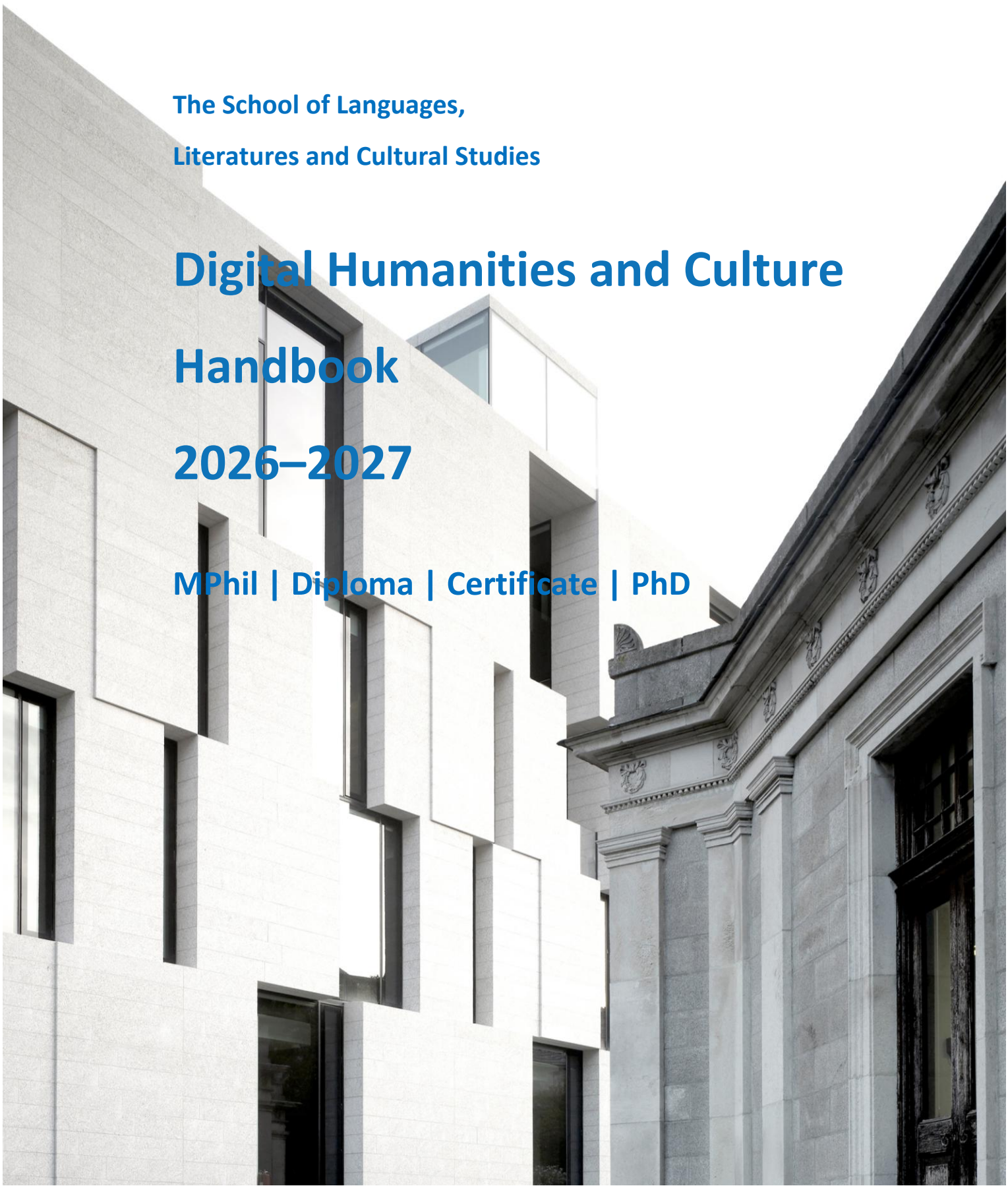
Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin



The School of Languages,

Literatures and Cultural Studies

Digital Humanities and Culture

Handbook

2026–2027

MPhil | Diploma | Certificate | PhD

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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 and General Information

The course committee for the Postgraduate (PG) Programme in Digital Humanities and Culture welcomes you to Trinity College Dublin. This is an interdisciplinary course with modules being offered from the Schools of Computer Science and Statistics, History and Humanities, English, Creative Arts and of course from the programme's home School of Languages Literatures and Cultural Studies.

Digital Humanities is a field of study, research, and invention at the intersection of humanities, computing, and information management. It is methodological by nature and multidisciplinary in scope, involving the investigation, analysis, synthesis, and presentation of information in electronic form. The ever-evolving developments in computing and their performative and analytical capacity have created an environment for a quantum leap in humanities research and practice. This PG Programme in Digital Humanities and Culture provides the opportunity for students to engage in this new and dynamic area of research via the technologies, methodologies, and theories for digitally mediated humanities.

Digital humanists not only create digital artefacts, but study how these media affect and are transforming the disciplines in which they are used. The computational tools and methods used in Digital Humanities cut across disciplinary practice to provide shared focal points, such as the preservation and curation of digital data, the aesthetics of the digital (from individual objects to entire worlds), as well as the creation of the born-digital. The application of technology to humanistic enquiry also fosters a privileged (and much needed) perspective on how the experience of being human is marked by the technologies of the digital age, and how these technologies can themselves be rendered more humane.

This booklet outlines the course structure and provides some practical academic information that is useful for students taking the M.Phil, P.Grad.Dip. or P.Grad.Cert. in Digital Humanities and Culture. If you require further information at any point during the year, please contact the Course Director. The other instructors and members of the course committee will also be happy to help.

The information provided in this handbook is accurate at time of preparation. Students will be notified of any necessary revisions via the course's Virtual Learning Environment (Blackboard), during class sessions and/or by email. Please note that, in the event of any conflict or inconsistency between the General Regulations

published in the University Calendar and information contained in course handbooks, the provisions of the General Regulations will prevail. Please note this for future reference.

Course Director and Course Coordinator

The PG Programme in Digital Humanities and Culture is overseen by the Course Director who is the students' most frequent point of contact for any questions or concerns about course content.

Course Director: Jennifer Edmond, Professor in Digital Humanities
Office: Long Room Hub Building, Trinity Centre for Digital Humanities
Email: edmondj@tcd.ie

Course Coordinator: Nicole Basaraba, Assistant Professor in Digital Humanities
Email: n.basaraba@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 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

