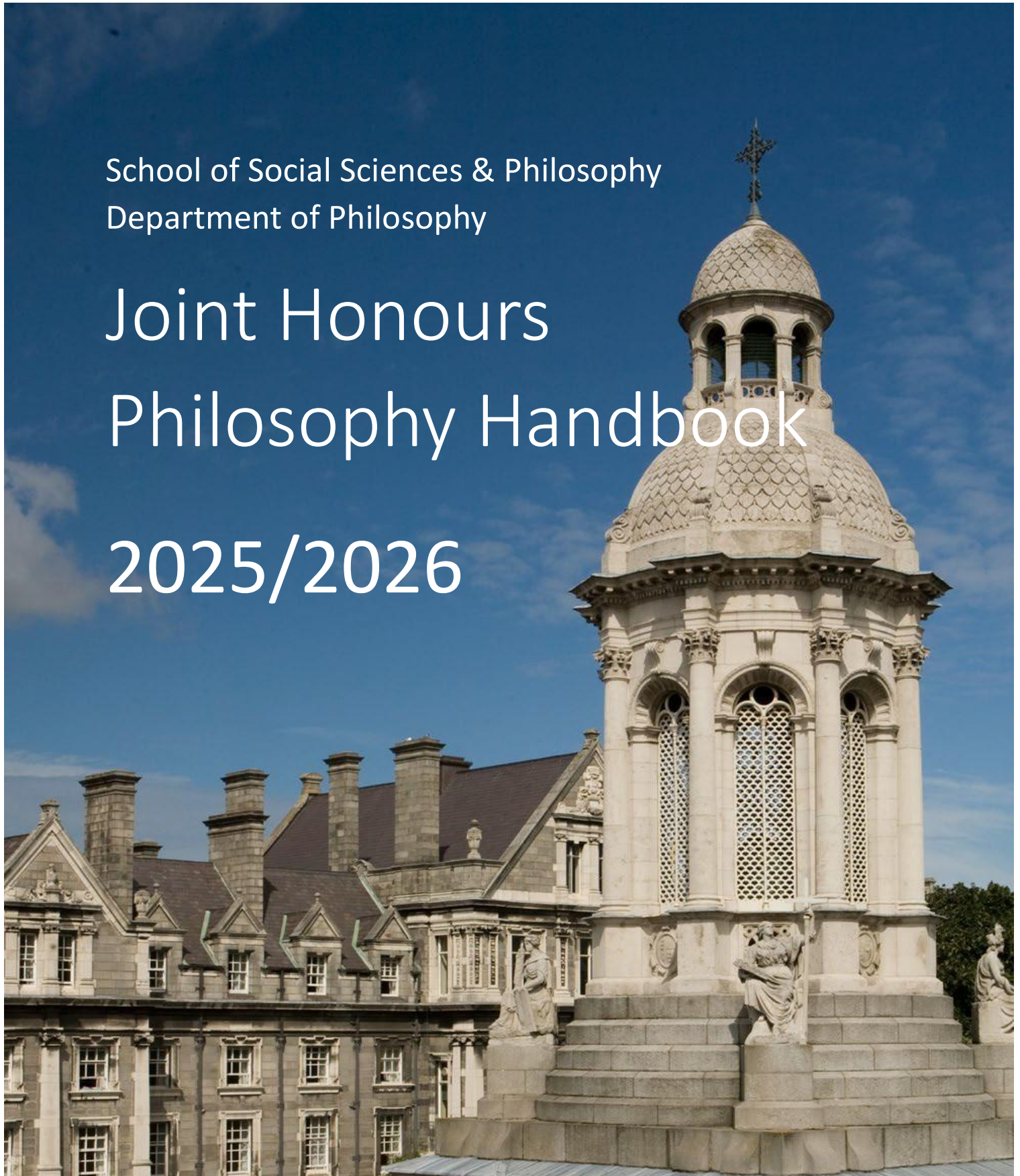**Trinity College Dublin**
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

School of Social Sciences & Philosophy
Department of Philosophy

Joint Honours Philosophy Handbook

2025/2026

Table of Contents

A note on this Handbook

In the event of any conflict or inconsistency between the General Regulations published in the University Calendar and information contained in programme or local handbooks, the provisions of the General Regulation in the Calendar will prevail.

Alternative formats of the Handbooks can be made available on request.

1. General College Information

1.1 University Regulations

Please reference the links below for College regulations, policies and procedures:

- **Academic Policies**
  https://www.tcd.ie/about/policies/academic-policies/

- **Student Complaints Procedure**
  https://www.tcd.ie/about/policies/university-policies/complaints-procedure/

- **Dignity and Respect Policy**
  https://www.tcd.ie/hr/dignity-and-respect/policies/

1.2 Student Services & Support

The Programme Administrator is your first port of call for all general queries. College also provides a range of administrative, academic and wellbeing supports and services to help smooth your route through college. You can find further information at the links below:

- **Careers Advisory Service** | www.tcd.ie/careers
- **Graduate Studies Office** | www.tcd.ie/graduatestudies
- **Mature Student Office** | www.tcd.ie/maturestudents
- **Student Services Website** | www.tcd.ie/studentservices
- **Trinity Disability Service** | www.tcd.ie/disability
- **Senior Tutor & Tutorial Services** | https://www.tcd.ie/seniortutor/

1.3 Tutors

All undergraduate students are assigned a tutor when they are admitted to College. Your tutor, who is a member of the teaching staff, will give confidential advice on courses, discipline, examinations, fees, and other matters and will represent you before the College authorities should the need arise. When emailing your tutor, please include all relevant details needed by your tutor to identify you (name, student ID, course code or programme, etc.). When contacting your tutor about a specific module, please include the module name and code and the lecturer's name, surname and email address.

You will find the name and email address of your tutor on your student record in SITS. If, for some reason, you cannot contact your tutor, you should contact the Senior Tutor's Office. They can be reached at https://www.tcd.ie/seniortutor.

1.4 Student 2 Student

From the moment that you arrive in College, right the way to your end of exams, Student 2 Student (S2S) is here to make sure that your first year is fun, engaging, and a great foundation for the rest of your time in Trinity. You will meet S2S mentors in Freshers' Week. They will keep in regular touch with you throughout your first year and invite you to events. They will also provide useful information about your course and what to look out for. Mentors are students who have been through the first year and know exactly what it feels like. S2S also offers trained Peer Supporters if you want to talk confidentially to another student, or just to meet a friendly face for coffee and a chat. S2S is supported by the Senior Tutor's Office and the Student Counselling Service. See https://student2student.tcd.ie for further information.

