



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

The School of Languages, Literatures and Cultural Studies

# Postgraduate Programme in The Middle East in a Global Context

2026–2027

MPhil | Diploma | Certificate



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

## Welcome and General Information

The course committee for the Postgraduate (PG) Programme in The Middle East in a Global Context welcomes you to Trinity College Dublin. The Middle East in a Global Context is an **online** Postgraduate taught course, offered by the Department of Near and Middle Eastern Studies at Trinity College Dublin.

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

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

### The Programme Director

The Programme Director is the individual responsible for the smooth running of the course. The current Director is **Prof. Anne Fitzpatrick** ([fitzpaa@tcd.ie](mailto:fitzpaa@tcd.ie)).

The Director manages your journey through the course, your supervisors, the marking and moderating of your assignments, and a variety of other activities not covered by any of the other bodies mentioned here. The Director is available for meetings to discuss issues. These should be arranged by sending an email that briefly outlines the nature of the issue.

### School of Languages, Literatures and Cultural Studies (SLLCS)

The School is the body that runs the course and manages it day to day. For queries and issues of a purely administrative nature (e.g. problems with module enrolment, timetabling issues, requests for transcripts), students should contact the [Course Administrators](#). The Course Administrators are experts on the technical aspects related to the postgraduate courses run in the School. They manage non-academic elements

associated with the courses, such as timetabling, classroom allocation, option module selection, progression, producing official letters and transcripts, and adherence to regulations. 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](mailto:SIVILOGM@tcd.ie)

**SLLCS School Manager:** Lizzie Whitcher, [BUGGL@tcd.ie](mailto:BUGGL@tcd.ie)

**SLLCS Office:** Arts Building, Room 5042

**SLLCS Director of Postgraduate Teaching and Learning (DTLP):** Dr James Hadley, [HADLEYJ@tcd.ie](mailto:HADLEYJ@tcd.ie)

**SLLCS Deputy DTLP and MPhil Dissertation Coordinator:** Natalia Resende, [RESENDEN@tcd.ie](mailto:RESENDEN@tcd.ie)

**Postgraduate Course Administrators:** Raimonda Elvikyte and Ciara Flynn, [postgraduate.sllcs@tcd.ie](mailto:postgraduate.sllcs@tcd.ie)

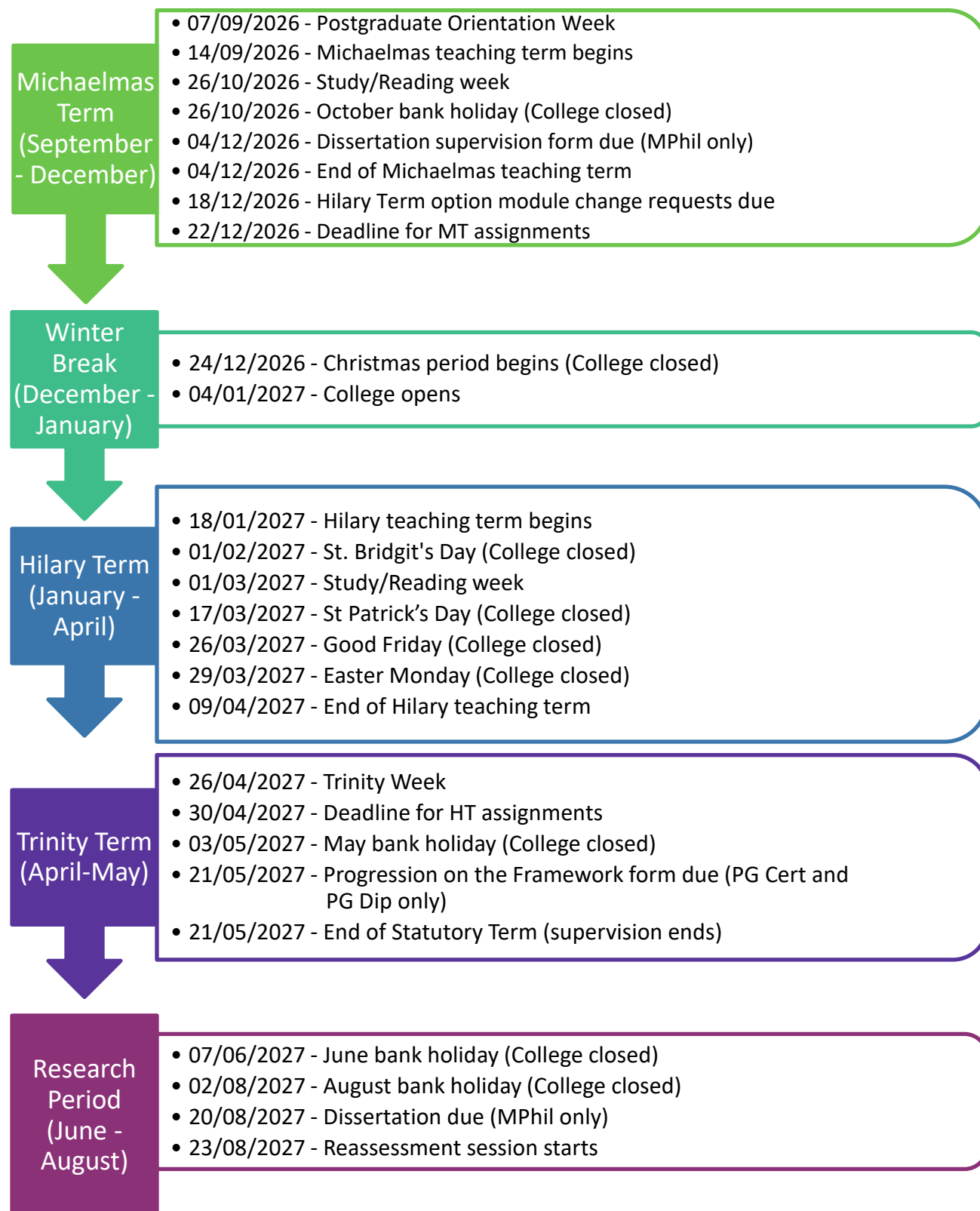
**Postgraduate Course Administrators Office:** Arts Building, Room 5038

## Diversity and Inclusion

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 Programme Director, Prof. [Anne Fitzpatrick](#).