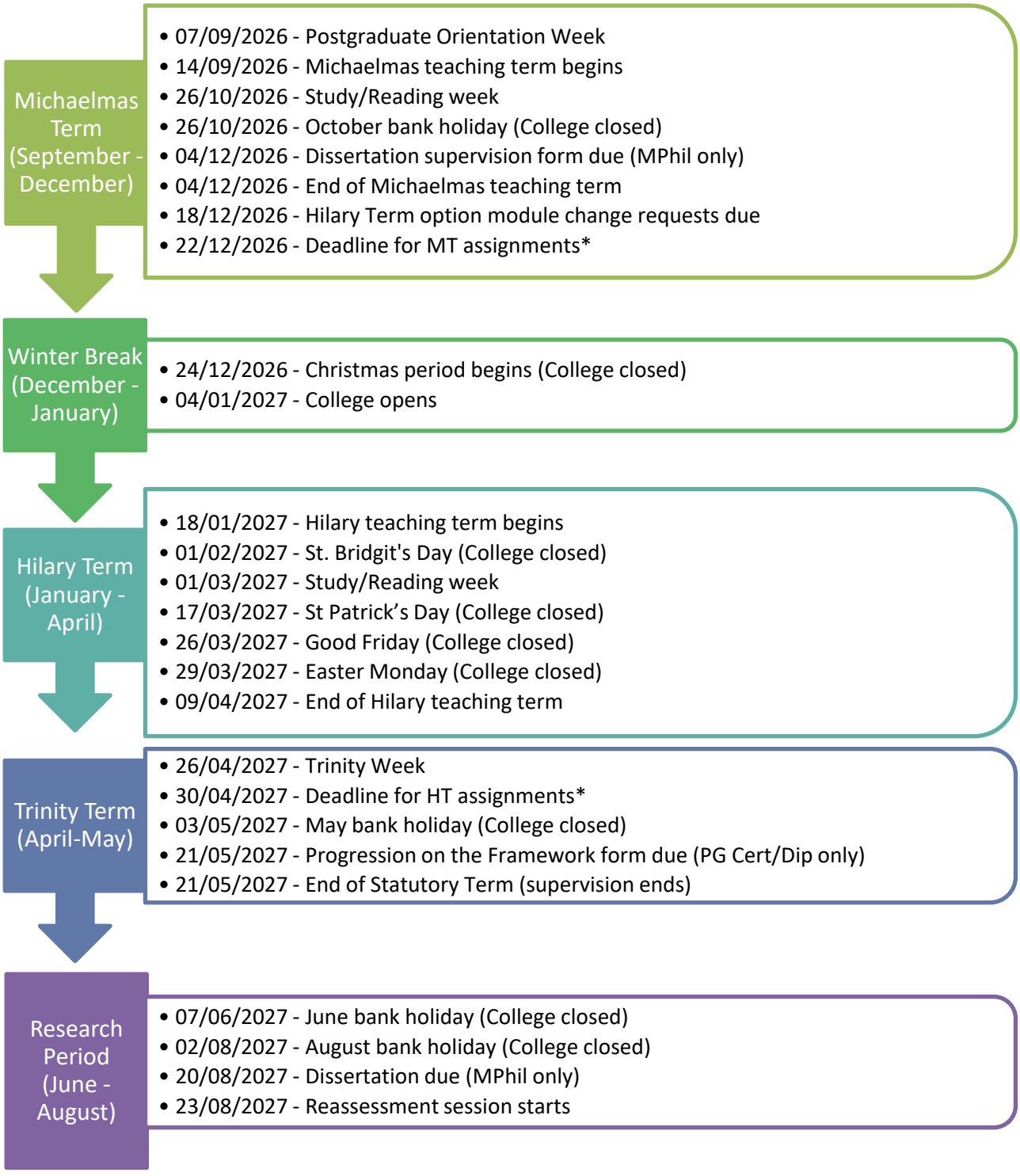
Diversity and Inclusion

In the Digital Humanities and Culture 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

Please also see 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).

Programme Level Learning Outcomes

The Postgraduate Programme in Digital Humanities and Culture is designed to prepare its students for address a wide range of challenges. On successful completion of the course students should be able to:

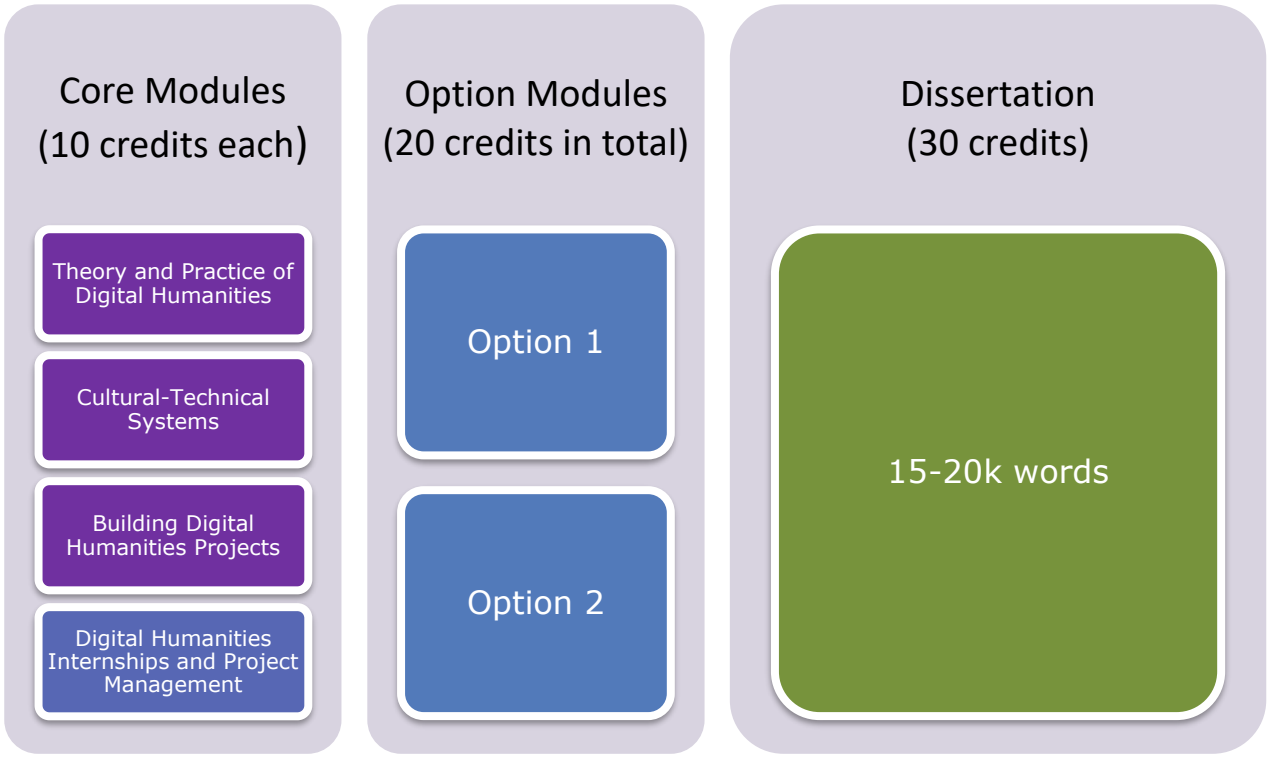
- Provide a framework for digital humanities as a field: its history, current issues and future directions;
- Design and model data for processing purposes;
- Employ data analysis software, data management, and organisation standards;
- Evaluate issues connected with data curation and preservation. Compare what is lost and gained in the conversion from the analogue to the digital and how this affects user experience;
- Articulate how digital artifacts are positioned within the wider socio-economic-cultural sphere;
- Apply theory to practice in a professional setting (MPhil and PG Dip only);
- Identify, formulate and address key research questions in digital humanities and culture through the design and execution of a substantial research project and communicate findings in an appropriate scholarly manner (MPhil only).

Course Structure

The MPhil, PGDip and PGCert share a common structure, offering different levels to meet the needs of different students.

The diagram below illustrates how the elements of the three pathways interlock.

- **PGCert** students take the purple modules only (30 ECTS credits),
- **PGDip** take the purple modules plus the blue ones (60 ECTS credits),
- **MPhil** students take the full programme of purple, blue and green modules (90 ECTS credits).



Core Modules Descriptions

Note: Students take two Core Modules per term. Trinity College Dublin refers to the first term as Michaelmas Term (MT) and the second term as Hilary Term (HT).

Module Name (Credits, Term) and Module Coordinator	Module Description
DHP11001 Theory and Practice of Digital Humanities (10 ECTS, MT) Module coordinator: Jennifer Edmond	This module provides a foundation in the field of digital humanities through a survey of how computational methods are being used to further humanities research and teaching. It will explore how advanced and experimental computational techniques are being used to challenge and change the very nature of humanities research as well as its system of academic rewards. On completion of this module students will be able to: Identify and critique digital humanities as a discipline and as a practice; Engage with the tools and technologies used in digital humanities scholarship; Recognise and articulate the differences between disciplinary practices; Differentiate current trends and theoretical perspectives in the field; Appraise the discipline from a historical perspective; Explain how digital humanities impacts on more traditional disciplinary practice.
DHP11021 Building Digital Humanities Projects (10 ECTS, MT) Module coordinator: Nicole Basaraba	Students will acquire the basic software skills required to deliver a rage of digital humanities project types, including using markup, spatial, corpus and network analysis. Students will also learn how to identify, assemble prepare and manage cultural data sets to make them ready for use in a digital humanities context, as well as describing the methods by why data is prepared and manipulated across a number of common digital humanities applications, applying common technologies for the manipulation of text and images in the digital humanities context, and creating a functional digital humanities project output. Finally, they will work together in groups to use what they have learned to produce a prototype DH project.