E-Mail: student2student@tcd.ie | Tel. +353 1 896 2438

1.5 Support Provision for Students with Disabilities

Trinity has adopted a Reasonable Accommodation Policy that outlines how supports are implemented in Trinity. Student seeking reasonable accommodation whilst studying in Trinity must apply for reasonable accommodations with the Disability Service in their student portal my.tcd.ie.

Based on appropriate evidence of a disability and information obtained from the student on the impact of their disability and their academic course requirements, the Disability Staff member will identify supports designed to meet the student's disability support needs. Following the Needs Assessment, the student's Disability Officer prepares an Individual Learning Educational Needs Summary (LENS) detailing the Reasonable Accommodations to be implemented. The information outlined in the LENS is communicated to the relevant School via the student record in SITS.

Examination accommodation and deadlines:
Students should make requests as early as possible in the academic year. To ensure the Assessment, Progression and Graduation Team can set your accommodations for examination purposes the following deadlines are applied:

- Semester 1 assessments and Foundation Scholarship assessment: the last Friday of October annually.
- Semester 2 assessments: the last Friday of February annually.
- Reassessments: the last Friday of June annually.

For exact dates please contact askds@tcd.ie

Student responsibilities for departmental assessments/course tests:
Students are required to initiate contact with the School/Department and request reasonable accommodations as per their LENS report, or email received following their needs assessment for particular assessments for School/ Department administered assessment. Students are advised to make contact at least two weeks prior to the assessment date to enable adjustments to be implemented.

Please note: no reasonable accommodation can be provided outside the procedures outlined in the Trinity Reasonable Accommodation Policy. For further information please visit: https://www.tcd.ie/disability/current/how-reasonable-accommodations-work-in-trinity/

1.6 Mature Students

Further information please see https://www.tcd.ie/maturestudents.

1.7 Careers Advisory Service

The College Careers Service supports students to explore their career ambitions and plan how to achieve them using a wide variety of activities, services and resources via https://www.tcd.ie/Careers. This service you can use to:

- Apply for opportunities which match your preferences.
- Search opportunities – postgraduate courses and funding.
- View and book onto employer and CAS (Careers Advisory Service) events.
- Submit your career queries to the CAS team.
- Book an appointment with your Careers Consultant.

Simply login to MyCareer using your Trinity username and password and personalize your profile.

Careers Advisory Service
Trinity College Dublin, 7-9 South Leinster Street, Dublin 2.
Tel. +353 1 896 1721 | Submit a career query through MyCareer (mycareerconnect.tcd.ie)
https://www.tcd.ie/Careers/students

 TCD.Careers.Service   TCDCareers

 @TCDCareers   tinyurl.com/LinkedIn-TCD-Connecting

Opening Hours
During term: 9.30am – 5.00pm, Monday to Friday
Out of term: 9.00am – 1.00pm & 2.00pm – 5.30pm, Monday to Friday

1.8 Co-Curricular Activities

- **TCD Sports Clubs** | https://www.tcd.ie/sport/student-sport/sport-clubs/
  Trinity has 50 sports clubs in a range of disciplines, from Basketball to Archery.

- **TCD Societies** | trinitysocieties.ie
  Trinity offers over 100 societies across the University. From arts, culture, politics and debating to gaming, advocacy and music, you're sure to find your niche.

- **Student Union** | www.tcdsu.org
  The Trinity College Students Union is a union for students, by students. It represents the undergraduate student body at College level.

1.9 Student Union – TCDSU

The Trinity College Students Union is a union for students, by students. There represent the undergraduate student body at College level. You can fund information about the union, and how to get involved, on their website, here: https://www.tcdsu.org/ and can find information on the student representation structures here: https://www.tcdsu.org/your-union.

1.10 Emergency Procedure

In the event of an emergency, dial Security Services on extension 1999. Security Services provide a 24-hour service to the college community, 365 days a year. They are the liaison to the Fire, Garda and Ambulance services and all staff and students are advised to always telephone extension 1999 (+353 1 896 1999) in case of an emergency. Should you require any emergency or rescue services on campus, you must contact Security Services. This includes chemical spills, personal injury or first aid assistance. It is recommended that all students save at least one emergency contact in their phone under ICE (In Case of Emergency).

1.11 Health & Safety Statements

The College Safety Statement can be viewed on the Trinity website:
https://www.tcd.ie/students/orientation/shw/

1.12 Data Protection

Please note that due to data protection requirements, staff in the School of Social Sciences and Philosophy cannot discuss individual students with parents/guardians or other family members. As the University considers students, even if they are not yet 18, to have the maturity to give consent for the use of their data, in normal circumstances, the University will not disclose personal data to the parents, guardians or other representatives of a student without the student's consent.

The University's preference is to receive written consent by way of email from the student where possible. Without such consent the University will not release any details regarding students including details of their registration, attendance, results, fee payments etc.

Trinity College Dublin uses personal data relating to students for a variety of purposes and we are careful to comply with our obligations under data protection laws.

Further information on how we obtain, use, and disclose student data can be viewed on the Trinity website: www.tcd.ie/dataprotection

2. General Course Information

2.1 Introduction

Welcome from the Head of the Department/Programme Director

Welcome to the Department of Philosophy in Trinity College Dublin.

Trinity's undergraduate programme is unique in taking four years, not the usual three. This means that students have two whole years to find their way and make themselves at home in their subject and university life, before, in their final two years, things become serious, and every mark counts toward the final degree.

This structure is well suited to the study of philosophy. In their first two years, students are introduced to a wide variety of philosophers and topics through lectures and tutorials that are obligatory; whereas in the third year each staff member concentrates on his or her specialised area in relatively smaller seminars that students select. The final year is made up of, first, a number of small work–in– progress seminars whose teaching–and–learning is distinguished by a high level of student participation and the openness to experimentation; and, second, the writing of a dissertation in which students have the opportunity to work closely and over a longer period with a supervisor of their choice on a topic of their choice.