## Key dates 2026-27

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



## Programme Aims

The aims of the course are as follows:

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



## Programme Level Learning Outcomes

### MPhil/Masters

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

- Demonstrate cultural fluency and critical understanding vis-à-vis the cultures, societies and peoples of the Middle East and North Africa.
- Identify, formulate and address key research questions in Middle Eastern Studies
- Undertake a piece of independent academic research.
- Identify key societal challenges in the regions.
- Situate current issues affecting the Middle East and North Africa in a historical perspective.
- Explore the wider socio-economic-cultural sphere of the Middle East, in terms of both current and future directions.
- Explain and analyse an outline of Middle Eastern history from antiquity to the present
- Examine and explain Islam and its cultures.
- Analyse Arab intellectual history.
- Be intelligently and critically aware of minority groups and identities in the region.
- Critically examine Western interventions in the region, especially from the 19th Century onwards.
- Be intelligently and critically aware of the role of Western representation of the region.

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

- Demonstrate cultural fluency and critical understanding vis-à-vis the cultures, societies and peoples of the Middle East and North Africa.
- Identify key societal challenges in the regions.
- Situate current issues affecting the Middle East and North Africa in a historical perspective.
- Explore the wider socio-economic-cultural sphere of the Middle East, in terms of both current and future directions.
- Explain and analyse an outline of Middle Eastern history from antiquity to the present
- Examine and explain Islam and its cultures.
- Analyse Arab intellectual history.
- Be intelligently and critically aware of minority groups and identities in the region.
- Critically examine Western interventions in the region, especially from the 19th Century onwards.
- Be intelligently and critically aware of the role of Western representation of the region.

## Postgraduate Certificate

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

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

## Mode of Teaching

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

## Recording of Lectures

Lecture recordings or lecture summaries are intended for the benefit of students, providing an additional learning resource to support their understanding and revision. They complement, but do not replace, attendance at and active participation in lectures. The recording of lectures or the provision of lecture summaries by academics/teaching staff is supported, but not mandatory. The decision to record a lecture or provide a lecture summary, and to make these available to students, is voluntary and rests with the individual delivering the lecture. Please see full policy [here](#).

## Entry routes

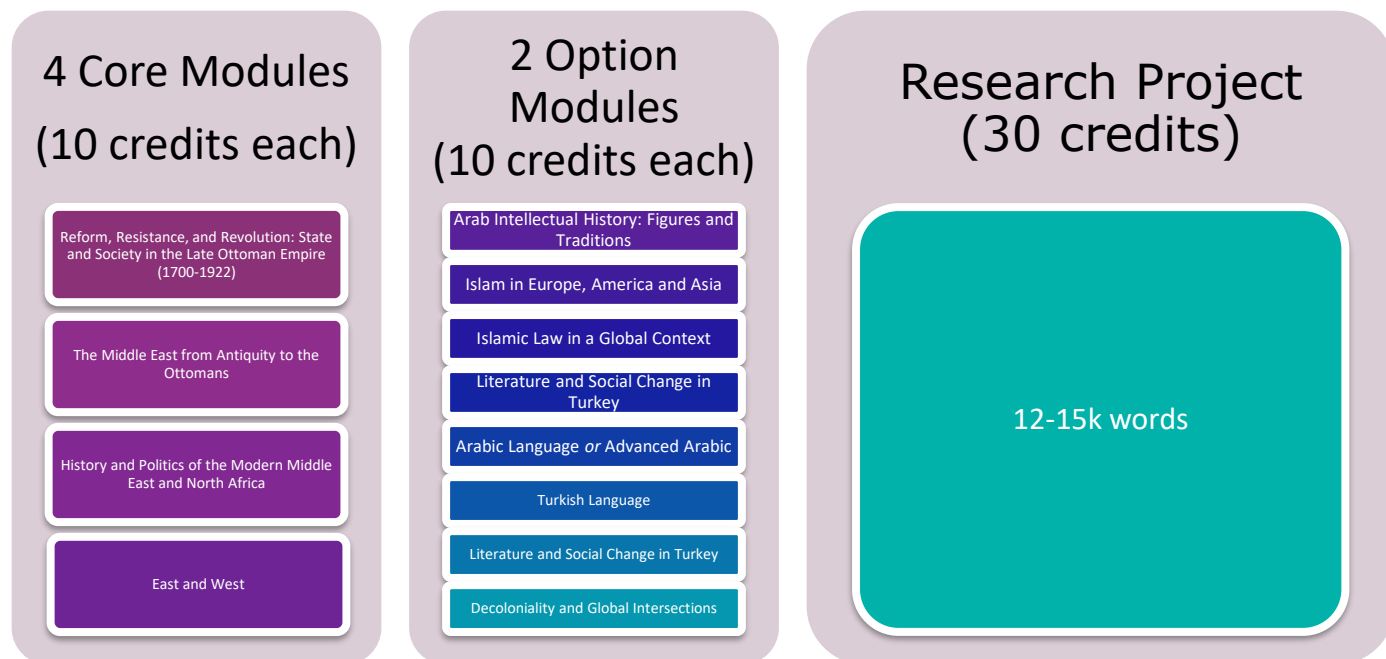
The course can be taken full-time over one year (MPhil or Postgraduate Diploma), or part-time over two or three years. The part-time options are via admission to the Postgraduate Certificate or Postgraduate Diploma in the first instance, with progression subject to satisfactory progress.

It is also possible to do just the Postgraduate Certificate or Postgraduate Diploma without progressing further.