DHP11012 Cultural-Technical Systems (10 ECTS, HT) Module coordinator: Jennifer Edmond	This module will engage students in a critical assessment of the technologies, including artificial intelligence (AI), platforms and companies commonly encountered in 21st century culture and society. Based within the emerging discourses of the critical digital humanities, it will provide you with case studies, analysis, theoretical frameworks and complementary perspectives that will enable you to analyse and speak in a more informed manner about technology development and its relationship to core human activities.
DHP11032 Digital Humanities Internships and Project Management (10 ECTS, HT) Module coordinator: Jennifer Edmond	The aim of this module is to give students to practical experience applying knowledge of the digital humanities in cultural heritage organisations, companies, policy work and research projects or centres, or within the TCD Centre for Digital Humanities to improve their ability to apply their DH skills in professional contexts. The module includes a small number of taught elements, in which students will learn the skills in project management, adaptability in project planning, and confidence in communications, applicable for their internship projects and beyond. The core of the learning will however be structured by the specific tasks pertaining to the institutions or organisations in which they are working. These tasks will be agreed upon by the module coordinator and the supervisor at the host institution prior to the start of the internship.

Option Modules Descriptions: Michaelmas Term

Note: Module codes that begin with DHP are offered through the MPhil in Digital Humanities and Culture programme. Other module codes are offered from other master's degrees at Trinity College Dublin and they are often tailored to their respective disciplines, so do keep that in mind when making your selections. Please also take note of the ETCS weighting as MPhil students only take 20 ETCS total.

Module Name (Credits, Term) and Module Coordinator	Module Description
DHP11061 Programming for the Humanities 1 (10 ECTS, MT) Module coordinator: Nicole Basaraba	The module is designed to impart basic Python programming skills with the aim of empowering the students to use these skills in a range of common humanities contexts. This module will provide foundational beginners knowledge of coding to those coming from arts and humanities backgrounds (i.e., with no previous programming experience) that are often helpful for dissertation and internship projects. By the end of this module, students will grasp the fundamentals of programming in the humanities useful for a variety of potential career paths. Topics to be covered in the term include: the role of programming in the (digital) humanities; computational thinking; Python basics including strings and numbers, Lists, Booleans and conditionals, if/elif/else, Loops, Functions, Dataframes with Pandas, web scraping, and text analysis with Spacy. *Notes: This module is a prerequisite for two option modules offered in Hilary Term. Students who wish to learn more applied approaches are encouraged to also enrol in Programming for the Humanities 2.*
LTP11001 Introduction to Localization (10 ECTS, MT) Module coordinator: Natalia Resende	This module (offered through the MPhil in Literary Translation) gives students and overview of the world of localization, defined as the adaptation of cultural (often textual) materials to another cultural context. This module has a specific focus on creative texts, such as videos and marketing materials. On successful completion of this module, students will understand: • The distinction between localization and translation; • The place of localization in the global marketing industry;

	• The basic structure of workflows associated with localization today; • Ethical, financial and technical concerns associated with the localization industry.
LTP11021 Experimental Methods in Translation Studies (10 ECTS, MT) Module coordinator: Natalia Resende	This module's (offered via the MPhil in Literary Translation) learning aims are: • Introduce experimental research in translation studies; • Foster critical thinking regarding the methods and techniques used in translation studies; • Enhance analytical skills related to various methodological approaches in translation research; • Promote ethical research practices; • Inspire innovation in translation research.

Option Modules Descriptions: Hilary Term

Note: Module codes that begin with DHP are offered through the MPhil in Digital Humanities and Culture programme. Other module codes are offered from other Master's degrees at Trinity College Dublin and they are often tailored to their respective disciplines, so do keep that in mind when making your selections. Please also take note of the ETCS weighting as MPhil students only take 20 ETCS total.

Module Name (Credits, Term) and Module Coordinator	Module Description
DHP11042 Digital Tools and Technologies (5 ECTS, HT) *2026/2027 topic: Sociotechnical Imaginaries: Fictions of AI* Module coordinator: Jennifer Edmond	This module introduces participants from a diverse range of backgrounds to digital research-related frameworks and tools, with a specific focus on how these can be employed in inter- and transdisciplinary humanities research contexts. In 2026/27, the module is organised around the question of *sociotechnical imaginaries*: ideas we tend to believe to be true about technology without any firm evidence. We will look at the role science fiction literature (and other forms of speculative creative narrative) plays in shaping what we expect (and in some cases what we get) from our digital realities. This module comprises 6 two-hour sessions, including lectures, discussions and student presentations. Students can expect to read 2-3 excerpts from novels or pieces of short fiction for each session, and at least one full novel selected according to their own interests from the list circulated, which they will present to the class. In each session, we will look at the current social and technological realities, likely future developments, and weigh these against the different narrative depictions of that future we encounter. We will consider the question of genre, comparing high and low culture entries; mainstream works versus those written for a young adult audience; films and series versus text; short fiction versus novels; etc.
DHP11052 Programming for the Humanities 2 (5 ECTS, HT) Module coordinator: Nicole Basaraba	The module will build on the foundational Python programming skills gained in Programming for the Humanities 1 with an increased focus on computational thinking and pythonic research skills while applying python programming to humanities-focused research questions / datasets. This module is more independent and self-driven to enhance your programming skills in directions related to your interests. Applied topics covered in the module may include: Regex review; Topic Modelling; Sentiment Analysis or similar.

	**Prerequisite: Programming for the Humanities 1 in MT*
DHP11072 GLAMOURous Virtual Heritage: Narrating the Past **(10 ECTS, HT)** Module coordinator: Nicole Basaraba	Cultural heritage is a major branch of Digital Humanities so this module will enhance students' understanding of how Galleries, Libraries, Archives and Museums (GLAMs) and related cultural and creative industries can come together to build collaborative projects for public engagement. Digitisation and interactive technologies are being applied in the GLAM sector, archaeology, and the tourism industry to preserve and showcase world heritage (tangible and intangible culture). Students will explore how different digital media can be applied (and remixed) to narrate the past to create immersive or mobile exhibitions for public audiences. This module will examine the different modalities and digital technologies being used for heritage, such as 3D models, VR and AR, 360 degrees immersive photography, historical film and media archives, YouTube videos, podcasts, historical video games, and mobile apps to communicate about heritage. Key concepts and themes that may be covered through digital examples include preserving endangered tangible culture, shared heritage in the context of contested and layered history (e.g., cultural memory), and/or challenges behind ownership/intellectual property and copyrighted materials will also be explored.
CS7IS4 Text Analytics **(5 ECTS, HT)** Module coordinator: Carl Vogel	This module (offered by the School of Computer Science and Statistics across several MSc programmes), will enable you to further explore complex language processing tasks, such as metaphors or sentiment, from a fundamental perspective. Understanding how to write in a programming language is only half of the skill you need to excel in text analytics: you also need to firm grounding in the basic operations of language itself. On successful completion of this module, students should be able to: • Grasp the scope and limitations of finite state methods in text analysis; • Apply concepts from model theory within content analytics; • Analyse, using qualitative and quantitative methods, entailments in natural language texts, distinguishing entailments from suggestions and associations; • Comprehend and apply methods of sentiment analysis and metaphor understanding; • Demonstrate ability to collaborate within a designated team; • Provide constructive criticism within a scholarly peer review exercise; • Collaboratively compose a scholarly research article informed by the literature, novel exercises in text analytics and responding to peer review. **Prerequisite: Programming for the Humanities 1 in MT*
ICP11102 European Censorship and Cultural Production: From Clandestine Printing into the Digital Era **(10 ETCS, HT)** Module coordinator: Jana van der Ziel Fischerova	This module (offered by the MPhil in Applied Intercultural Communications) considers literary and cultural censorship in contemporary Europe, focusing primarily on the contexts of Great Britain, Ireland, Russia and Czechoslovakia. Starting with an overview of the chief censorship practices in twentieth-century Europe up until the 1970s, the module content then focuses on the period of the 1980s (the final decade of the Cold War) to the present. Censorship is considered here as a system used to suppress undesirable ideas, a tool linked to the changing nature of the production and distribution of the word – from the physical to the more elusive digital – and also as a phenomenon the perception of which has evolved considerably in recent decades.
LTP11062 Introduction to Statistics with R for Humanities Data	This module (offered by the MPhil in Literary Translation) aims to introduce postgraduate students to the principles and practice of statistics, equipping them to better understand and conduct research involving quantitative