Our approach to the subject, in the Department of Philosophy, stands out above all by its openness to a variety of approaches – for it is a fact that philosophers argue, and disagree greatly, even about the nature and content of their subject. We teach both contemporary Analytic and Continental Philosophy (and some of us deny the distinction), as well as many periods in the History of Philosophy. And while we try to be on top of the latest developments, and to contribute to them, we recognise that philosophy has a long history, the study of which is itself philosophical and an important part of the training; thus about half of the courses are historical in emphasis.

We try to link together, as closely as possible, teaching and research. All of us, most of the time, teach in the areas in which we do our research and publish our publications; and this principle – that teaching and scholarship go together – shapes the structure of our programme.

Your individual timetable, containing both your lecture and tutorial group information, will be available to you via your online student portal at my.tcd.ie when you complete your programme registration.

Dr. Julian Bacharach

June 2025 . Department of Philosophy Trinity College

Welcome from the Programme Administrator

Welcome to the Department of Philosophy at Trinity College.

I am the Executive Officer in the Department of Philosophy and I am here to answer any queries you may have in relation to your Philosophy programme.

The preferred method of contact is by email (philosophy@tcd.ie) but if it is necessary for you to contact me in person, the Department office is located in room 5009, 5th Floor, Arts Building, Trinity College Dublin. The normal opening hours of the Departmental office during Teaching Term are Monday to Wednesday 8.30 AM – 1.00 PM and 2.30 PM – 4.00 PM.

Your individual timetable, containing both your lecture and tutorial group information, will be available to you via your online student portal at my.tcd.ie when you complete your programme registration.

Please ensure you regularly check your Trinity email account as I will use this for all administrative correspondence relating to your programme. In the meantime, enjoy the start of term and please do make contact if you have any queries.

Carly Forde

June 2025

Department of Philosophy Trinity College

philosophy@tcd.ie

+353 1 896 1529

2.2 Programme Governance

Joint Honours (JH) is a cross-faculty course. Within Philosophy, the Joint Honours programme is governed by the School of Social Sciences and Philosophy Undergraduate Teaching and Learning Committee. Membership of this committee includes the Philosophy JH Programme Coordinator, the Director of Undergraduate Teaching and Learning, an academic representative from each of the four constituent disciplines within the School, and a student representative.

2.3 Contact Details

Head of the School of Social Sciences & Philosophy Professor Paul O'Grady | Tel. +353 1 896 1522 | E-mail: pogrady@tcd.ie
Head of Department Professor John Divers | Tel: + 353 1 896 1026 | E-mail: diversj@tcd.ie
School Director of Teaching & Learning (Undergraduate) Dr Paul Scanlon | E-mail: scanlop@tcd.ie
Course Director Dr. Julian Bacharach | E-mail: julian.bacharach@tcd.ie
School Manager Ms Olive Donnelly | Tel. +353 1 896 2499 | E-mail: olive.donnelly@tcd.ie
Programme Administrator Ms. Carly Forde | Tel. +353 1 896 1529 | E-mail: philosophy@tcd.ie

For further information on the department's current staff, please visit
https://www.tcd.ie/philosophy/about-us/people/.

2.4 Key Locations

Department

The Department of Philosophy office (Room 5009) is located on the 5th floor of the Arts Building in Trinity College Dublin.

Maps of campus are available at https://www.tcd.ie/Maps/map.php

Blackboard

Blackboard is the College online learning environment, where lecturers will give access to material like lecture notes and discussion forums. The use of Blackboard varies from module to module and individual lecturers will speak to you about the requirements for their module. In order to access a module on Blackboard you should be registered to the module by your Programme Administrator. Blackboard can be accessed via tcd.blackboard.com.

Email

All official email correspondence will be sent to TCD email addresses only. You should check your email on a regular basis. When emailing the Administration, students should always include their TCD Student ID Number.

Student Portal

https://my.tcd.ie allows students to view their own central student record containing all relevant information related to the course for which you are registered. To access the system, you will need you College username and network password.

If your personal student information is incorrect, you should contact Academic Registry (via email, academic.registry@tcd.ie) stating your full name and student ID number. If your timetable module list is incorrect then you should notify the Programme Administrator.

Academic Registry

Academic Registry ("AR") manages course registration and fees. Their website can be accessed here: https://www.tcd.ie/academicregistry/. The Academic Registry offices are located in the Watts Building, on the east side of the main campus.

2.5 Key Dates

Weeks commencing the 8th and the 15th of September	**Orientation Week**
Week 1 in Semester 1 (MT) Week 1 in Semester 2 (HT)	Deadline for changing Module Choices – no further changes allowed
----------------------------------	Transfer deadlines vary. Please contact your tutor.
Week commencing the 15th of September	**Teaching Commences for the JF**
Week commencing the 27th of October	Semester 1 Study/Review Week
TBD	Applications forms available to apply for Foundation Scholarship
TBD	Deadline for applications to sit Foundation Scholarship
TBD	Schols Information Meeting
Week commencing the 8th of December	Semester 1 Revision Week
Week commencing the 8th of December	Semester 1 Assessment (extra contingency days may be required outside of the formal assessment week)
Week commencing the 5th of January	Foundation Scholarship Examinations (possibility of some exams taking place in preceding week)
Week commencing the 12th of January	**Teaching Commences for Semester 2**
Week commencing the 2nd of March	Semester 2 Study Week
Week commencing the 13th of April	Semester 2 Revision Week
Week commencing the 20th of April	Semester 2 Assessment (extra contingency days may be required outside of the formal assessment week)
Week commencing the 20th of April	Trinity Week

2.6 Timetable

The updated course timetable will be available online shortly before the start of the Michaelmas term. Personal timetables will be available to students through https://my.tcd.ie.

The Academic Year Structure is available here.

