postgraduate Students includes:

- Academic Support
- Assistive Technology
- Occupational Therapy
- Support on Placements and Internships

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

Any postgraduate student in Trinity is welcome to contact the disAbility Service to informally discuss their needs prior to making a formal application. Please [email](#) or visit the [Trinity disAbility Service Contact page](#).

You can find out more information [here](#).

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.

Student Counselling

Student Counselling Service offers free, confidential and non-judgemental support to registered students of Trinity College Dublin who are experiencing personal and/or academic concerns. The Trinity Counselling Service operates a hybrid service model. This involves a blend of in-person, video and telephone formats. Please [email](#) to request an appointment. For more information, please visit [Student Counselling webpage](#).

For afterhours support see [here](#).

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.

[Email](#) or visit <https://www.tcdsu.org> for more information.

Trinity Careers Service

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

Visit [the webpage](#) for career, further study and job search advice.

Sign into [MyCareer](#) portal to book appointments, find information about vacancies and bursaries, and book your place on upcoming employer events.

Other Essential Contacts

[College Maps: Trinity College Dublin.](#)

Campus Security: On-Campus Security can be contacted in case of emergency on campus.

Tel: **(01) 8961999** or **(01) 8961317**

SafeZone: SafeZone is a voluntary app that increases the security and safety of students and staff while in a Trinity location. It provides immediate access to Trinity resources to aid in cases of emergencies or when an alert is raised. Download the [SafeZone App](#).

Timetabling

The course timetable is fixed centrally. You will be able to access your timetable on the my.tcd.ie portal in advance of each term.

Class Cancellation and Public Holidays

Classes may be cancelled because of national holidays, severe weather, staff illness, or other unforeseen circumstances. Where possible, predictable disruptions such as public holidays are taken into account when modules are timetabled.

Cancelled classes are not normally rescheduled. Instead, module convenors adjust the delivery of the remaining classes to ensure that the intended learning outcomes and course content are covered.

At postgraduate level, classroom teaching is intended to support and consolidate students' learning rather than to serve as the sole means of delivering course content. As students' and staff timetables are often complex, arranging replacement classes is not normally feasible.

Academic Registry

Most of the academic administration of the course, such as admissions, fees and registration, graduation, certificates, and transferring/withdrawing is handled by the Academic Registry. You can find the Academic Registry in the **Watts Building**, on campus, around 5 minutes' walk from the Centre. However, it is highly recommended that you try to find your issue on [their website](#) before dropping in, to increase the likelihood of getting the advice you require. Please note that some issues are only managed in consultation with the course director.

Transcripts and Letters

Students can self-generate the following letters from my.tcd.ie portal:

- Registration letter;
- Proof of fees paid;
- Visa Letter.

Graduate Letters, Translations and Duplicates of Degree Parchments can be issued by the Academic Registry only. More information and guidelines can be found on the [Academic Registry website](#).

For other letters and transcripts, please email the [Course Administrators](#).

- ❖ Please note that although letters certifying student progress and achievements to date can be issued at any time, programme transcripts are not issued until after the Courts of Examiners for a given year, unless a student presents specific and documented requirement for something with more detail.

Courts of Examiners for Framework Students on the Postgraduate Certificate and Postgraduate Diploma routes normally take place in June following the submission of the last piece of work.

Courts of Examiners for MPhil students normally take place in December following the submission of the dissertation.

Process and Important Dates for Final Assessments & Results

M.Phil. students

Semester 1 and 2 results released: Tuesday, 22 June 2027 – Monday, 16 August 2027

Semester 1 and 2 results will be released to your my.tcd.ie portal on Tuesday, 22nd June 2027 and will be available to view until Monday, 16th August 2027. During this period, please take screenshots of your results for future reference, noting that these results will still be considered provisional, until ratified by the Court of Examiners in December 2027 and published to my.tcd.ie portal.

Dissertation: due Friday 20th August 2027

Hopefully, you are all successfully working on your MPhil dissertation, which is due on Friday, 20th August 2027, as per [Key Dates](#) in this Handbook. Please follow the information in this Handbook and on the Dissertation module in Blackboard on how to complete and submit this final piece of assessment.