(10 ECTS, HT) Module coordinator: Natalia Resende	analysis. Although the module covers statistical methods, it is designed for students in humanities disciplines, showcasing how statistics can be relevant to cultural research topics, digital humanities research topics and translation studies research topics. Examples, datasets, and exercises are drawn from a range of humanities contexts such as historical text corpora, stylometric analysis of literary works, cultural heritage metadata, MT evaluation, and translation process data.

Modules open to PhD students:

From the standpoint of the University, PhD students must study a minimum of taught components equating to 10-ECTS credits. However, each School may have specific requirements to obtain more than 10-ECTS or may specify which modules you must take to fulfil their requirements. Make sure you are familiar with what is required within your individual School and in consultation with your supervisor(s).

Module Name (Credits, Term)	Module Description
DHP11012 - Cultural Technical Systems (10 ETCS, HT)	See above.
DHP11061 - Programming for the Humanities 1 (10 ETCS)	See above.
DHP11052 - Programming for the Humanities 2 (5 ETCS)	See above.
DHP11042 - Digital Tools and Technologies (5 ETCS)	See above.
DHP11072 - GLAMourous Virtual Heritage: Narrating the Past (10 ETCS)	See above.
DHP11041 - Digital Scholarship and Skills (5 ETCS) Module coordinator: Nicole Basaraba	This module aims to introduce participants from a diverse range of backgrounds to digital research-related skills and tools with a specific focus on developing a greater understanding and appreciation of how the digital is shaping and influencing scholarship. In particular, the module focusses on the development of a basic Digital Humanities Toolkit, including the ability to acquire, clean and manage datasets and conduct a variety of analyses on them including: corpus query tools (e.g., LancsBox or similar); social network analysis tools (e.g., Gephi or similar); and geospatial data tools (e.g., QGIS or similar). *Note: PhD students will participate in some of the same sessions delivered to students registered in the DHP11021 - Building Digital Humanities Projects module. PhD students will not participate in the group project and will complete independent assessments instead.*

Making your Option Module Choices

Michaelmas Term:

Students are invited to make their option module choices for both Michaelmas and Hilary Terms in August. **Please make your selections carefully because once students have chosen their option modules, those choices are final for the Michaelmas Term**, but some changes may be allowed for the Hilary Term (please see conditions below).

If you notice an error in your option module enrolment, please inform the Course Administrators immediately, and before the classes have begun. Every effort will be made to correct these enrolment errors during the first week of Michaelmas Term.

Changes to the Michaelmas Term module choices can only be requested **during the first week of classes for *exceptional circumstances***. A compelling case for a change request based on exceptional circumstances would normally be borne out of necessity (such as caring duties, commuting, or other hardship), but not simply out of desire. To request a module change, the student needs to make a case to the School's Director of Postgraduate Teaching and Learning (DTLP), Dr James Hadley, laying out their need. Please also CC the Course Director in any email change requests to the DTLP.

> *Note: After week 1 of classes, changes to module choices cannot be made except in the most extreme circumstances, such as if there is something preventing a student from attending or completing the module they chose. Thus, you may want to check the timetabling and other module details with the module coordinator before making a change request to the DTLP.*

Hilary Term:

Students will be allowed to request to change their option module choices for the Hilary Term (originally made in August). However, the following constraints apply:

- Before making the request, the student must have obtained written permission from the module coordinator of the originally selected module they wish to leave, and permission from the module coordinator they wish to join (e.g., ensuring spaces are still available). This permission must be provided to support the request.
- The **student must formally request the change before 18th December 2026 via this MS form** (SLLCS Postgraduate Option Module Change Request Form- Hillary term 2026-27 – Fill in form), indicating the module they would like to leave and the module they would like to join.
- 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 requested to leave the same module.

- Students will be informed of the outcome of their request by the week prior the start of the Hilary teaching term.
- No changes are allowed once instruction has commenced (other than for reasons outlined above).
- Every effort will be made to provide modules as announced. However, changes sometimes may have to be made at short notice.

Auditing Modules (not for credit)

Students can ask module coordinators (via email) to let them audit modules. In this case, they do not get credit and do not have to complete assessment, unless the instructor feels this is essential to module delivery.

Students on the Framework programmes (Postgraduate Certificate and Postgraduate Diploma routes) are not allowed to audit core modules that they may be required to take for credit in subsequent parts of the Framework programme. Students are recommended not to audit more than one module per term.

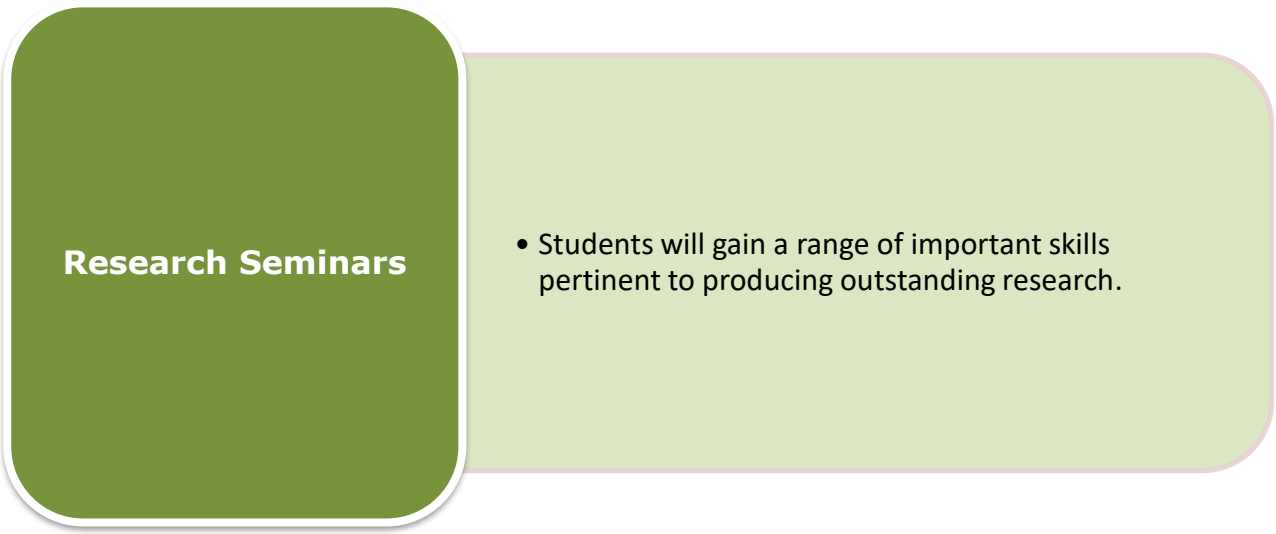
> *Note: First preference for the allocation of places on postgraduate taught (PGT) modules goes to postgraduates in the School who are taking modules for credit (e.g., masters'; diploma; certificate). Space allowing, second preference goes to postgraduate research students (PhD students) wanting to take modules for credit, followed by students wanting to sit-in without credits (i.e., to audit). Participation in this last category is, however, subject to the module coordinator's agreement, based on their assessment of any potential negative pedagogical effect of admitting additional participants, and the student's willingness to participate actively, as defined by the module coordinator.*

Students who are auditing modules and who would like to receive formal confirmation of their participation (without credit) are required to ensure the module coordinator signs off on their attendance after each module meeting. A pro forma for this can be downloaded here or obtained from the Course Administrators.