Academic Calendar Week	Week beginning	2025/26 Academic Year Calendar		Term / Semester
		UG continuing years / PG all years	UG new first years	
1	25-Aug-25	Reassessment 2024/25- Semesters 1 & 2		←Michaelmas Term begins/Semester 1 begins
2	01-Sep-25	Marking/Results		
3	08-Sep-25	Marking/Results and Orientation (PG, Visiting, Erasmus)		
4	15-Sep-25	Teaching and Learning	Orientation (JF UG)	←Michaelmas teaching term begins
5	22-Sep-25	Teaching and Learning	Teaching and Learning	
6	29-Sep-25	Teaching and Learning	Teaching and Learning	
7	06-Oct-25	Teaching and Learning	Teaching and Learning	
8	13-Oct-25	Teaching and Learning	Teaching and Learning	
9	20-Oct-25	Teaching and Learning	Teaching and Learning	
10	27-Oct-25	Study/Review (Monday, Public Holiday)	Study/Review (Monday, Public Holiday)	
11	03-Nov-25	Teaching and Learning	Teaching and Learning	
12	10-Nov-25	Teaching and Learning	Teaching and Learning	
13	17-Nov-25	Teaching and Learning	Teaching and Learning	
14	24-Nov-25	Teaching and Learning	Teaching and Learning	
15	01-Dec-25	Teaching and Learning	Teaching and Learning	
16	08-Dec-25	Revision / Assessment*	Revision / Assessment*	←Michaelmas Term ends Sunday 14 December 2025/Semester 1 ends
17	15-Dec-25	Assessment*	Assessment*	
18	22-Dec-25	Assessment* / Christmas	Assessment*/ Christmas	
19	29-Dec-25	Christmas Period - College closed 24 December 2025 to 1 January 2026 inclusive	Christmas Period - College closed 24 December 2025 to 1 January 2026 inclusive	
20	05-Jan-26	Foundation Scholarship Examinations	Foundation Scholarship Examinations	
21	12-Jan-26	Marking***	Marking***	←Hilary Term begins/Semester 2 begins
22	19-Jan-26	Teaching and Learning	Teaching and Learning	←Hilary teaching term begins
23	26-Jan-26	Teaching and Learning	Teaching and Learning	
24	02-Feb-26	Teaching and Learning (Monday, Public Holiday)	Teaching and Learning (Monday, Public Holiday)	
25	09-Feb-26	Teaching and Learning	Teaching and Learning	
26	16-Feb-26	Teaching and Learning	Teaching and Learning	
27	23-Feb-26	Teaching and Learning	Teaching and Learning	
28	02-Mar-26	Study/Review	Study/Review	
29	09-Mar-26	Teaching and Learning	Teaching and Learning	
30	16-Mar-26	Teaching and Learning (Tuesday, Public Holiday)	Teaching and Learning (Tuesday, Public Holiday)	
31	23-Mar-26	Teaching and Learning	Teaching and Learning	
32	30-Mar-26	Teaching and Learning (Friday, Good Friday)	Teaching and Learning (Friday, Good Friday)	
33	06-Apr-26	Teaching and Learning (Monday, Easter Monday)	Teaching and Learning (Monday, Easter Monday)	
34	13-Apr-26	Revision	Revision	←Hilary Term ends Sunday 19 April 2026
35	20-Apr-26	Trinity Week (Monday, Trinity Monday) / Assessment**	Trinity Week (Monday, Trinity Monday) / Assessment**	←Trinity Term begins
36	27-Apr-26	Assessment**	Assessment**	
37	04-May-26	Marking/Results (Monday, Public Holiday)	Marking/Results (Monday, Public Holiday)	
38	11-May-26	Marking/Results	Marking/Results	
39	18-May-26	Marking/Results	Marking/Results	
40	25-May-26	Research	Research	←Trinity Term ends Sunday 31 May 2026/Semester 2 ends
41	01-Jun-26	Research (Monday, Public Holiday)	Research (Monday, Public Holiday)	
42	08-Jun-26	Research	Research	
43	15-Jun-26	Research	Research	
44	22-Jun-26	Research	Research	
45	29-Jun-26	Research	Research	
46	06-Jul-26	Research	Research	
47	13-Jul-26	Research	Research	
48	20-Jul-26	Research	Research	
49	27-Jul-26	Research	Research	
50	03-Aug-26	Research (Monday, Public Holiday)	Research (Monday, Public Holiday)	
51	10-Aug-26	Research	Research	
52	17-Aug-26	Research	Research	
53	24-Aug-26	Reassessment 2025/26 - Semesters 1 & 2	Reassessment 2025/26 - Semesters 1 & 2	

* Semester 1 assessment session: December 11 to 22, 2025 inclusive (No assessment after Dec 22nd)

** Semester 2 assessment session: April 21 to May 1, 2026 inclusive

*** Marking of Semester 1 assessments will continue into January and early February. Provisional Semester 1 results will be made available to students during the week commencing February 9, 2026

2.6.1 Compressed Teaching for JF

Due to the later release of Leaving Certificate results in 2025, Junior Freshman students will have a compressed teaching year. As outlined above, orientation for incoming students will be in the week beginning September 15th, and teaching will start on September 22nd.

2.7 Study Abroad/Erasmus

In Junior Sophister year you may be permitted to satisfy the requirements of the year, in whole or in part, by study abroad under an approved Erasmus or college-wide international exchange programme approved by the Vice-President for Global Relations, with the assessment at the host university counting as part of your academic record in College. The maximum period for such study is one academic year and the minimum period is three months. Arrangements governing specific exchange programmes are made by the school, department or course office concerned. See https://www.tcd.ie/ssp/undergraduate/study-abroad/ for more information.
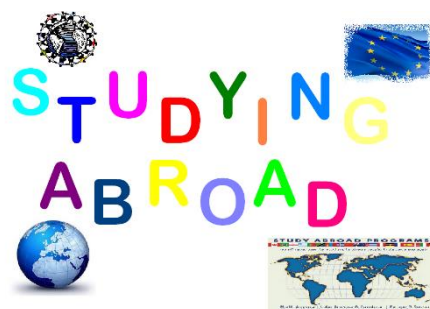
3. Scholarships & Prizes

3.1 Foundation Scholarship

Details on the College regulations for the achievement of Scholarship can be found via: https://www.tcd.ie/academicregistry/exams/scholarship/faq.

Details on the structure and duration of Scholarship examinations for the Philosophy programme can be found here: https://www.tcd.ie/philosophy/current-students/scholarship-examinations/.

Candidates are examined in four papers drawn from the modules of their course up to the end of Michaelmas term of the Senior Fresh year. The scope of each paper is described in the examination section of the relevant Course website. Recommendations for scholarship will be based on the arithmetic average achieved across all four papers, subject to all four papers being passed. In order to be recommended for Foundation Scholarship, candidates must achieve an overall mark of 70% or higher. In addition, candidates are required to achieve a minimum of two first class marks out of the four papers and no paper may have a mark below 65%.