Dissertation assessment and external review period: September – November 2027

Once the Dissertations have been received by your course team, they will be marked by primary assessors and moderated by second markers before being sent to external examiners (alongside all other modules and assessments) for external review. This process is very thorough and labour intense, and coincides with the teaching term, thus you may appreciate that it takes a long time to complete.

Court of Examiners meetings: week of 6th December 2027

Once all assessments have been reviewed by the external examiners, the Court of Examiners meetings will be held in the week beginning on Monday, 6th December 2027. At these meetings, all results will be reviewed and ratified, the end-of-year outcomes calculated, and the degree awards finalised for all MPhil students.

Publication of results: December 2027

Confirmed results and award outcomes will be published to my.tcd.ie portal after the Court of Examiners meetings. We aim to complete this work by Friday, 17th December. However, it may

take longer than anticipated and we may need to push the publication date into January 2027. Results publication for students, who avail of reassessments or have any other extenuating circumstances, may be pushed as far as the end of February.

Issue of academic transcripts: December 2027

Academic transcripts will be issued to all MPhil students after the publication of final results. You will receive an email from us with a link to a PDF copy of your transcript. Please make sure to download the transcript and keep it safe for future reference.

We are aware that some students may need provisional transcripts while they are awaiting their final academic transcript. In many cases screenshots of results released to my.tcd.ie portal in summer will be sufficient. Where these are not enough, provisional transcripts will be issued on a case-by-case basis, based on the student need, such as employer request for transcript or application to college for further study. To request a provisional transcript, please email the [Postgraduate Office](#) and allow up to two-weeks for response to such requests.

Graduation: mid-April 2028

Once the processing of all MPhil results has been completed, the results will be confirmed to the Academic Registry, which will trigger the Graduations team to draw the MPhil graduates' lists and issue invitations to the Graduation/Commencement ceremonies. The invitations are issued via my.tcd.ie portal, usually in March. The onus is on the student to check their portal regularly and respond to the invitation by the deadline. The Graduation/Commencement ceremony is usually scheduled in mid-April, the schedule is published to this website ([Graduation - Academic Registry - Trinity College Dublin](#)), alongside other important information which will help you prepare for the big day.

Degree Parchment

Your official Degree Parchment will be presented to you at the Graduation ceremony or will be posted to your address if you choose to graduate *in absentia*. The Degree Parchment is issued in Latin, but you can request an English translation of this document. For more information on the translation of the Degree Parchment please check this Academic Registry webpage: [Documents and Forms - Academic Registry - Trinity College Dublin](#). Please note that the SLLCS Postgraduate Office does not organise Graduations, nor do we issue Degree Parchments or translations.

Graduation day reception

On the day of the MPhil graduation, the School organizes a reception for all graduates and their guests. You will receive an invitation to this reception via your TCD email after the graduation schedule has been announced by the Academic Registry. Please make sure to keep your TCD email account active and check it regularly.

P.Grad.Cert. and P.Grad.Dip. students

Court of Examiners meetings: week of 14th June 2027

Once all assessments have been submitted, marked, and reviewed by the external examiners, the Court of Examiners meeting for your programme will be held in the week beginning on Monday, 14th June 2027. At this meeting, all results will be reviewed and approved, and the end-of-year outcomes calculated. For students, who have indicated that they want to graduate with their current award, their degree award outcome will be finalised and submitted to the Academic Registry. Students, who have indicated that they want to continue onto the next stage of their degree, will be progressed.

Publication of results: by Friday 25th June 2027

Confirmed Semester 1 and Semester 2 results and the overall end-of-year outcomes (including award outcome, where applicable) will be published to your my.tcd.ie portal by Friday 25th June 2027. Results for students, who avail of reassessments or have any other extenuating circumstances, will be published after all work has been completed, submitted and reviewed by the Court of Examiners.

Issue of academic transcripts: June-July 2027

Academic transcripts will be issued after the publication of the final results to all P.Grad.Cert. and P.Grad.Dip. students who will be graduating with their current award. You will receive an email from the [Postgraduate Administrator](#) with a link to a PDF copy of your transcript. Please make sure to **download the transcript** and keep it safe for future reference.