The Dissertation Module

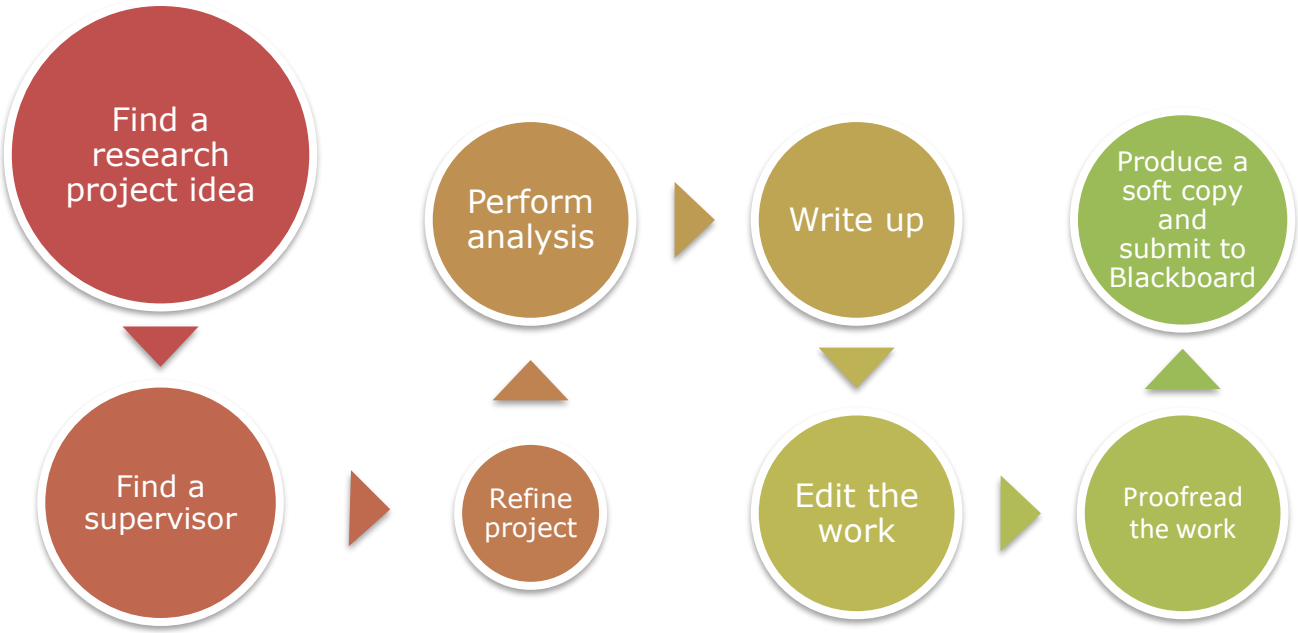
Research Seminars

The School of Languages, Literatures and Cultural Studies runs a discipline-specific workshop series that provides PGT students with **transferable research skills**. These will assist you with preparing your dissertation and thinking beyond your course of study. **This is a required part of the Dissertation module if you are registered for the MPhil**, though the course does not carry any ECTS credits. More information about this series will be made available to you early in the Michaelmas Term.



The MPhil Dissertation

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



Choosing and refining a dissertation topic

Students are encouraged to choose a thesis topic that suits their interests, and which builds upon any of the many facets of the digital humanities that will be introduced throughout the course. Students should be thinking about possible topics already from the very start of the programme and are encouraged to speak

with the Course Director or Course Coordinator about possible topic ideas from an early phase. Often students can be tempted to de-prioritise the dissertation below the other assignments because it has a later deadline. However, the dissertation is the most important part of the degree structure, and it is strongly recommended to start working on it early, and to work on it throughout the Hilary Term while you have access to your supervisor's support.

Given the one-year duration of the programme, we require that your prospective supervisor and general research topic be identified **by the end of the Michaelmas term**.

Selecting your Supervisor

Each dissertation is supervised by at least one member of academic staff. We allocate a total of **six** academic hours of one-on-one supervision to every student for their dissertation during the Hilary Term. Some students may ask their supervisor, if they think it would be beneficial, to have more frequent half-hour sessions rather than one-hour meetings. When there are multiple supervisors, the total number of supervisory hours can be divided between supervisors according to the discretion of the student and supervisors. Supervision must be completed by the end of the Hilary term (see the 'Key Dates' section of this handbook). Please note that this is at the end of May (approximately 3 months before the deadline for the dissertation submission in August) as masters' students are expected to complete the dissertation independently upon completion of their allocated supervision hours.

The selection of a supervisor is the responsibility of the student. However, given the interdisciplinary nature of the DH&C Programme, students will meet with the Course Director in the Michaelmas Term, who can help advise the student as to whom they might approach. (See a list of possible School-based supervisors below). Supervisors are allocated on first-come first-served basis with priority given to those who have already received agreement by email from their prospective supervisor. In some cases, it may be most relevant to split supervision between two supervisors, one of whom covers the topic of the thesis, and one from DH to advise on technical matters.

Potential Supervisors in the SLLCS

Supervision arrangements must be made within the School, unless the capacity is limited.

Potential supervisors include but are by no means limited to the following (if you have a particular topic in mind but are unsure who might supervise you, please ask the Course Director to advise).

The Trinity Centre for Digital Humanities	**Department of French**
Jennifer Edmond: digital research practices and critical digital humanities	James Hanrahan: public opinion and its impact on politics and society
Nicole Basaraba: digital narratives, video games and digital cultural heritage	Rachel Hoare: language and identity, attitudes and play
Owen Conlan: adaptive and personalised computing	Alexandra Lukes: literature and madness, untranslatability and nonsense
Georgina Laragy: public history	Théophile Munyangeyo: global intercultural communications
Francis Ludlow: spatial and environmental humanities	Hannes Opelz: mimetic theory, deconstructive analysis, myth studies, and theory of tragedy
Christine Morris: archaeology and heritage	Sarah Alyn Stacey: French film and literature
Jennifer O'Meara: film sound, music; gender and feminist media; independent cinema; performance and stardom;	**Department of Irish and Celtic Languages**
Ciaran O'Neill: public history	Eoin Mac Cárthaigh: modern Irish, bardic poetry
Mark Sweetnam: digital editing, digital history	Christina Cleary: Medieval Irish literature
Centre for Literary and Cultural Translation	Mícheál Hoyne: Irish Bardic poetry; Classical Modern Irish grammatical tracts; linguistic history of the Irish language
James Hadley: translation theory and practice, interaction between humans and machines	Pádraig de Paor: modern Irish literature
Natalia Resende: literary and creative translation, and technology	Deirdre Nic Chárthaigh: Early Modern Irish prose, bardic poetry, and the Irish manuscript tradition in the post-classical period
Department of Hispanic Studies	Peter Weakliam: contemporary Irish-language literature
Brian Brewer: discourses of early modern economic theory and political economy	**Department of Russian and Slavonic Studies**
Katerina García: culture of the Sephardic diaspora, ethnomusicology	Balázs Apor: propaganda, leader cults and symbolic politics
Catherine Leen: border studies, Latin American visual cultures, Mexican and Chicanx literature and cinema, migration, and Paraguayan cinema	Philip Tuxbury-Gleissner: periodical studies, digital humanities, queer studies, media studies, and migration and transnationalism studies
Maria Medina: Latin American studies, cultural studies, and migration studies	Jana Van Der Ziel Fischerová: twentieth-century literature and culture
Ciara O'Hagan: representations of America in Spanish Enlightenment literature	Adam Nowakowski: intercultural communication
Department of Italian Studies	**Department of Near and Middle Eastern Studies**
Clodagh Brook: identity and political voice; interconnection and interdisciplinarity	Anne Fitzpatrick: Biblical studies, Jewish history
Serena Vandi: Dante Alighieri, satire and humour studies, reception studies, media studies, comparative literature, stylistics and rhetoric	Mohamed Ahmed: Arabic poetry, written code-switching
Department of German	Tylor Brand: Lebanon, famine, and Arabic language.
Rebecca Carr: dynamics between popular culture and identity, and trauma narratives in cinema	Zuleika Rodgers: Jewish studies, Jewish identity

Mary Cosgrove: memory debates, psychoanalysis, trauma, and melancholy	Idriss Jebari: North African culture and Arab thought
Caitríona Leahy: literary history, inter-arts/interdisciplinary art forms	
Gillian Martin: intercultural communication, applied linguistics	
Emma Riordan: language education, multilingual classroom discourse, and teacher language use	

SLLCS Research Ethics Committee

Some of your research in this course may involve human participants (e.g. in surveys, user interface designs, etc.). Usually this only applies to dissertations, but advanced permission must 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.