3.2 Prizes, Medals, & Other Scholarships

Gold Medals

Gold Medals will be awarded to students who attain an overall average mark of 75% where the JS year result (weighted at 30%), along with the SS year result (weighted at 70%), will be considered together to provide the overall average mark of 75%.

Gold Medals are awarded on the basis of a single annual attempt (to include Semesters 1 & 2 assessments). A deferral counts towards the single annual attempt. Gold Medals are not awarded to students who have to reassess in the Autumn.

JOHN ISAAC BEARE PRIZE IN PHILOSOPHY

This prize was founded in 1953 by a bequest from W. E. P. Cotter in memory of John Isaac Beare, Fellow 1887-1918. It is divided into three parts and one part is awarded in each of the first three years of the single honours course in philosophy. Part I is awarded at the end of the Trinity term in each year to the Junior Fresh student taking philosophy either in TJH or in PPES who has the best overall results in philosophy. Part II is awarded at the end of the Trinity term in each year to the Senior Fresh student taking philosophy (SHP, PPES, or TJH) who has the best overall results in philosophy. Part III is awarded at the end of the Trinity term in each year to the Junior Sophister student taking philosophy either in TJH or in PPES who has the best overall results in philosophy. Value, €89 each part.

JOHN HENRY BERNARD PRIZES

These prizes were founded in 1929 by subscription in memory of John Henry Bernard, Provost 1919-27. A prize is awarded annually in the Junior Fresh year and in the Junior Sophister year to the student in that year in Single Honours Philosophy who has the best overall result; in the Senior Fresh year the prize is awarded to the candidate (in SHP, TJH, or PPES) who performs best at the examination for foundation scholarship. Value of each prize, €108.

MADELEINE FARRELL MEMORIAL PRIZE IN PHILOSOPHY OF MIND

A prize of €250 has been provided by a benefactor and former student of philosophy and medicine at Trinity College, Dr Thomas Farrell, in honour of his mother, Madeleine Farrell. The prize will be awarded each year to the person who gains the highest mark for a Senior Sophister dissertation in philosophy of mind, given that, according to the examiners, a sufficiently high standard has been achieved.

ARTHUR ASTON LUCE MEMORIAL PRIZE

This prize was founded in 1977 from a general bequest to the College by Arthur Aston Luce, Fellow 1912-77, Professor of Moral Philosophy 1934-49, Berkeley Professor of Metaphysics 1953-77. It is awarded annually to the student in the single honours course in philosophy who has the best overall result in the Senior Sophister year. Value €166.

LILIAN MARY LUCE MEMORIAL PRIZE

This prize was founded in 1941 by a gift from the Rev. Arthur Aston Luce, Fellow 1912-77, in memory of his wife, Lilian Mary Luce, gold medallist in mental and moral science. It is awarded on the result of a written examination held annually in Trinity term conducted by two examiners appointed from the honour examiners in philosophy. The course consists in the main of portions of Berkeley's philosophical works, preferably those not specified in the honours course. Works on the Berkeleian philosophy may be included. The course, which may be varied from year to year, is prescribed by the Professor of Philosophy. The examination is open only to students taking the single honours course in philosophy or taking philosophy as part of a joint honours course. It may be taken in either the Junior Fresh or the Senior Fresh year, but no student may be a candidate on more than one occasion. Notice of intention to compete must be sent to the Senior Lecturer by 15 February. In the case of close answering the Board may divide the prize, on the recommendation of the examiners. Value €381.

HENRY STEWART MACRAN PRIZE

This prize was founded in 1941 by a bequest from Miss Eileen Frances Gertrude McCutchan in memory of Henry Stewart Macran, Fellow 1892-1937. It is awarded annually to the candidate who gains the best aggregate of marks at a written examination on Hegel's system of philosophy and for an essay 'on a subject of a metaphysical or ethical and not merely psychological or logical character'. Candidates must be under M.A. standing, and if undergraduates, must have their names on the College books. No candidate may win the prize

more than once, but an unsuccessful candidate may compete again. The examination is held in Trinity term. The course consists of (1) a prescribed portion of Hegel's works (100 marks) and (2) a critical or expository work on Hegel (100 marks). Notice of intention to compete must be given to the Senior Lecturer at the beginning of Hilary term. The subject of the essay (200 marks) is one of a number of topics prescribed annually by the Professor of Philosophy and two other examiners appointed by the Board, or else a topic proposed by the candidate at the beginning of Hilary term and approved by the examiners. It must be 8,000- 9,000 words in length. It must be handed to the Professor on the morning of the first day of the examination, and must be signed by the candidate and accompanied by a list of authorities consulted, and by a statement that the essay is the candidate's own work. Value €318.

GEORGE McCUTCHAN PRIZE

This prize was founded in 1941 by a bequest from Miss Eileen Frances Gertrude McCutchan, in memory of her father, George McCutchan. It is awarded annually by the Board on the recommendation of the Professor of Philosophy and the moderatorship examiners to the candidate for moderatorship in philosophy, or for a joint honours programme in which philosophy is included, who obtains a first- or second-class moderatorship, and shows the best knowledge of Hegel in an essay relating to some aspect of his system of philosophy, as agreed by the candidate and the head of department. Value €508.

WRAY PRIZE

This prize was founded in 1848 by a gift from Mrs Catherine Wray, widow of Henry Wray, Fellow 1800-47, to encourage metaphysical studies. The prize is awarded annually to the student who submits the best dissertation at the moderatorship examination in philosophy. Value, €445.

WRAY TRAVELLING SCHOLARSHIP

This prize was founded in 1977 out of funds accumulated through the gift from Mrs Catherine Wray described above under WRAY PRIZE. The purpose of the prize is to enable a student to spend time abroad visiting or studying at some centre of philosophical learning (to be chosen in consultation with the Head of the Philosophy Department); and it is awarded to a student who achieves a very high standard at the moderatorship examination. The prize will not necessarily be awarded annually. Value €3,175.

HARRY HARTFORD CAPSTONE PROJECT PRIZE

This prize was founded in 2020 by a gift from Harry Hartford, a graduate of the Faculty of Economic and Social Studies (Economics). The prize will be awarded annually to the best capstone project within each of the disciplines of economics, political science, sociology and philosophy which focuses on research applicable to issues of public policy. Value €1,000 each.