Transcripts will not be issued to students, who are progressing to the next stage of their degree. We are aware that some students may need interim transcripts. In many cases screenshots of the results published to my.tcd.ie portal will be sufficient. Where these are not enough, provisional transcripts will be issued on a case-by-case basis, based on the student need, such as employer request for transcript or application to college for further study. To request a provisional transcript, please email the [Postgraduate Office](#) and allow up to two-weeks for response.

Graduation: early February 2028

Once the processing of all P.Grad.Cert. and P.Grad.Dip. results and awards has been completed, these will be confirmed to the Academic Registry, which will trigger the Graduations Team to draw the Certificate and Diploma graduates' lists and issue invitations to the Graduation/Commencement ceremonies. The invitations are issued via my.tcd.ie portal. The onus is on the student to check their portal regularly and respond to the invitation by the deadline. The Graduation/Commencement ceremony is usually scheduled in early February), the schedule is published to this website ([Graduation - Academic Registry - Trinity College Dublin](#)), alongside other important information which will help you prepare for the big day.

Degree Parchment

Your official Degree Parchment will be presented to you at the Graduation ceremony or will be posted to your address if you choose to graduate *in absentia*. The Degree Parchment is issued in Latin, but you can request an English translation of this document. For more information on the translation of the Degree Parchment please check this Academic Registry webpage: [Documents and Forms - Academic Registry - Trinity College Dublin](#).

Please note that the [SLLCS Postgraduate Office](#) does not organise Graduations, nor do we issue Degree Parchments or translations.

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 funder for research in the School is [Research Ireland](#), 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 by 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.

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](#).

Appendix I: House Style for Written Work

Paper Layout

The following description is the default for the submission of written work in the modules and dissertations in the PG Programme in Digital Humanities and Culture. All papers should be written using Microsoft Word or similar. Some optional modules may have different requirements, so please be sure to check the requirements for your modules. Please click this link for a sample visual formatting for your reference:

https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/cmos_author_date_sample_paper.html

Font:	Calibri
Font size:	12pt
Line Spacing:	1.5
Page size:	A4
Dates:	Use the DD/MM/YYYY format for short dates (e.g. 30/09/2000) Use the dddd/mmmm/yyyy format for long dates (e.g. 30th September 2000) For decades, do not include an apostrophe (e.g. 1990s, not 1990's) For centuries, spell out the name (e.g. 'nineteenth century', not '19th century').
Punctuation:	Do not put a space in front of a question mark, or in front of any other closing quotation mark. Use single spaces after full-stops.
Spelling:	Any English spelling convention is acceptable, as long as it is used consistently.
Title:	Use bold for your assignment title, with an initial capital letter for any proper nouns.
Headings:	Please indicate the level of the section headings in your assignment: • First-level headings (e.g. Introduction, Conclusion) should be in bold, with an initial capital letter for any proper nouns. • Second-level headings should be in bold italics, with an initial capital letter for any proper nouns.
Tables and	Tables and figures must be properly titled and numbered consecutively. Do not

figures:	use bold or capitals in the titles of tables and figures.
Quotations:	• Fewer than 40 words: in the body of the text, in single quotation marks ('...'). • 40 words or more: size 10, indented 2.54cm on left and right, on a new line, with no quotation marks. • If a quotation contains a quote, this is marked with double quotation marks ('... "..."...').
Bold:	Bold text should only be used to identify section or chapter titles.
Italics:	Use italics for titles of books, journals, newspapers, plays, films, long poems, paintings and ships. Extensive use of italics for emphasis should be avoided.
Underlining:	Underlining should not be used.
Translation examples:	Gloss in English any translation examples from other languages.
Gender-neutral language:	Do not use either masculine or feminine terms when the intention is to cover both genders.
Abbreviations and technical terms:	When using abbreviations, the following conventions should be followed: • When the abbreviated form ends with the same letter as the full form, no full stop is used (e.g. Mr, Dr, Mrs, vols, St) • Other abbreviations take a full stop (e.g. Esq., vol., p., no.) • Where the initial letters of each word of a title of a journal are used as an abbreviated title, full stops are omitted (e.g. MLR, PMLA, RHLF, TLS) • Abbreviated Technical terms must normally be explained in the text. However, if numerous abbreviations are used, they may be listed separately after the text of the assignment.
Numerals:	In general, spell out numbers under 100; but use numerals for measurements (e.g. 12km) and ages (e.g. 10 years old). Insert a comma for both thousands and tens of thousands (e.g. 1,000 and 20,000).