The supervision process

Once a supervisor or supervisory team has been decided, the student and supervisor(s) fill out a Dissertation Supervision Form, and the student submits it to the MPhil Dissertation module in Blackboard by the end of Michaelmas teaching term (**4th December 2026**, as per 'Key dates' section of this handbook).

> *Note: The Dissertation Supervision Form must be completed fully including specific proposed meeting times and dates. It is not acceptable to write to be determined, even if it is likely that some meetings may need to be rescheduled. Be mindful that your supervisors' time and your own attention are limited, and supervisory milestones that are not mapped out early are likely to be neglected or prove impossible to re-schedule at short notice. As a result, students could run the risk of missing out on their important supervisory hours because the supervisor has so many other requirements on their time. For this reason, any forms that are not filled out in full are returned to the student for completion*.

In planning for a supervision meeting, you should ask your supervisor how many business days in advance of the scheduled meeting that they require you to email any materials you've prepared for them to review (e.g., a piece of writing). This will allow them adequate time to look at your work and make comments so you can get the most out of your supervision meetings to talk through any challenges, ideas, or preliminary findings. If your primary supervisor is based in the core DH programme, you will be asked to spread your supervision out across a set of 6 supervision meetings, each of which has particular milestones associated with it, so as to ensure your work is well-progressed by the end of the statutory term.

The DH-led supervision meetings are benchmarked as follows:

Meeting 1 (Mid-Feb): With supervisor(s). Students prepare a 1-page description of their thesis topic to be submitted to their supervisor(s) and Course Director.

Meeting 2 (March): With primary or secondary supervisor. Revised 1-page description of thesis topic into a formulated research question along with a working bibliography to be submitted to supervisor(s).

Meeting 3 (March-April): With primary or secondary supervisor. Updated bibliography and outline of methodology considering whether Research Ethics may be required (for human participants).

Meetings 4-5 (April-May): With primary or secondary supervisor. Draft a first chapter to be submitted to supervisor(s). When required, in consultation with your primary supervisor, aim to submit Research Ethics by end of April so as not to delay the start of the project since approvals can take a few weeks.

Meeting 6 (May): Final progress meeting with primary supervisor. First OR second chapter draft to be submitted to supervisor(s).

Students should aim to have at least 1 meeting in a month unless they agree to an alternative schedule with their supervisor(s) that better suits their needs/schedule. Please note that further supervision meetings upon completion of the six hours during Hilary Term are not permitted over the remaining months (June-August) when independent work on dissertations will take place.

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.

Submitting the Dissertation

When preparing the work for submission, you should pay special attention to the various style guidelines associated with dissertations (see Chicago Style, Appendix 1). For further detail on the formatting of the dissertation, including the layout and content of the cover page, please use this template.

The total word count of dissertation needs to be between 15,000 – 20,000 words. The total word count includes footnotes/endnotes and the bibliography. Parts that *do not* count towards the total word count are the abstract, acknowledgements, and any appendices. In the case of dissertations that contain a very substantial practical component, a lower word limit may be requested; any reduction in word count will be at the discretion of the Course Director.

Students are required to submit their dissertations electronically to Blackboard (i.e., also known as a "soft copy"). We also strongly 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 must be submitted 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').

Assignments and Assessment of Student Work

Assignment criteria and Blackboard submissions

The PG Programme in Digital Humanities and Culture draws upon modules from a number of different schools within Trinity. *Students must adhere to assignment criteria* and module coordinators reserve the right to impose penalties for students who do not follow assignment criteria (e.g., word limits). The procedure for the submission of assessed work may therefore vary from module to module, and you should follow the instructions of the module coordinator. However, the following rules apply for *all modules on the programme.*

- All assignments must be submitted by the deadline indicated for each individual module.
- Assignments for each module are submitted online using the Blackboard submission area pertaining to the specific module in the format specified by the module coordinator.

Course Texts

Module coordinators are responsible for distributing reading lists and bibliographies for each module you register for. Most texts will be available online via Blackboard or available to borrow from the library. Core texts associated with individual modules aim to support the learning and understanding in the modules and therefore reading them is strongly recommended.

Plagiarism

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

Postgraduate students are required to complete the online tutorial Ready, Steady, Write (https://libguides.tcd.ie/academic-integrity/ready-steady-write), which contains some interesting analyses of borderline cases.

In addition, when submitting assessed work, students agree to the statement in the declaration.

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

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

Generative AI tools and Assessed Coursework

Trinity College Policies on AI

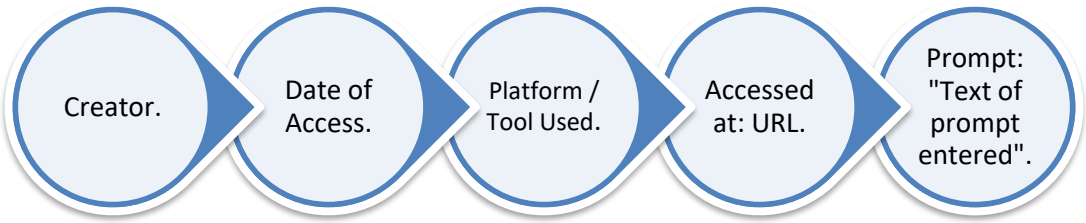
From an academic integrity perspective, if a student generates content from a GenAI tool and submits it as his/her/their own work, it is considered plagiarism, which is defined as academic misconduct in accordance with College Academic Integrity Policy.

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

The reader should be in no doubt as to where each piece of information in your work comes from. Markers will be on the lookout for suspect information and passages that demonstrate the particular weaknesses of GenAI. Incorrect and/or fabricated information will be penalised.

Aligned with the College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research, the use of GenAI is permitted unless otherwise stated. Where the output of GenAI is used to inform a student's document or work output, this usage should be acknowledged and appropriate cited, as per Library guidelines on acknowledging and reference GenAI.

Citations of GenAI should follow this format:



For example:

> OpenAI. Accessed 5 January 2023. ChatGPT. https://openai.com/blog/chatgpt/
>
> Prompt: “How reliable are the sources for Enheduanna's poetry?”

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

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

School of Languages, Literatures and Culture Policy on AI

Upon submission of all assessed work on Blackboard, the School asks you to declare whether you have used ‘artificial intelligence’ in producing the work and whether you understand TCD’s plagiarism guidelines.

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

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

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

Considering a certain kind of (fairly low-level) writing can now be done by GenAI, future employers will no doubt be looking for humans whose capabilities in writing, research and argument go beyond those of AI tools, which is often why students register in higher education to gain these skills. Artificial intelligence may prove to be a helpful tool in certain circumstances if used properly, but you should not allow it to stifle your curiosity or your determination to learn and grow as a student of Trinity College Dublin.