4. Academic Writing

4.1 Philosophy Essay Writing

4.1.1 Planning Your Philosophy Essay

Writing a philosophy essay is a *specific skill*, and importantly different from many other kinds of academic writing. You are not just trying to demonstrate your general knowledge of a topic but rather to offer a *reasoned argument* for a *definite answer* to a question. In a high-quality philosophy essay, every part of the essay will contribute in a specific way to answering that question.

If you are given an essay prompt that asks a specific question, you should make sure that this is exactly the question you answer in your essay. Where there is not a specific question, this is not an invitation to offer a series of more loosely connected musings: it means you need to decide for yourself, and explicitly state, the question you will be answering.

4.1.2 Essay Structure

Your essay should consist of an **introduction**, a **main body**, a **conclusion** and a **bibliography**.

- In the **introduction** you should state what you will be arguing your essay and explain briefly how you will argue for it and what will happen in the different parts of the essay. It can be useful to explicitly define the scope of the question you will be answering, and to distinguish it from other questions in the vicinity. It is *not* necessary or helpful to provide a lot of extraneous background information or scene-setting (e.g. "David Hume was born in 1711…", "Since before the beginning of the dawn of time, humans have puzzled about free will…", etc.)
- The **main body** is where you will develop the substance of your answer to the question. Aim to have an argument that develops in clearly defined stages, each building on the last—do not simply list all of the pros and cons of a philosophical position. Text should be organised into paragraphs, each introduced with a clear topic sentence indicating how it relates to, and builds on, what has come so far; e.g., "I have just considered objection X to claim Y. Now, I will consider one possible line of response to objection X." (This is called '**signposting**').
  It is essential that you are offering your *own argument* for a conclusion, and not merely summarising the views of others. This doesn't mean that you need to come up with a completely novel and unprecedented line of thought; but you need to engage *critically* with the literature, and avoid appealing to other philosophers as authorities. E.g. not "As philosopher X has said,___", but rather "Philosopher X has said___; this is (im)plausible, for the following reasons:…"

- In the **conclusion** you will briefly recap what you have done in your essay. Restate the answer you have given to the question and how you have answered it. Don't introduce a lot of new thoughts at this stage in the essay; this part is just to help the reader by clarifying and reminding them what your essay has been about.
- The **bibliography** should list, in the appropriate format, all the texts that have been cited in the essay. (See 4.2.2 below.)

4.1.3 Style and Formatting

- Coursework essays must be typed or word-processed and submitted in .doc, .docx, .rtf or .pdf format.
- Pages must be numbered consecutively with Arabic numerals, with the first page of your essay as number 1.
- Use 1.5x- or double-spaced text, with generous left- and right-hand margins (e.g. 2.5cm).
- Use a sensible, readable font, and stick to the same font consistently throughout your submission. An appropriate font size is 12 for main text and 10 for footnotes.
- Shorter quotations should be inline and marked with inverted commas; longer quotations should be separated from the text and indented (smaller text or spacing optional.) **All quotations must be appropriately referenced** (see 4./// below.)
- Titles of books should be italicised (e.g. *The Critique of Pure Reason*); titles of journal articles and book chapters should be unitalicised and placed in inverted commas (e.g. 'Is Knowledge Justified True Belief?')
- Watch out for common punctuation errors, e.g. confusing "its" and "it's".
- Avoid an overly informal style and choice of language. Elisions (e.g. "don't" for "do not", "isn't" for "is", etc.) should generally be avoided, as should slang, nicknames, etc.
- Avoid excessively long or short paragraphs. An appropriate length for a paragraph is generally around 3–4 sentences and 150–250 words.
- Both British and American English spelling are acceptable; however, it is important to be consistent.
- Use simple, straightforward language. Avoid obscure turns of phrase and overlong sentences.
- In general, it is preferable to avoid neologisms, jargon and overly technical terms. Where it is necessary to use these, make sure all terminology is used consistently, and properly explained.
- Be consistent with terminology—do not vary your language or swap words out for synonyms just for the sake literary flair.
- Use of the first person pronoun is acceptable as long as it is used to propound an argument and not merely express an opinion.

4.2 Referencing your Essay

4.2.1 Plagiarism & Referencing Guide

Proper referencing is an essential part of academic practice. **Failure to reference properly consitutes academic misconduct and will result in a penalty being applied**.

The point of referencing is twofold: i) to avoid appropriating other people's ideas or words and passing them off as your own; and ii) to enable the reader to find the source of any quotations or ideas you are engaging with. This means that is essential to provide the *page number* as well as the author and date of any text you cite.

Text directly taken from other authors must **always** be placed in quotation marks and cited appropriately. E.g. "According to Cohen, 'the whole point of money is to extinguish interference' (Cohen, 2017, p. 178)."

In the context of a philosophy essay, any quotations need to be *explained* and *critically assessed* in order to show the reader that you understand the ideas. Often it is better to *paraphrase* rather than to quote in full. However, when paraphrasing, it is still essential to provide proper referencing, including a page number.

4.2.2 Referencing Style

The Philosophy Department's preferred referencing style is Harvard (Cite them Right). Harvard referencing consists of two elements:

- **In-text citations** consist of an **author** and **year**, separated by a comma and placed in parentheses, and should follow the mention of the text in question. E.g. "Since the publication of Kripke's *Naming and Necessity*, necessity and *a priori* status have no longer been assumed coextensive (Kripke, 1980)."
- Citations following direct quotations or specific paraphrases should also include a **page reference**, following the year in parentheses. E.g. "Kripke suggested the statement that the metre stick in Paris is exactly one metre long as an example of a contingent *a priori* statement. (Kripke, 1980, p. 56)."
- The **bibliography** should come at the end of the essay and provide full information of all the works cited in-text. In the case of journal articles this means the name of the article, the name of the journal, the issue, volume, and page range, as well as the author and year. In the case of books this means the name of the book, the publisher, and (where relevant) the original publication date.
- In general it's not necessary for your bibliography to contain an extensive further reading list beyond the works actually cited in your essay.
- For a quick guide to Harvard referencing, go here.

4.3 Academic Integrity & Referencing

4.3.1 Plagiarism & Referencing Guide

If you copy another student's essay, engage someone to write your work, quote material from any published or electronic source without acknowledgement, or extensively paraphrase such material without acknowledgement, you have committed the offence of plagiarism. A mark of zero may be awarded. The College's definition of plagiarism and specification of its consequences can be viewed on the Trinity website: https://libguides.tcd.ie/academic-integrity.