## Course Structure

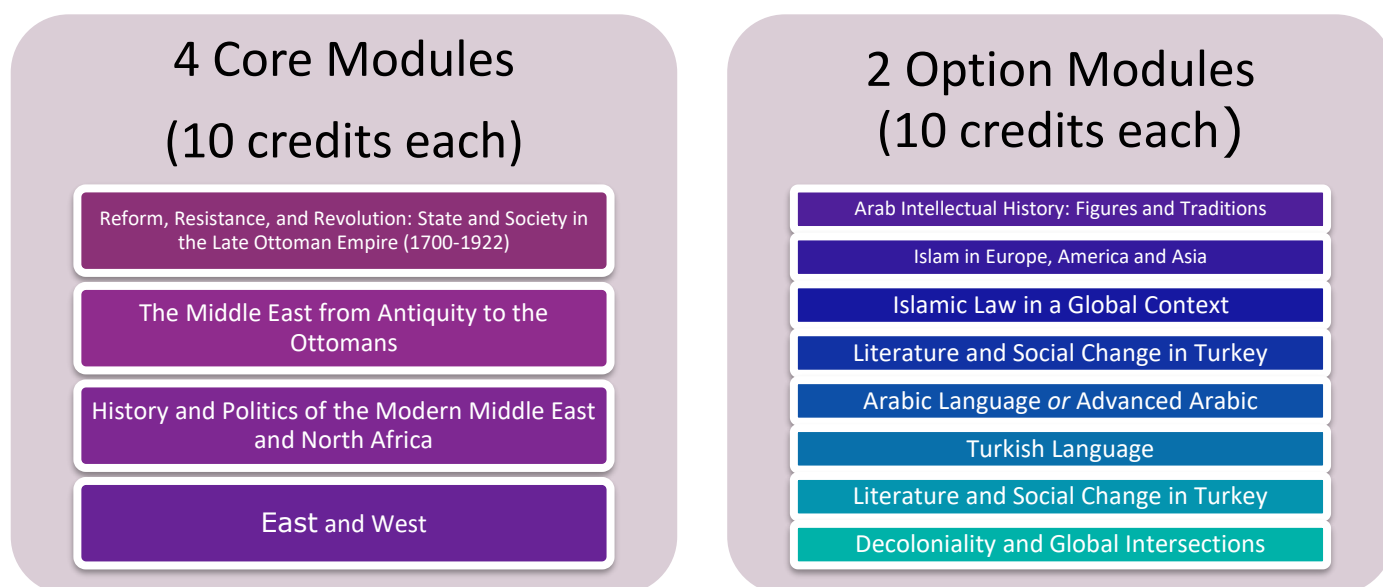
### MPhil

The MPhil comprises a total of 90 credits:



### Postgraduate Diploma

The Diploma comprises a total of 60 Credits:



## Postgraduate Certificate

The Certificate comprises a total of 30 Credits:

3 Core Modules  
(10 credits each)

Reform, Resistance, and Revolution: State and Society in the Late Ottoman Empire (1700-1922)

The Middle East and North Africa from Antiquity to the Ottomans

History and Politics of the Modern Middle East and North Africa



## The Taught Modules

Basic information about each taught module (as opposed to the [Research Project/Dissertation](#)) is provided below. Detailed week-by-week breakdowns of each module will be available on the relevant Blackboard page.

### Michaelmas Term (Semester 1, autumn)

#### NMP11011 The Middle East from Antiquity to the Ottomans

**Core Module, 10 ECTS**

**Module Coordinator:** Prof. Anne Fitzpatrick

**Assessment:**

- 2,500-word essay (70%)
- 1,500-word primary source study (30%)

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

#### NMP11111 Reform, Resistance, and Revolution: State and Society in the Late Ottoman Empire (1700-1922)

**Core Module, 10 ECTS**

**Module Coordinator:** Dr Murat Şiviloğlu

**Assessment:**

- Shorter paper, 2,000 words – 40%
- Final paper, 3,000 words – 50%
- Presentation, 10 mins – 10%

This module aims to:

- Examine the evolution of the late Ottoman state by tracing key political, administrative, and military transformations from the early 18th century to the empire's dissolution in 1922.
- Analyze the tensions between reform and resistance by exploring how state-led modernization efforts were received, adapted, or opposed by various social, political, and religious actors.
- Investigate the role of empire-wide crises—including economic downturns, regional uprisings, imperial rivalries, and global conflicts—in shaping the trajectory of late Ottoman governance.
- Explore the changing nature of Ottoman society by studying shifting social hierarchies, the emergence of new political identities, and the impact of reform on different communities, including Muslims, Christians, and Jews.
- Critically engage with historiographical debates concerning the decline paradigm, Ottoman modernity, and the empire's place in global history, fostering a nuanced understanding of late Ottoman studies.
- Contextualize the late Ottoman Empire within broader regional and global developments, including European imperialism, nationalist movements, and the transition from empire to nation-states in the Middle East and the Balkans.

### **NMP11041 Arab Intellectual History: Figures and Traditions**

#### **Option Module, 10 ECTS**

**Module Coordinator:** Dr Idriss Jebari

**Assessment:** a 4,000-word essay (100%)

The aim of this module is to introduce students to the topics and themes that have shaped modern Arab thought. We will read the significant intellectual figures and the important ideological traditions in the period from the late 19th century to the Arab Spring of 2011. This module will identify and discuss how these thinkers and traditions have addressed the Arabs' concern for modernity and identity in light of the numerous political upheavals and the socio-cultural transformations in the region. No prior knowledge of Middle Eastern or North African studies is required, and all sources will be provided in English translation.

### **NMP1107Y Arabic Language**

#### **Option Module (this module runs in both terms), 10 ECTS**

**Module Coordinator:** Rana Al Nasr

**Assessment:**

- Written coursework (70%)
- Oral assessment (30%)

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

Upon successful completion of the module, students will be able to:

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

### **NMP1109Y Advanced Arabic (this module runs in both terms)**

**Option Module** (this module runs in both terms), **10 ECTS**

**Module Coordinator:** Rana Al Nasr

#### **Assessment:**

- Written coursework (70%)
- Oral assessment (30%)

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

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

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

### **NMP1110Y Turkish Language (this module runs in both terms)**

**Option Module** (this module runs in both terms), **10 ECTS**

**Module Coordinator:** Dr Gulfem Pamuk

**Assessment:**

- Written coursework (70%)
- Oral assessment (30%)

This module will provide students with instruction in Turkish language in a participatory online classroom setting. Students will engage with the written, read, spoken and aural aspects of the language.

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

- Read and write Turkish script.
- Engage with written texts at appropriate level.
- Understand audio and video.
- Use appropriate grammar and vocabulary to communicate in writing.
- Effectively engage in basic conversation.

## **Hilary Term (Semester 2, spring)**

(See also the [Arabic language](#) and [Turkish language](#) modules, which run in both terms).

## **NMP11022 History and Politics of the Modern Middle East and North Africa**

**Core Module, 10 ECTS**

**Module Coordinator:** Dr Tylor Brand

**Assessment:**

- Essay 80%
- Presentation 20%

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

## **NMP11032 East and West**

### **Core Module, 10 ECTS**

**Module Coordinator:** Prof. Anne Fitzpatrick

**Assessment:** a 4,000-word essay (100%)

This module surveys the interconnecting histories of Europe, America and the Middle East and North Africa, from the nineteenth century to the present day. It is designed to provide a nuanced historical understanding of the political, intellectual and cultural changes that have taken place in the area since Napoleon's invasion of Egypt. Media explored include historical documents, essays, travelogues, literature and film.

## **NMP11062 Islamic Law in a Global Context**

### **Option Module, 10 ECTS**

**Module Coordinator:** TBC

**Assessment:** a 4,000-word essay (100%)

The aim of this module is to critically investigate Sharia Islamic law from its origins to western representation. This module examines various aspects of Islamic Shari'a law, focusing in particular on contexts in which it has proven to be controversial in so far as international or western legal norms are concerned. It begins by focusing on the origins, sources and nature of Shari'a. We look at the period of revelation and, thereafter, the history of the Islamic world, tracing the development of Islamic law through the ages to the present day.