Notes:	Use footnotes, rather than endnotes, consecutively numbered, with reference numbers appearing in the relevant place in the text body. Notes should be kept to a minimum and should not include any material that could appear in the text body.
Appendices:	Large bodies of data, such as transcripts and tables may be placed into an appendix at the end of the assignment. Appendices do not count for the purposes of the assignment's word count. However, the marker also does not have to consider them. Therefore, sufficient and consistent reference to the contents of any appendices must be made in the body of the text using the same techniques as for referencing any other body of research, (e.g. '(see Appendix 1: 5-7)').
Pagination:	Pages should be numbered consecutively, centred in the footer. No blank pages should be included.
Student Number:	The student number should appear in the header of each page of the assignment and in the name of the document for work submitted electronically. e.g. (1234567.pdf)
The most recent Chicago Manual of Style should be consulted for further details.	

References/ In-Text Citations

The referencing style used is the **Author–Date System**, as described in the [Chicago Manual of Style 18](#) (also check [this quick citation guide](#)).

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 in the parenthetical citation, but the date should follow immediately: Jones and Green (2012) did useful work on this subject.
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	Khan's (2012) research is valuable. If the reference is in parentheses, use square brackets for additional parentheses: (see, e.g., Khan [2012, 89] on this important subject).
Citing multiple works at a time:	No punctuation appears between author and date. Separate the references with semicolons. The order of the references is flexible, so this can be alphabetical, chronological, or in order of importance. If citing more than one work by one author, do not repeat the name: (Smith 2010, 2012; Khan 2012) (Smith 2010, 2012, 84; Khan 2012, 54–60) (Smith 2012a, 2012b, 82; Khan 2012, 9)
Repeat mentions in the same paragraph:	Include a full reference every time a work is cited, even if it is cited multiple times in a single paragraph. You may use 'ibid' where exactly the same text has been cited in the same paragraph: (Smith 2010, 9) (ibid, 25)
With a quotation:	Citation of the source normally follows a quotation, but may be placed before the quotation to allow the date to appear with the author's name: As Smith (2012, 67) points out, "quoted text." As Smith points out, "quoted text" (2012, 67). After a displayed quotation, the source appears in parentheses after the final punctuation. No period either precedes or follows the closing parenthesis: 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)
More than two authors:	For more than two authors, only the name of the first author is used,

	followed by et al. (and others). Note that et al. is not italicized in text citations. Smith, Jones, and Khan (2012) or (Smith, Jones, and Khan 2012) Smith et al. (2012) (Smith et al. 2012) If the reference list contains two publications in the same year that would both shorten to the same form (e.g. Smith et al. 2012), cite the surnames of the first author and as many others as necessary to distinguish the two references, followed by comma and et al. (NB: you cannot use et al. unless it stands for two authors or more.). (Smith, Baker, et al. 2012) (Smith, Brooks, et al. 2012) If this would result in more than three names having to be used, cite the first author plus a short title: (Smith et al., "Short Title," 2012) (Smith et al., "Abbreviated Title," 2012)
Authors with same surname:	G. Smith 2012 and F. Smith 2008
No author name:	Cite first few words of title (in quotation marks or italics depending on journal style for that type of work), plus the year. In the text: (True and Sincere Declaration 1610) In the reference list: A True and Sincere Declaration of the Purpose and Ends of the Plantation Begun in Virginia, of the Degrees Which It Hath Received, and Means by Which It Hath Been Advanced. 1610. London.
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. In the text: (BSI 2012)

	In the reference list: BSI (British Standards Institution) 2012. Title ...
Author with two works in the same year:	Put a, b, c after the year (Chen 2011a, 2011b)
Secondary source:	When it is not possible to see an original document, cite the source of your information on it; do not cite the original assuming that the secondary source is correct. Smith's diary (as quoted in Khan 2012)
Classical work:	Classical primary source references are given in the text, not in the reference list.
Personal communication:	References to personal communications are cited only in the text: A. Colleague (personal communication, April 12, 2011)
Unknown date:	(Author, n.d.) (Author, forthcoming)
Two dates:	List the original date first, in square brackets: Author ([1890] 1983) Multivolume works: (Author 1951–71)