These webpages are designed to help you to understand what plagiarism is and to employ the principles of academic integrity so as to avoid plagiarising. They also set out the regulations in Trinity relating to plagiarism offences and how they are dealt with.

The College Calendar defines plagiarism, gives examples of the kinds of actions that are deemed to constitute plagiarism, and elaborates on the procedures for dealing with plagiarism cases. The webpages also contain materials and advice on citation styles which are used to reference properly. You should familiarise yourself with the content of these pages. For further information please visit: https://libguides.tcd.ie/academic-integrity

All students must complete our Ready Steady Write plagiarism tutorial and sign a declaration when submitting course work, whether in hard or soft copy or via Blackboard, confirming that you understand what plagiarism is and have completed the tutorial. If you read the information on plagiarism, complete the tutorial and still have difficulty understanding what plagiarism is and how to avoid it, please seek advice from your Course Director, your supervisor, or from Student Learning Development. To access this tutorial please visit: libguides.tcd.ie/academic-integrity/ready-steady-write.

4.3.2 Plagiarism Declaration

Each coversheet that is attached to submitted work should contain the following completed declaration:

"I have read, and I understand the plagiarism provisions in the General Regulations of the University Calendar for the current year. I have also completed the Online Tutorial on avoiding plagiarism 'Ready Steady Write'.

Please refer to your relevant School/ Department for the format of essay submission coversheets.

4.3.3 School of Social Sciences & Philosophy Plagiarism Policy

If plagiarism, as referred to in the Calendar (https://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf) is suspected, the lecturer informs their HoD and Director of Teaching and Learning (Undergraduate) (DUTL). The DUTL, or their designate, will write to the student, and the student's tutor advising them of the concerns raised. The student and tutor (or representative from the Students' Union) will be invited to attend an informal meeting with the DUTL, or their designate, and the lecturer concerned, in order to put their suspicions to the student and give the student the opportunity to respond. The student will be requested to respond in writing stating his/her agreement to attend such a meeting and confirming on which of the suggested dates and times it will be possible for them to attend. If the student does not agree to attend such a meeting, the DUTL, or designate, may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under conduct and college regulations.

If the DUTL, or designate, forms the view that plagiarism has taken place, he/she must decide if the offence can be dealt with under the summary procedure set out below. In order for this summary procedure to be followed, all parties attending the informal meeting above must state their agreement in writing to the DUTL or designate.

If the offence can be dealt with under the summary procedure, the DUTL, or designate, will recommend one of the following penalties:

Level 1: Student receives an informal verbal warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty. The DUTL should inform the course director and where appropriate the course office. The offence is recorded.

Level 2: Student receives a formal written warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will receive a reduced or capped mark depending on the seriousness/extent of plagiarism. In the case of a Level 2 offence, the Senior Lecturer must be notified and requested to approve the recommended penalty. The DUTL should inform the course director and where appropriate the course office. The offence is recorded.

Level 3: Student receives a formal written warning. The piece of work in question is inadmissible. There is no opportunity for resubmission, with corrections. Instead, the student is required to submit a new piece of work as a reassessment during the next available session. Provided the work is of a passing standard, both the assessment mark and the overall module mark will be capped at the pass mark. Discretion lies with the Senior Lecturer in cases where

there is no standard opportunity for a supplemental assessment under applicable course regulations. In the case of a Level 3 offence, the Senior Lecturer must be notified and requested to approve the recommended penalty. The Senior Lecturer will inform the Junior Dean accordingly. The Junior Dean may nevertheless implement the procedures as referred to under conduct and college regulations. The DUTL should inform the course director and where appropriate the course office. The offence is recorded.

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

4.3.4 The Use and Referencing of Generative AI

Aligned with the [College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research](#) (2024), the use of GenAI is permitted unless otherwise stated. Where the output of GenAI is used in a document or work output, this usage should be acknowledged and appropriately cited, as per [Library guidelines on acknowledging and reference GenAI](#). From an academic integrity perspective, if a student generates content from a GenAI tool and submits it as his/her/their own work, it is considered plagiarism, which is defined as academic misconduct in accordance with College Academic Integrity Policy.

4.3.5 Procedures regarding Dignity & Respect Matters

The School of Social Sciences and Philosophy is committed to fostering a learning environment that upholds principles of equality, diversity, and inclusion. We strive to ensure that all students and staff can pursue their academic and professional goals without fear of discrimination, harassment, bullying, or any form of mistreatment.

Recognizing the adverse impact harassment can have on individuals' performance, morale, confidence, health, and learning, the School seeks to create a culture where such behavior is unequivocally condemned. Our goal is to encourage an atmosphere in which individuals can address harassment concerns without fear of ridicule or retaliation.

[Trinity Dignity and Respect Policy](#) sets out the College's key principles and procedures for addressing matters related to negative treatment, including discrimination, bullying, and any form of harassment. [TCD Sexual Misconduct Policy](#) establishes the principles, approach, and procedures on the subject of sexual harassment or sexual assault and outlines the resources and support available to both students and staff when facing issues related to sexual harassment.

Should any student encounter issues related to dignity and respect, as outlined above, we strongly urge them to immediately reach out for support from the designated contact person, who will provide guidance and support in accordance with the Dignity and Respect Policy:

Student's Tutor

School Director of Teaching and Learning (Undergraduate) – Dr Paul Scanlon | scanlop@tcd.ie

4.4 Research Ethics

Some research requires ethical approval, therefore, when in doubt please contact your Capstone supervisor.