## **NMP11102 Islam in Europe, America and Asia**

### **Option Module, 10 ECTS**

**Module Coordinator:** Dr Efe Murat Balikcioglu

**Assessment:** a 4,000-word essay (100%)

This module examines the development of unique cultural, social, religious, and political life of various historical and contemporary Muslim communities globally, and especially so in Asia and Europe, with a brief glance at the Americas. By incorporating a holistic approach that includes historical, cultural, and political contexts, the module provides students with a deeper understanding of manifold processes that

have shaped the existence of Islam in many different places. NMP11122 Literature and Social Change in Turkey.

## **NMP11122 Literature and Social Change in Turkey (online)**

### **Option Module, 10 ECTS**

**Module Coordinator:** Dr Gulfem Pamuk

**Assessment:** a 4,000-word essay (100%)

This module aims to introduce students to the study of modern Turkish literature as a central medium through which the major social, political, and cultural transformations of the late Ottoman Empire and the Turkish Republic have been represented, debated, and imaginatively reconfigured.

It aims to develop students' understanding of the relationship between literary production and historical change, with particular attention to the ways in which writers have responded to modernisation, nationalism, secularisation, language reform, urbanisation, rural transformation, migration, gender politics, class conflict, minority experience, political violence, and memory.

The module also aims to encourage students to read literary texts not simply as reflections of society, but as historically situated interventions that shape public debate, produce new forms of subjectivity, and contest dominant narratives of nation, progress, identity, and belonging.

By placing novels, short stories, poetry, memoirs, and essays in dialogue with historical and theoretical scholarship, the module aims to equip students with the conceptual and methodological tools necessary to analyse the interaction between literary form, social experience, and political context.

Finally, the module aims to enable students to situate Turkish literature within broader comparative discussions of empire, post-imperial transition, nation-state formation, modernity, world literature, translation, and the politics of cultural memory.

## **Making Your Option Module Choices**

### **Michaelmas Term**

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

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

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

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

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

### Hilary Term

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

- The student must formally request the change **before 18<sup>th</sup> December 2026**, indicating the module they would like to leave and the one they would like to join.
- Requests are made via this MS form: [SLLCS Postgraduate Option Module Change Request Form- Hilary term 2026-27](#).
- Before making the request, the student must have obtained written permission from the convenor of the module they hope to leave, as well as the one they hope to join. This permission must be provided to support the request.
- The student must be aware that for technical reasons, it is not possible to accommodate all such requests.
- If a module is already full, a student will not normally be allowed to join it, unless another student has petitioned to leave the same module.
- Students are informed of the outcome of their request by the week before the teaching term starts.
- No changes are allowed once instruction has commenced (other than for reasons outlined above).

### Auditing Modules

Students may request permission to audit modules with the agreement of the module coordinator.

Audited modules do not carry credit and normally do not require completion of assessment, unless the module coordinator specifies participation or assessment requirements.

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

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

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

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

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

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



## The Research Project/Dissertation Module

### NMP1108Y The Research Project/Dissertation (MPhil only)

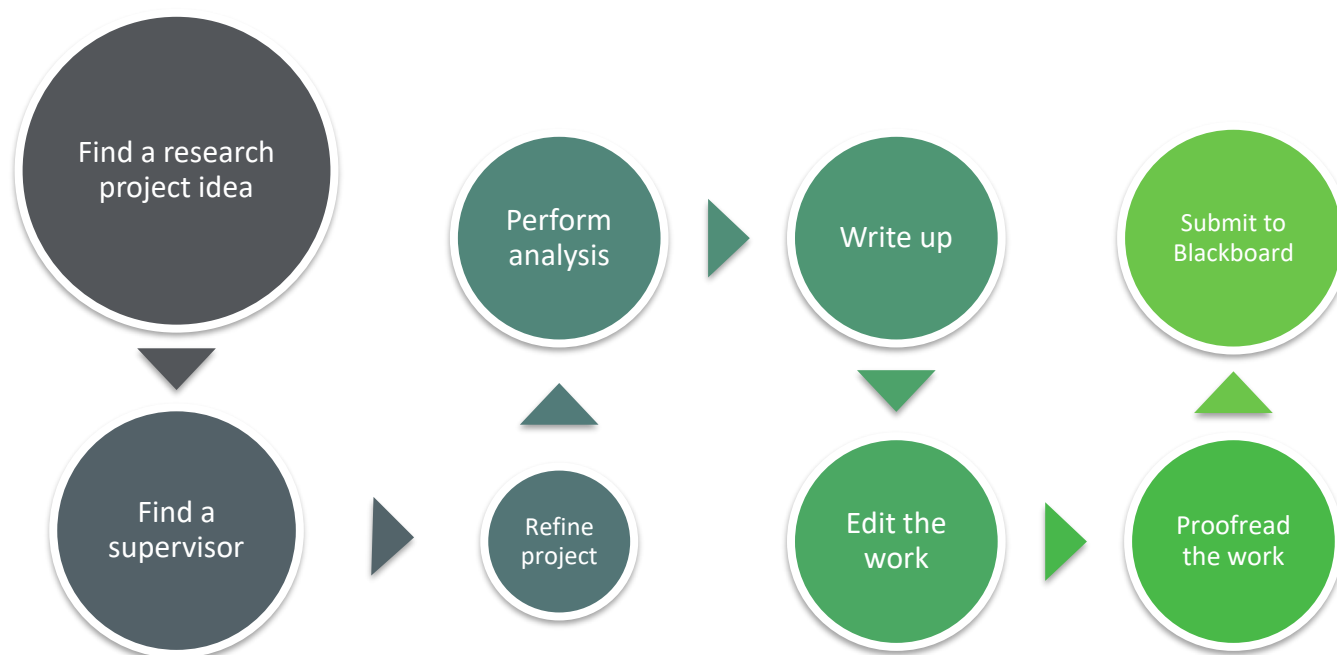
**Core Module, 30 ECTS**

**Module Coordinator:** Prof Anne Fitzpatrick

The Research Project/Dissertation is a substantial body of academic work of between 12,000 and 15,000 words. It offers students the opportunity to explore a subject of their choosing in some detail under the supervision of a subject specialist.

Given the size and importance of the research project, it is strongly advised that students devote plenty of time to planning and producing the research project from an early stage in the course.

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



### Research Skills Seminars

For those enrolled in the Research Project module, the course includes a non-assessed component of Research Skills, which runs in both terms: four 60-minute sessions in Michaelmas term and two 60-minute sessions in Hilary term. These sessions train you in academic writing and good research practice. They are particularly designed to help you with the research project.

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

Subsequently, you will be required to write by a specified deadline (which will be before the end of Hilary Term) a detailed 3,000-word non-assessed pilot version of the research project, to include an explanation of the research question, a literature overview, a description of the source base/data set, and an explanation of the methodology to be followed. Written feedback will be provided on this.