Bibliography/Works Cited/References

List all primary and secondary sources consulted, using the [Chicago Manual of Style 18](#) 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. Publisher. Green, Mary L. 2012b. Title of Book. Publisher.
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	
Place of publication	Use the first-listed city on the title page or, if no city is listed there, refer to the copyright page and cite the city where the publisher's main editorial offices are located. City names are followed by a colon. If the city is not available, leave it out. Joyce, James. Ulysses. Paris: Shakespeare and Company, 1922.
One author:	Smith, John. 2012. Book Title: The Subtitle. Abingdon: Routledge. Smith, J. J. 2012. Book Title. Abingdon: Routledge.
Two authors:	For a book with two authors, only the first-listed name is inverted in the reference list. Both last names are included in the text. 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.

More than two authors:	For a book with more than two authors or editors, list up to six authors in the reference list; if there are more than six, list only the first three, followed by “et al.” In the text, list only the first author, followed by “et al.” Smith, John, Jane Jones, and Mary Green. 2012. Book Title: The Subtitle. Abingdon: Routledge.
Organization as author:	University of Chicago Press. The Chicago Manual of Style. 18th ed. Chicago: University of Chicago Press, 2024.
No author:	Begin the bibliography entry with the title, and ignore “the”, “a” or “an” for the purposes of alphabetical order. Stanze in lode della donna brutta. Florence, 1547.
Chapter:	Chapter in a single-author book: Green, Mary. 2012. “Chapter Title.” In Style Manual, edited by John Smith. Abingdon: Routledge. Chapter in a multi-author book: In citations of a chapter or similar part of an edited book, include the chapter author; the chapter title, in quotation marks; and the editor. Precede the title of the book with In. It is not necessary to record a page range for the chapter. Jones, Sam. 2012. “Chapter Title.” In Book Title, edited by John Smith. 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:	Do not abbreviate Translated by.

	Smith, John. 2012. Collected Style Manuals. Translated and edited by Jane Jones. Abingdon: Routledge.
Not in English:	If the text is not in, an English translation of the title is needed. It follows this style: Piaget, J., and B. Inhelder. 1951. La genèse de l'idée de hasard chez l'enfant [The Origin of the Idea of Chance in the Child]. Paris: Presses Universitaires de France.
Online:	If you used an online version, cite the online version, include the URL or DOI: Smith, John. 2012. Book Title: The Subtitle. Abingdon: Routledge. doi:xxxxxxxxxx. Smith, John. 2012. Book Title: The Subtitle. Abingdon: Routledge. http://xxxxxxxxxx/.
Place of publication:	Use the first-listed city on the title page or, if no city is listed there, refer to the copyright page and cite the city where the publisher's main editorial offices are located. City names are followed by a colon. Joyce, James. Ulysses. Paris: Shakespeare and Company, 1922. 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. Kwon, Hyeyoung. 2022. "Inclusion Work: Children of Immigrants Claiming Membership in Everyday Life." <i>American Journal of Sociology</i> 127 (6): 1818–59. https://www.chicagomanualofstyle.org/book/ed18/part3/ch13/psec110.html.
One author:	Smith, John. 2012. "Article Title: The Subtitle." <i>Journal Title in Full</i> 10 (1): 30–40. doi:xxxxxxxxxx. Smith, J. 2012. "Article Title: The Subtitle." <i>Journal Title in Full</i> 10 (1): 30–40. doi:xxxxxxxxxx.
Two authors	Smith, John, and Lisa Khan. 2012. "Article Title: The Subtitle." <i>Journal Title in Full</i> 10 (1): 200–210. doi:xxxxxxxxxx. Smith, J. J., and L. M. Khan. 2012. "Article Title: The Subtitle." <i>Journal Title in Full</i> 10 (1): 200–210. doi:xxxxxxxxxx.
Three or more authors:	For three or more authors, list up to six in the reference list. Smith, John, Jane Jones, and Mary Green. 2012. "Article Title: The Subtitle." <i>Journal Title in Full</i> 10 (1): 33–39. doi:xxxxxxxxxx. Smith, J. J., J. P. Jones, and M. G. Green. 2012. "Article Title: The Subtitle." <i>Journal Title in Full</i> 10 (1): 33–39. doi:xxxxxxxxxx.
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