Grading

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

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

I. 70-85% (Distinction): Demonstrates a full understanding of key issues, an ability to construct a detailed argument on the basis of that understanding, and a capacity for developing innovative lines of thought. Excellent work in every respect.

- *Understanding*: authoritative, original, persuasive, showing mastery of methods or techniques used and clear knowledge of their limitations;
- *Selection and coverage*: appropriate method or methods applied, with a discussion covering all significant aspects of the subject;
- *Analysis*: coherent, logically developed and compelling discussion, with thoroughly detailed account of any practical work;
- *Presentation:* flawless, or near flawless, language and syntax; professionally presented; references and bibliography consistently formatted using a recognised style

- *General*: 80-85, of publishable quality, with striking insights and professionally-significant results; 75-79, insightful, possibly of publishable quality with minor revisions; 70-74, excellent grasp of the subject, high quality in all areas.

II.1 60-69%: Demonstrates a full understanding of key issues and an ability not only to construct a detailed argument on the basis of that understanding, but to generate additional insights. Results and argument that demonstrate a high level of critical reasoning.

- *Understanding*: independent, critical evaluation of an appropriate range of theoretical approaches and solid command of relevant methods and techniques; may contain elements of originality;
- *Selection and coverage*: complex work and ideas clearly presented; key terms used effectively; most important methods and techniques applied;
- *Analysis*: concise and explicit argument, with coherent account of practical work;
- *Presentation:* effective use of language and syntax with few or no errors; references and bibliography consistently formatted using a recognized style
- *General*: 65-69, approaching excellence in some areas; 60-64, well developed relevant argument and good use of methods.

II.2 50-59%: Demonstrates a full understanding of key issues and an ability to construct a detailed argument on the basis of that understanding . Coherent, logical argument and use of methods that shows understanding of basic principles.

- *Understanding*: a developed capacity to reason critically with words and tools but may lack significant evidence of originality or insight;
- *Selection and coverage*: sound basis of knowledge in materials and techniques;
- *Analysis*: developed argument and account of practical work but may demonstrate weaknesses in fluency or persuasiveness;
- *Presentation:* adequate use of language and syntax; references and bibliography consistently formatted
- *General*: 55-59, approaching merit; 50-54, broadly satisfactory, appropriate and accurate.

III. 40-49%: Work exhibiting limited knowledge or understanding and/or methodological weaknesses

- *Understanding*: thinly-developed knowledge, understanding and/or methods
- *Selection and coverage*: scope may be too narrow or too broad; omission of significant examples; limited success in applying relevant methods;
- *Analysis*: argument not fully developed; account of practical work lacks analytical dimension;
- *Presentation:* may contain errors in use of language and syntax; formatting of references and bibliography may lack consistency

- *General*: 45-49, exhibits basic relevant knowledge, understandings, methodological and presentational competence; 40-44, shows shortcomings in knowledge and command of methods; some knowledge but under-developed grasp of issues; may exhibit presentational weaknesses;

< 40% (Fail): Demonstrates some understanding of key issues and an ability to construct a basic argument. Superficial work showing insufficient knowledge or understanding, and/or flawed methods

- *Understanding*: insufficient evidence of required knowledge and understanding; fundamentally flawed choice or use of methods;
- *Selection and coverage*: scope is too narrow or too broad; inclusion of irrelevant elements; too brief; omission of significant examples; failure to apply relevant methods;
- *Analysis*: more descriptive than analytical; argument under-developed; account of practical work absent, patchy, incoherent or lacking analytical dimension;
- *Presentation:* contains errors in use of language and syntax; formatting of references and bibliography lacks consistency
- *General*: 30-39: weak grasp of issues and methods; poor presentation; 20-35, substantially flawed grasp of issues and methods; poor presentation; <20, fundamental failure to grasp issues and methods; poor presentation.

Deadlines

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

Late Submission Penalties

There are penalties for late submission of coursework without an approved extension. Please note that all extensions must be approved by the Course Director/Coordinator **before the deadline has passed** (see "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

Occasionally, unexpected things can happen during your course. Penalty-free extensions to deadlines can be issued in extreme circumstances if such unexpected things occur. Such cases are called "Ad Misericordiam appeals".

Ad misericordiam appeals must be made directly to the Course Director before the deadline for the assignment has passed. Such appeals often take several working days to administer. Therefore, students are recommended to make their appeal via email as early as possible.

Normally the maximum extension that can be granted is **seven calendar days**.

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 (Request for deadline extensions)

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

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

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

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

- Typical symptoms associated with exam stress e.g. anxiety, sleeping disturbances etc.
- Exam stress or panic attacks not supported by medical evidence
- Minor illness such as a common cold, aches, pains, sore throats and coughs where these are not symptoms of a more serious medical condition
- Relationship difficulties
- Commuting and transport issues

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

Ad misericordiam appeals should be directed in the first instance to the Course Director. Further information on the nature of the evidence required in each case can be found here.

Academic Appeal Process

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

Reassessments

Each taught module must be passed independently. 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 (Pausing your studies)

If 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” (OBN). 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. They can advise you on the process before you submit your application. Once agreed with the Course Director, students require to submit their off-books request to the Dean of Graduate Studies through the https://ask.tcd.ie/portal/home. Off-books cases require 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: Off-Books - Academic Registry - Trinity College Dublin.

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, 22 June 2027 and will be available to view until Monday, 16 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 afterwards.

Dissertation due: Friday 20 August 2027

Your MPhil dissertation is due on Friday, 20 August 2027, as per 'Key Dates' section of 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 it takes longer time to complete.

Court of Examiners meetings: week of 6 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, 6 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, 17 December. However, it may take longer than anticipated and occasionally we may need to push the publication date into January 2028. Results publication for students, who avail of reassessments or have any other extenuating circumstances (e.g., Ad Misericordia), 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 their 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 responsibility 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 by the Academic Registry (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 organises a reception for all graduates and their guests. You will receive an invitation to this reception via email after the graduation schedule has been announced by the Academic Registry. As your TCD email will be deactivated in December 2027, we will communicate with

you via the email you provided in your course application. Please make sure to check it regularly and let us know if that email address is no longer active.

P.Grad.Cert. or P.Grad.Dip. students:

Court of Examiners meetings: week of 14 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, 14 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 25 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 25 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 is 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 responsibility 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.

Progression from Certificate to Diploma and from Diploma to MPhil

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

Students who applied for either the Certificate or Diploma route are known as "Framework" students and may choose to continue their qualification to the next level.

- Students on the Certificate route can complete the course with the PG Certificate, or choose to continue on the framework to complete the PG Diploma or full Master's (M.Phil) degree.
- Students on the Diploma route can complete the course with the PG Diploma, or continue on the framework to complete the full Master's (M.Phil) degree.

In April, current framework students are sent a Postgraduate Progression on the Framework Programme Form where they indicate their intention to either 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 Administrators of their intention to progress to the next level in the upcoming academic year, their record will be finalised with their current award.

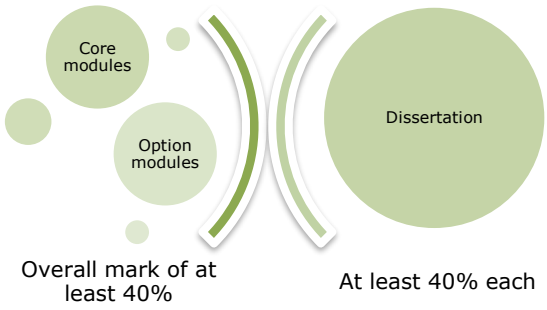
After completing their current award, Framework Students may return within five years to continue to the next stage (Postgraduate Diploma or MPhil).

- In this case, students rescind the award they have received and continue onto the next stage of the course. Students wishing to continue must reach out to the Course Administrators before 1st April.
- They will then be sent the Postgraduate Progression on the Framework Programme Form, which must be returned by the stated due date in order to be readmitted to the next phase of the course from September.