## Supervisors

Each research project is supervised by at least one member of academic staff. Potential Supervisors within the [Department of the Near and Middle Eastern Studies](#) include:

[Dr Mohamed Ahmed](#)

[Dr Tylor Brand](#)

[Prof Anne Fitzpatrick](#)

[Prof Zuleika Rodgers](#)

[Dr Idriss Jebari](#)

[Dr Murat Şiviloğlu](#)

It may also be possible to have supervisor or co-supervisor in another [Department in the School](#) or another School, if supervision capacity within the School is limited. If you have this in mind, speak to the [Programme Director](#) in the first instance.

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

Supervision ends at the end of the statutory term, several months before the deadline for the research project (see the [‘Key Dates’](#) section of this handbook).

The selection of a supervisor is the responsibility of the student involved. Prospective supervisors need to be approached as soon as you have a general idea of your dissertation area/topic. It is recommended that students begin reaching out to potential supervisors around reading week in Michaelmas Term.

Supervisors take on students on a first-come, first-served basis. There are many other students, including on other courses in the School, who are seeking supervision. So, the less time a student waits, the more likely they are to get the supervisor they want.

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 (**4<sup>th</sup> December 2026**, as per '[Key dates](#)' section of this handbook).

The form includes spaces for the student's and supervisor's signatures, as well as spaces for a working schedule of meetings. It is important to fill out the form in full, including the schedule. It is accepted that the schedule is open to change, but it is not acceptable to write 'TBC'. Specific dates and times must be decided on. The reason this is important is because supervisors' time is short, and in practice, if a definite schedule is not decided on early, the student generally misses out on supervision hours, because the supervisor has so many other calls on their time. For this reason, any forms that are not filled out in full are returned to the student for completion.

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

### Planning for a Supervision

It is generally much easier for supervisors to comment on written work than to discuss plans in the abstract. Submitting written work is also likely to be the best way to get the most out of them. Therefore, in planning for a supervision it would be advantageous to send your supervisor some writing (e.g. a draft of a section of your Research Project) and email it to your supervisor giving them plenty of time to read it (usually at least a week). This will allow them the time to look at your work and make comments.

Supervision is expected to take place during the supervisor's office hours.

### Research Involving Human Subjects

If your research involves human participants, advance **permission must be obtained** for this research from the appropriate College Ethics Committee. As ethics approval processes can take a few weeks, it is advisable to consider early on whether your research may involve human subjects. See School of Languages, Literatures and Cultural Studies [Research Ethics webpage](#) for further details.

## Submission

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

The total word count of dissertation needs to be between 12,000 – 15,000 words. You should aim for the word limit specified for each piece of work. A 5% leeway is allowed but, going over or under this, is likely to result in a penalty. The abstract, acknowledgements, dedication and any appendices (NB markers are not required to consider these) *do not* count towards the word count. All other parts of the writing, including the title, introduction, section headings, footnotes, bibliographical references, conclusions, bibliography, any figure or table captions, and any quoted matter, *do* count towards the word limit.

Students are required to submit their dissertations electronically to Blackboard (i.e., also known as a “soft copy”). We also encourage students to submit a copy of their dissertation on Trinity’s Access to Research Archive (TARA) (a link is provided for this on Blackboard in the same place as the dissertation is submitted).

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 [‘Assignments and Assessment of Student Work’](#) section below).

## Assignments and Assessment of Student Work

### Assignment Criteria and Blackboard Submissions

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. If this is not specified in your syllabus, please ask your module convenor to confirm.

Students are reminded of [Trinity's Accessible Information Policy](#). All written material (e.g. dissertation, essays) should use sans serif font (e.g. Calibri, Arial), minimum size 12. More information on accessible materials is available on the [Trinity Inclusive Curriculum webpages](#). Please also see guidelines in [Appendix I](#) and [Appendix II](#) in this Handbook.

Assignments for each module must be accompanied by a completed [submission coversheet](#).

### 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 Trinity. 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

**The use of any form of AI for any purpose is absolutely prohibited** in this MPhil programme. This includes its use to compile bibliographies and structure an essay. Students found to be in breach of this regulation will be regarded as committing plagiarism and subject to disciplinary procedures associated with plagiarism.

The College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research is available on [this website](#).

## Grading of Assignments

Each assessed component of the degree (including single modules and the assessments within single modules) is graded numerically according to the University's general scale from 0 to 100. The pass mark is 40. The distinction threshold is 70.

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

|                      |                                                                                                                                                                                                                     |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 70+<br>(Distinction) | Very strong work which includes a well-supported, well written and convincing argument which addresses all key issues. Demonstrating a capacity for usefully original thinking will raise the mark within the band. |
| 60-69                | Good work which makes a fair attempt at analysis but, is not fully convincing – for instance because significant angles have been left unexplored, or insufficient evidence is cited.                               |
| 50-59                | Work which lets itself down in a significant respect, usually by being too descriptive and not sufficiently analytical.                                                                                             |

|             |                                                                                                                                            |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| 40-49       | Weak work which nonetheless demonstrates an adequate understanding of key issues and an ability to construct a basic argument.             |
| 0-39 (Fail) | Poor work, which demonstrates serious misunderstanding of key issues, and/or fails to sustain an argument, and/or is radically incomplete. |

It is unusual for marks to be awarded above 80.

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

## 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](#) **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](#).

## Reassessments

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.

## Academic Appeals Process

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

## Going Off-Books (pausing your studies)

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

- ❖ Therefore, students are well advised to seek medical certificates or 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.

## 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](https://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](https://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](https://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](https://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 [Course Administrators](#) 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](https://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](https://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 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 [Course Administrator](#)s 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](https://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 [Course Administrators](#) 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](https://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).

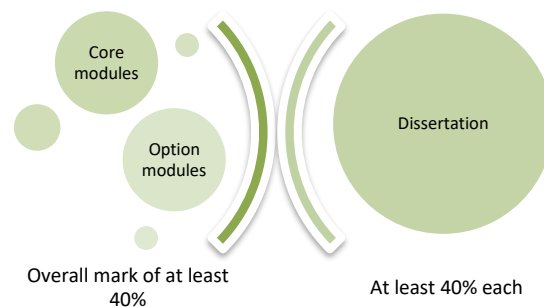
- In this case, students rescind the award they have received and continue onto the next stage of the course. Students wishing to continue must reach out to the [Course Administrators](#) before 1<sup>st</sup> April.
- They will then be sent the [Postgraduate Progression on the Framework Programme Form](#),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

## Information on Degree Grades and Classes

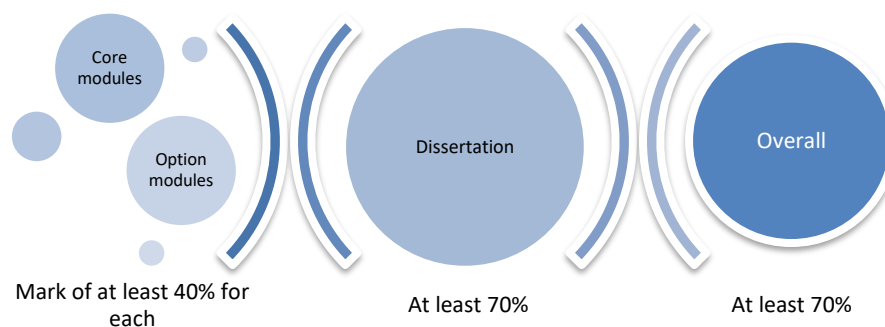
The final degree only has three possible classifications: fail, pass, and distinction.

### 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.

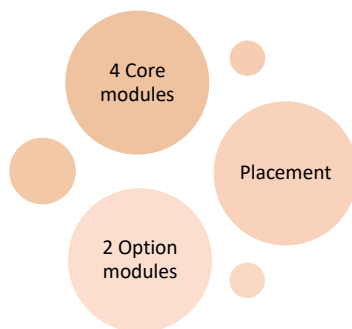


### Postgraduate Diploma

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.

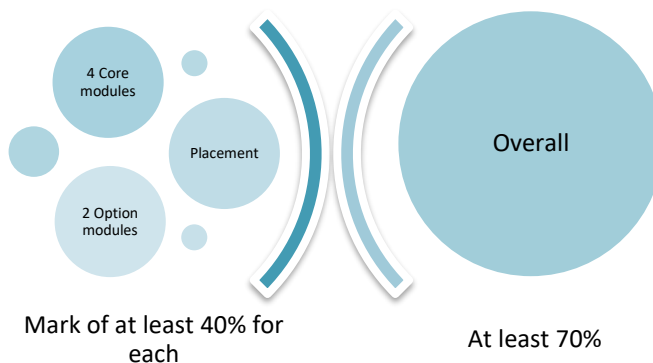
A student enrolled on the MPhil route, who successfully completes all other requirements, but does not proceed to the dissertation stage or fails to achieve the required mark of 40% in the

dissertation, will be recommended for the award of Postgraduate Diploma exit award.



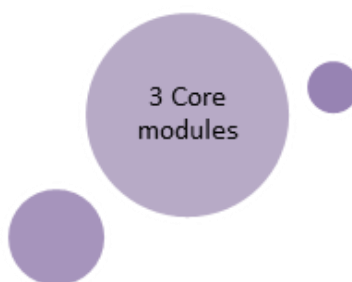
Overall mark of at least 40%

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.



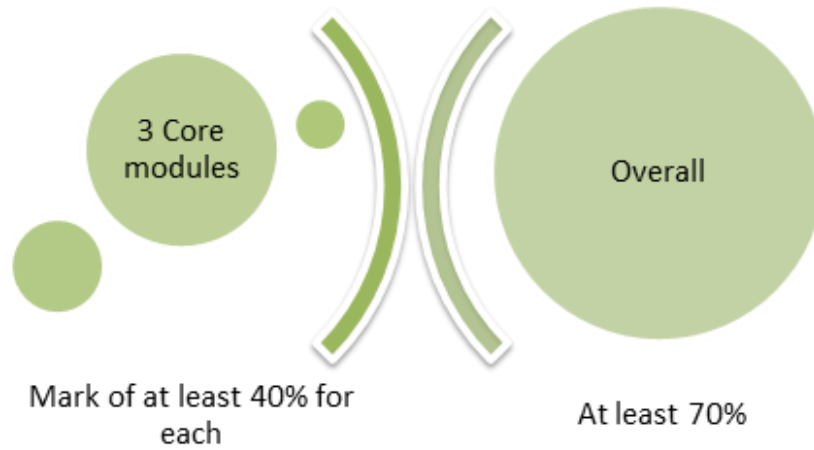
## Postgraduate Certificate

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.



## 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](#) 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 funders for research in the school are [Research Ireland](#), which usually 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 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 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 [webpage](#).

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](https://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 Letter and Translation and Duplicate of Degree Parchment 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 [askds@tcd.ie](mailto:askds@tcd.ie) 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](#).

For after hours 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](http://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: House Style for Written Work

### Paper Layout

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

[https://owl.purdue.edu/owl/research\\_and\\_citation/chicago\\_manual\\_17th\\_edition/cmos\\_formatting\\_and\\_style\\_guide/cmos\\_author\\_date\\_sample\\_paper.html](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)<br>Use the dddd/mmmm/yyyy format for long dates (e.g. 30th September 2000)<br>For decades, do not include an apostrophe (e.g. 1990s, not 1990's)<br>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: <ul style="list-style-type: none"><li>• First-level headings (e.g. Introduction, Conclusion) should be in bold, with an initial capital letter for any proper nouns.</li><li>• Second-level headings should be in bold italics, with an initial capital letter for any proper nouns.</li></ul> |
| 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:                        | <ul style="list-style-type: none"> <li>• Fewer than 40 words: in the body of the text, in single quotation marks ('...').</li> <li>• 40 words or more: size 10, indented 2.54cm on left and right, on a new line, with no quotation marks.</li> <li>• If a quotation contains a quote, this is marked with double quotation marks ('... "..." ...').</li> </ul>                                                                                                                                                                                                                                                                                                                                  |
| 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: | <p>When using abbreviations, the following conventions should be followed:</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Other abbreviations take a full stop (e.g. Esq., vol., p., no.)</li> <li>• 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)</li> <li>• 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.</li> </ul> |
| 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.<br>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 <a href="#">Chicago Manual of Style</a> should be consulted for further details. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