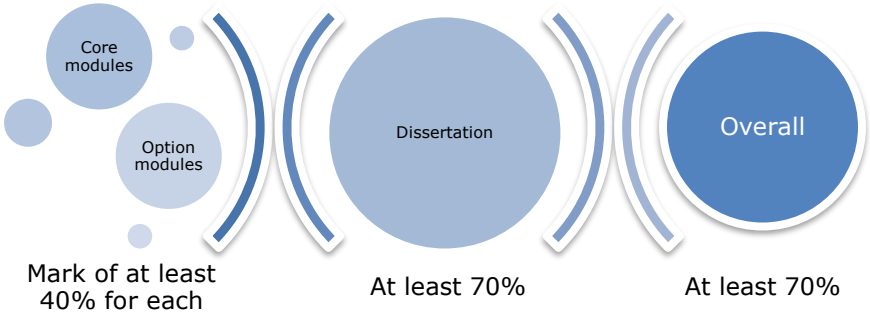
Award of Degrees

M.Phil

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

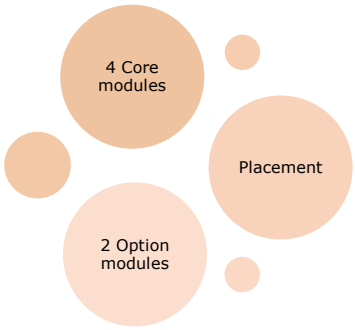


An MPhil **with Distinction** may be awarded if a student has achieved an overall mark of 70% or over, has passed all elements, and has been awarded a mark of 70% or over for the dissertation. A Distinction cannot be awarded if a student has failed any module during the course.



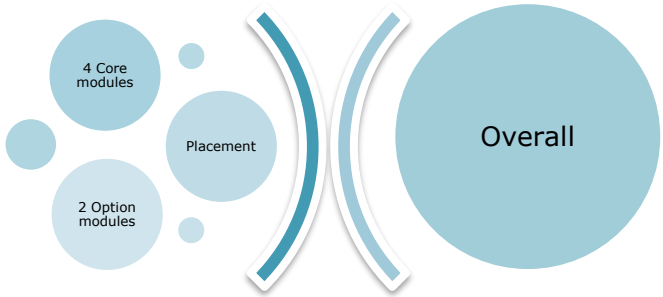
Diploma

A student enrolled on the diploma route is required to complete the four core modules and two option modules (20 ECTS credits in total) in order to be recommended for the award. A student enrolled on the MPhil route, who successfully completes all other requirements, 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%

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.

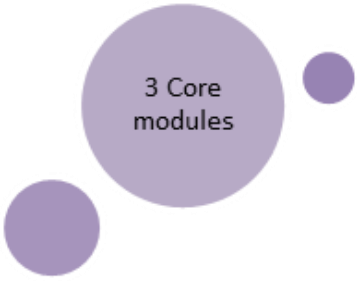


Mark of at least 40% for each

At least 70%

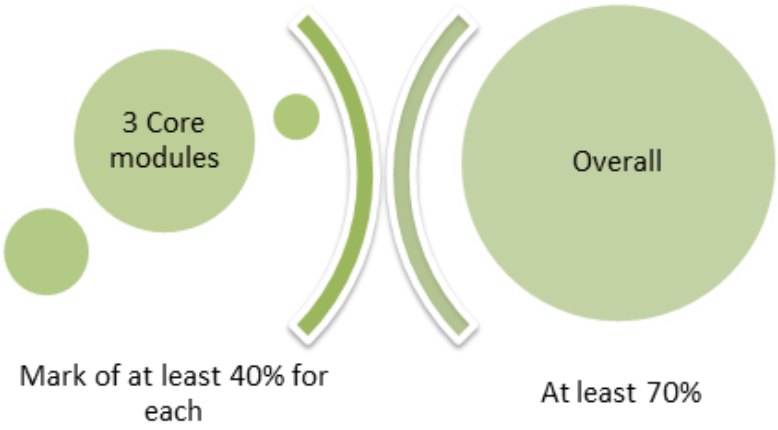
Certificate

A student enrolled on the certificate route is required to complete the three core modules in order to be recommended for the award:



Overall mark of at least 40%

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


3 Core modules
Overall
Mark of at least 40% for each
At least 70%

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 Trinity. If you are thinking about taking a PhD, it is a good idea to make this known to the Course Director or Course Coordinator early so that you can learn about 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 disciplines which straddle these. The disciplines include Translation Studies, European Identities, Digital Humanities, Medieval Studies, and Comparative Literature. A full-time 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 question(s);
- 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 common that PhD researchers have more than one supervisor. This is particularly the case in the above-mentioned 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.

PhD 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 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.

Resources and Student Services

Additional Learning Resources & Workshops

The PG Programme in Digital Humanities and Culture is about personal development and exploration, rather than the acquisition of a fixed and limited skillset. As such, students may want to use their degree programme as an opportunity to expand their skills in a variety of different ways. In this respect, there are numerous resources we can recommend.

Academic Writing Centre

During the course of their studies, Postgraduate students sometimes discover that they do not already have certain skills that they require to flourish on their course. What is expected in a taught postgraduate course at Trinity is likely different from what you have learnt is expected at your previous university and in your previous course, 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/.

Postgraduate Academic Workshops

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 postgraduate workshops to target these challenges as soon as possible. Do not wait and expect the problem to get better by itself. The course is very short and demanding. You can also express any concerns to your Course Director or module coordinator(s), as applicable, if you would like referrals to other resources to help support specific shortcomings you have identified.

Find out more about the many other postgraduate student learning development offerings here.

For international students especially, it is highly recommended that you study this page, which gives a brief introduction of 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.

Student accounts & IT set-up

TCD 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 Digital Humanities and Culture 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.).

Student Campus Wi-Fi

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.

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.

Library Resources and IT Support

The course is structured to allow students to spend a good deal of time in the library and as well as in labs. It is conceived to cover both the theoretical and technical aspects of the field. 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 Digital Humanities. 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 and introductions to specific collections and resources of the Library are included in the School's Research Methods course. 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.

All students are expected to have their own laptops. The research computing unit in IT 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/.

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.

Timetabling

The course timetable is fixed centrally. You will be able to access your timetable on 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. 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.

Postgraduate Student Services

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.

Postgraduate Advisory Service

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

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

The PAS is led by the Postgraduate Student Support Officers who provide frontline support for all Postgraduate students in Trinity. These Support Officers will act as a source of support and guidance; they can also put you in touch with or recommend other services, depending on your needs.

Appointments can be arranged by email.

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 a disability 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.

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.

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.

Students' Union & Student representation

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.

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.

Careers Advisory Service

TCD Careers Advisory Service helps students and recent graduates of the College make and implement informed decisions about their future. Useful information and advice are available at www.tcd.ie/Careers and in the Phoenix House Building, 2nd Floor, 7-9 South Leinster Street. There you will find the Trinity Careers Service Guide where staff are available to answer queries and to provide career counselling.

Graduates from M.Phil. degrees offered by the School of Languages, Literatures and Cultural Studies often go on to do further research. If you are interested in doing further research in an area related to your M.Phil.

studies, you should talk to the Course Director; you may also wish to discuss your options with the School's Director of Postgraduate Teaching and Learning.

Appendix I: Chicago 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 figures:	Tables and figures must be properly titled and numbered consecutively. Do not use bold or capitals in the titles of tables and figures.
Quotations:	• Fewer than 40 words: in the body of the text, in single quotation marks ('…'). • 40 words or more: size 10, indented 2.54cm on left and right, on a new line, with

	no quotation marks. • If a quotation contains a quote, this is marked with double quotation marks (‘… “…”…’).
Bold:	Bold text should only be used to identify section or chapter titles.
Italics:	Use italics for titles of books, journals, newspapers, plays, films, long poems, paintings and ships. Extensive use of italics for emphasis should be avoided.
Underlining:	Underlining should not be used.
Translation examples:	Gloss in English any translation examples from other languages.
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.	

Referencing/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. 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	
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