## Referencing and In-Text Citations

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

|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="#">Placement:</a>                       | <p>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:</p> <p style="padding-left: 40px;">Jones and Green (2012) did useful work on this subject.</p> <p style="padding-left: 40px;">Khan's (2012) research is valuable.</p> <p>If the reference is in parentheses, use square brackets for additional parentheses: (see, e.g., Khan [2012, 89] on this important subject).</p> |
| <a href="#">Citing multiple works at a time:</a> | <p>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:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |



|                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                        | <p>(Smith 2010, 2012; Khan 2012)</p> <p>(Smith 2010, 2012, 84; Khan 2012, 54–60)</p> <p>(Smith 2012a, 2012b, 82; Khan 2012, 9)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <a href="#">Repeat mentions in the same paragraph:</a> | <p>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:</p> <p>(Smith 2010, 9)</p> <p>(ibid, 25)</p>                                                                                                                                                                                                                                                                                                                                              |
| <a href="#">With a quotation:</a>                      | <p>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:</p> <p>As Smith (2012, 67) points out, “quoted text.”</p> <p>As Smith points out, “quoted text” (2012, 67).</p> <p>After a displayed quotation, the source appears in parentheses after the final punctuation. No period either precedes or follows the closing parenthesis:</p> <p>end of displayed quotation. (Smith 2012, 67)</p>                                                                                                          |
| <a href="#">Page number or other locator:</a>          | <p>(Smith 2012, 6–10) (Jones 2012, vol. 2)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <a href="#">One author:</a>                            | <p>Smith (2012) or (Smith 2012)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <a href="#">Two authors:</a>                           | <p>Smith and Jones (2012) or (Smith and Jones 2012)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <a href="#">More than two authors:</a>                 | <p>For more than two authors, only the name of the first author is used, followed by <i>et al.</i> (and others). Note that <i>et al.</i> is not italicized in text citations.</p> <p>Smith, Jones, and Khan (2012) or (Smith, Jones, and Khan 2012)</p> <p>Smith et al. (2012) (Smith et al. 2012)</p> <p>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</p> |

|                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                         | <p>cannot use et al. unless it stands for two authors or more.).</p> <p>(Smith, Baker, et al. 2012)</p> <p>(Smith, Brooks, et al. 2012)</p> <p>If this would result in more than three names having to be used, cite the first author plus a short title:</p> <p>(Smith et al., "Short Title," 2012)</p> <p>(Smith et al., "Abbreviated Title," 2012)</p>                                                                                          |
| <a href="#">Authors with same surname:</a>              | G. Smith 2012 and F. Smith 2008                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <a href="#">No author name:</a>                         | <p>Cite first few words of title (in quotation marks or italics depending on journal style for that type of work), plus the year.</p> <p>In the text:</p> <p>(<i>True and Sincere Declaration</i> 1610)</p> <p>In the reference list:</p> <p><i>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.</i> 1610. London.</p> |
| <a href="#">Organization as author:</a>                 | <p>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.</p> <p>In the text:</p> <p>(BSI 2012)</p> <p>In the reference list:</p> <p>BSI (British Standards Institution) 2012. Title ...</p>                                                                                                                      |
| <a href="#">Author with two works in the same year:</a> | Put a, b, c after the year (Chen 2011a, 2011b)                                                                                                                                                                                                                                                                                                                                                                                                     |
| <a href="#">Secondary source:</a>                       | <p>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.</p> <p>Smith's diary (as quoted in Khan 2012)</p>                                                                                                                                                                                                                       |

|                                         |                                                                                                                            |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| Classical work:                         | Classical primary source references are given in the text, not in the reference list.                                      |
| <a href="#">Personal communication:</a> | References to personal communications are cited only in the text:<br>A. Colleague (personal communication, April 12, 2011) |
| Unknown date:                           | (Author, n.d.)<br>(Author, forthcoming)                                                                                    |
| Two dates:                              | List the original date first, in square brackets:<br>Author ([1890] 1983)<br>Multivolume works:<br>(Author 1951–71)        |

## Bibliography/Works Cited/References

List all primary and secondary sources consulted, using the [Chicago Manual of Style 18](#) conventions.

| General                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="#">Order:</a> | <p>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.</p> <p>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.</p> <p>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:<br/> Green, Mary L. 2012a. <i>Book Title</i>. Publisher.<br/> Green, Mary L. 2012b. <i>Title of Book</i>. Publisher.</p> |
| 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.                                                                                           |
| <b>Books</b>                            |                                                                                                                                                                                                                                                                                                                                                        |
| <a href="#">Place of publication</a>    | Use the first-listed city on the title page or, if no city is listed there, refer to the copyright page and cite the city where the publisher's main editorial offices are located. City names are followed by a colon.<br><br>If the city is not available, leave it out.<br><br>Joyce, James. <i>Ulysses</i> . Paris: Shakespeare and Company, 1922. |
| <a href="#">One author:</a>             | Smith, John. 2012. <i>Book Title: The Subtitle</i> . Abingdon: Routledge.<br><br>Smith, J. J. 2012. <i>Book Title</i> . Abingdon: Routledge.                                                                                                                                                                                                           |
| <a href="#">Two authors:</a>            | For a book with two authors, only the first-listed name is inverted in the reference list. Both last names are included in the text.<br><br>Smith, John, and Jane Jones. 2012. <i>Book Title: The Subtitle</i> . Abingdon: Routledge.<br><br>Smith, J. J., and J. B. Jones. 2012. <i>Book Title: The Subtitle</i> . Abingdon: Routledge.               |
| <a href="#">More than two authors:</a>  | For a book with more than two authors or editors, list up to six authors in the reference list; if there are more than six, list only the first three, followed by "et al." In the text, list only the first author, followed by "et al."<br><br>Smith, John, Jane Jones, and Mary Green. 2012. <i>Book Title: The Subtitle</i> . Abingdon: Routledge. |
| <a href="#">Organization as author:</a> | University of Chicago Press. <i>The Chicago Manual of Style</i> . 18th ed. Chicago: University of Chicago Press, 2024.                                                                                                                                                                                                                                 |
| <a href="#">No author:</a>              | Begin the bibliography entry with the title, and ignore "the", "a" or "an" for the purposes of alphabetical order.<br><br><i>Stanze in lode della donna brutta</i> . Florence, 1547.                                                                                                                                                                   |
| <a href="#">Chapter:</a>                | <u>Chapter in a single-author book:</u>                                                                                                                                                                                                                                                                                                                |

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|                                 | <p>Green, Mary. 2012. "Chapter Title." In <i>Style Manual</i>, edited by John Smith. Abingdon: Routledge.</p> <p><u>Chapter in a multi-author book:</u></p> <p>In citations of a chapter or similar part of an edited book, include the chapter author; the chapter title, in quotation marks; and the editor. Precede the title of the book with <i>In</i>. It is not necessary to record a page range for the chapter.</p> <p>Jones, Sam. 2012. "Chapter Title." In <i>Book Title</i>, edited by John Smith. Abingdon: Routledge.</p> |
| <a href="#">Edited:</a>         | <p>Smith, John, ed. 2012. <i>Collected Style Manuals</i>. Abingdon: Routledge.</p> <p>Smith, John, and Jane Jones, eds. 2012. <i>Collected Style Manuals</i>. Abingdon: Routledge.</p>                                                                                                                                                                                                                                                                                                                                                  |
| Edition:                        | <p>University of Chicago Press. 2012. <i>The Chicago Manual of Style</i>. 16th ed. Chicago: University of Chicago Press.</p>                                                                                                                                                                                                                                                                                                                                                                                                            |
| <a href="#">Reprinted work:</a> | <p>Maitland, F. W. (1898) 1998. <i>Roman Canon Law in the Church of England</i>. Reprint, Union, NJ: Lawbook Exchange.</p>                                                                                                                                                                                                                                                                                                                                                                                                              |
| Multivolume work:               | <p>Green, M. L. 2012. <i>Collected Correspondence</i>. Vol. 2 of The Collected Correspondence of M. L. Green. Abingdon: Routledge, 2000–.</p> <p>Khan, Lisa. 2009–12. <i>Collected Works</i>. 2 vols. Abingdon: Routledge.</p>                                                                                                                                                                                                                                                                                                          |
| <a href="#">Translated:</a>     | <p>Do not abbreviate <i>Translated by</i>.</p> <p>Smith, John. 2012. <i>Collected Style Manuals</i>. Translated and edited by Jane Jones. Abingdon: Routledge.</p>                                                                                                                                                                                                                                                                                                                                                                      |
| Not in English:                 | <p>If the text is not in, an English translation of the title is needed. It follows this style:</p> <p>Piaget, J., and B. Inhelder. 1951. <i>La genèse de l'idée de hasard chez l'enfant</i> [The Origin of the Idea of Chance in the Child]. Paris: Presses Universitaires de France.</p>                                                                                                                                                                                                                                              |
| <a href="#">Online:</a>         | <p>If you used an online version, cite the online version, include the URL or DOI:</p> <p>Smith, John. 2012. <i>Book Title: The Subtitle</i>. Abingdon: Routledge.<br/>doi:xxxxxxxxxx.</p> <p>Smith, John. 2012. <i>Book Title: The Subtitle</i>. Abingdon: Routledge.</p>                                                                                                                                                                                                                                                              |

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|                                       | <a href="http://xxxxxxxxx/">http://xxxxxxxxx/</a> .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <a href="#">Place of publication:</a> | <p>Use the first-listed city on the title page or, if no city is listed there, refer to the copyright page and cite the city where the publisher's main editorial offices are located. City names are followed by a colon.</p> <p>Joyce, James. <i>Ulysses</i>. Paris: Shakespeare and Company, 1922.</p> <p>Where two cities are given, include the first one only. If the city could be confused with another, add the abbreviation of the state, province, or country:</p> <p>Cambridge, MA: Harvard University Press<br/> Cambridge: Cambridge University Press<br/> Oxford: Clarendon Press<br/> New York: Macmillan<br/> Englewood Cliffs, NJ: Prentice Hall<br/> Washington, DC: Smithsonian Institution Press</p> <p>When the publisher's name includes the state name, the abbreviation is not needed:</p> <p>Chapel Hill: University of North Carolina Press</p> |
| Publisher:                            | Omit initial "the", and "Inc.", "Ltd", "Co.", "Publishing Co.", etc.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Journals</b>                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <a href="#">Online versions:</a>      | <p>If you used an online version, cite the online version, include a DOI (preferably) or URL.</p> <p>Kwon, Hyeyoung. 2022. "Inclusion Work: Children of Immigrants Claiming Membership in Everyday Life." <i>American Journal of Sociology</i> 127 (6): 1818–59.</p> <p><a href="https://www.chicagomanualofstyle.org/book/ed18/part3/ch13/psec110.html">https://www.chicagomanualofstyle.org/book/ed18/part3/ch13/psec110.html</a>.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| One author:                           | <p>Smith, John. 2012. "Article Title: The Subtitle." <i>Journal Title in Full</i> 10 (1): 30–40. doi:xxxxxxxxxx.</p> <p>Smith, J. 2012. "Article Title: The Subtitle." <i>Journal Title in Full</i> 10 (1): 30–40. doi:xxxxxxxxxx.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Two authors                           | Smith, John, and Lisa Khan. 2012. "Article Title: The Subtitle." <i>Journal Title in</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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

**Other kinds of media**

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



## Appendix II: Academic writing

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

### Structure of the argument

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

### The 'killer sentence'

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

### The elimination of unnecessary words

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

Another example of this will be given on p. 4

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

### Significance

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

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

### Relative order of evidence and analysis

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

## Methodological problems

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

## Translations

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

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

## Graphs, Charts, Tables

Should always have a caption.

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

## Chasing things up

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

## Formatting Your Dissertation

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title page:       | The dissertation must begin with a title page that contains the following information (in this order): the full name of its author; the student number of the author; the title of the assignment or the task that it fulfils; the degree for which it is submitted (MPhil in the Middle East in a Global Context); the module to which it is attached (where applicable); the term and year in which it is submitted.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Declaration:      | <p>I declare that this dissertation has not been submitted as an assignment towards a degree at this or any other university and that it is entirely my own work.</p> <p>By completing the following Microsoft Form, I grant Trinity College Dublin permission to upload a copy of my dissertation to TARA—an institutional repository designed to store, catalogue, index, distribute, and preserve the research outputs of Trinity College Dublin. SLLCS MPhil dissertations will be accessible to those holding an active tcd.ie email account.</p> <p>Microsoft Form with the details of my dissertation:<br/> <a href="https://forms.cloud.microsoft/e/jLVMzk9xxf">https://forms.cloud.microsoft/e/jLVMzk9xxf</a></p> <p>By <b>not</b> completing the above-linked form, I choose to opt-out of sharing my MPhil dissertation with members of the TCD community holding an active tcd.ie account, including future or current students</p> <p>Signed: _____ Date: _____</p> |
| Abstract:         | Immediately following the declaration, every dissertation must contain an abstract (250-300 words), which summarizes the methods used and the conclusions reached. The abstract must be headed with the title of the dissertation and the author's full name (in that order) and must not exceed one page of single-spaced typescript.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Acknowledgements: | The inclusion of an acknowledgement page is optional. However, it is conventional to acknowledge any person or persons who might have provided assistance or guidance in the course of your research.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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| Table of contents:  | Immediately following the abstract, every dissertation must contain a table of contents listing the main divisions (parts, chapters, sections, sub-sections, etc., as appropriate) and the pages on which they begin. |
| Abbreviations list: | Include full details of abbreviations and editions used.                                                                                                                                                              |
| Introduction:       | The introduction sets out the objectives and scope of the dissertation, and the general shape of the argument, together with some statement of how the work relates to studies already available.                     |
| Chapters:           | Chapters are to be divided as most appropriate to the material. If sub-sections to chapters are used, these should be given separate headings and listed in the Table of Contents.                                    |
| Conclusion:         | The conclusion describes the results of your investigation, indicates their significance, sets them in a wider context and suggests possible future explorations.                                                     |
| Bibliography:       | List all primary and secondary sources consulted using the <a href="#">Chicago Manual of Style 18</a> .                                                                                                               |