5. Teaching & Learning

5.1 Programme Structure

This section contains information on Joint Honours Philosophy programme architecture and the available pathways to award. Further information on Trinity Joint Honours **combinations** can be found here: https://www.tcd.ie/tjh/prospectivestudents/combinations/.
For more information on Trinity Joint Honours **pathways** please visit:
https://www.tcd.ie/tjh/prospectivestudents/pathways/
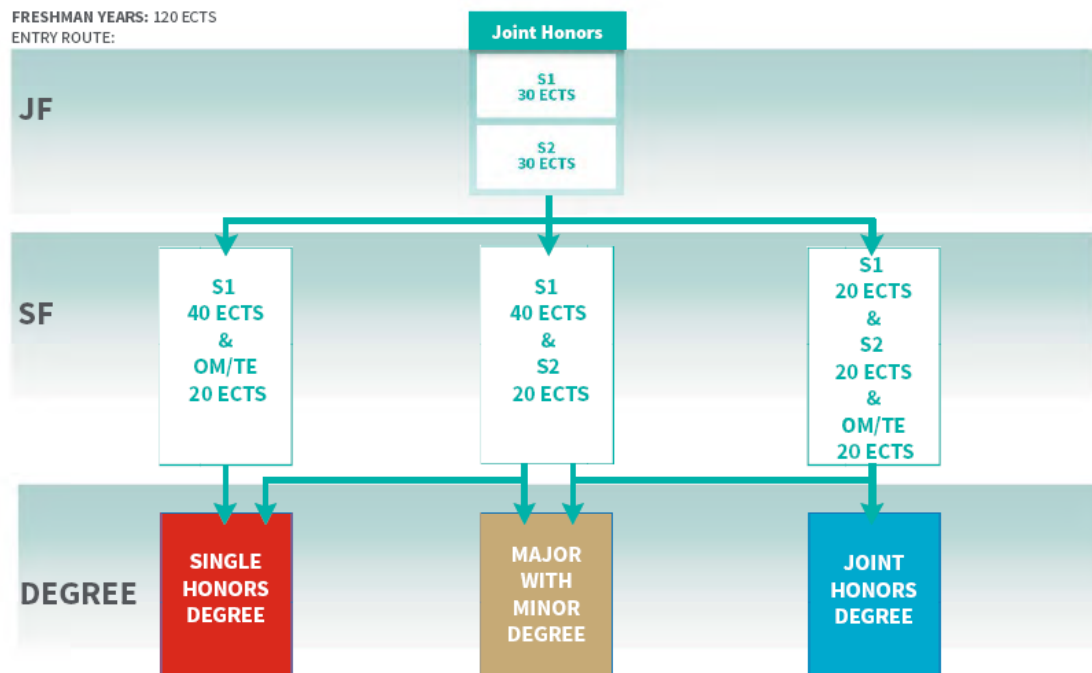
There are a number of pathways available to those pursuing a Joint Honours degree:

- Single Honours Award in Philosophy
- Major Award in Philosophy
- Joint Honours Award
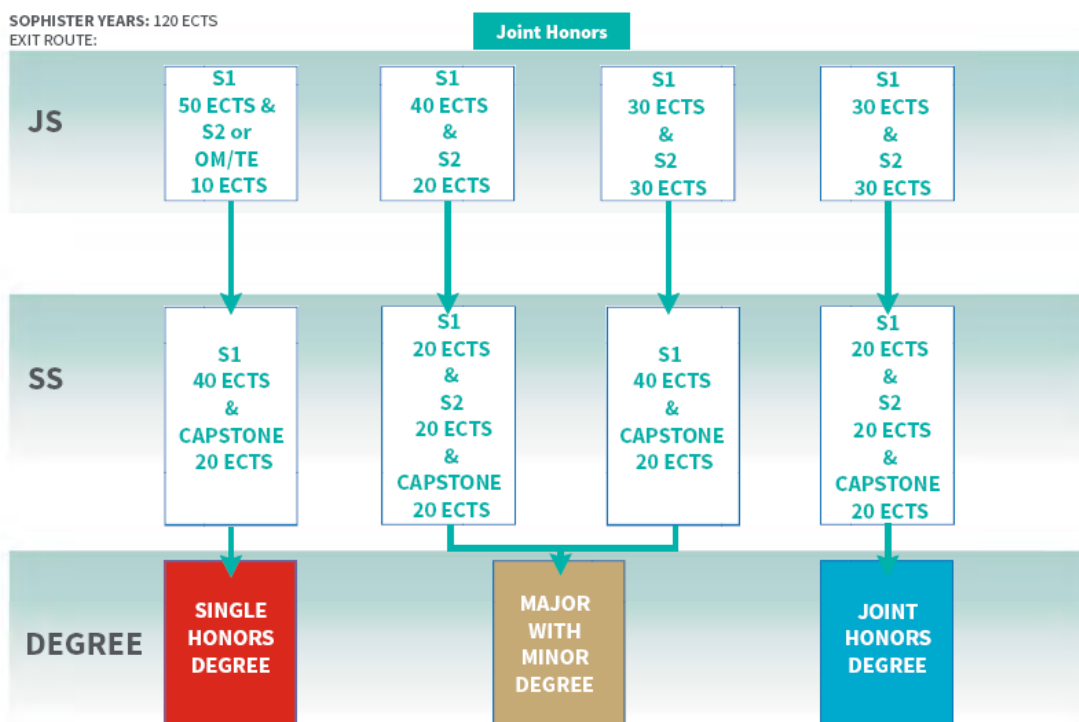- Minor Award in Philosophy

Common Architecture

FRESHMAN YEARS: 120 ECTS
ENTRY ROUTE:

KEY: S1 - Subject 1 | S2 - Subject 2 | OM - Open Modules | TE - Trinity Electives | JF - Junior Freshman | SF - Senior Freshman

Common Architecture

SOPHISTER YEARS: 120 ECTS
EXIT ROUTE:

Joint Honors

| JS | S1 50 ECTS & S2 or OM/TE 10 ECTS | S1 40 ECTS & S2 20 ECTS | S1 30 ECTS & S2 30 ECTS | S1 30 ECTS & S2 30 ECTS |

| SS | S1 40 ECTS & CAPSTONE 20 ECTS | S1 20 ECTS & S2 20 ECTS & CAPSTONE 20 ECTS | S1 40 ECTS & CAPSTONE 20 ECTS | S1 20 ECTS & S2 20 ECTS & CAPSTONE 20 ECTS |

| DEGREE | SINGLE HONORS DEGREE | MAJOR WITH MINOR DEGREE | | JOINT HONORS DEGREE |

KEY: S1 - Subject 1 | S2 - Subject 2 | OM - Open Modules | TE - Trinity Electives | JS - Junior Sophister | SS - Senior Sophister

European Credit Transfer Systems (ECTS)

The European Credit Transfer and Accumulation System (ECTS) is an academic credit system based on the estimated student workload required to achieve the objectives of a module or programme of study. It is designed to enable academic recognition for periods of study, to facilitate student mobility and credit accumulation and transfer. The ECTS is the recommended credit system for higher education in Ireland and across the European Higher Education Area. The ECTS weighting for a module is a measure of the student input or workload required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on as appropriate. The European norm for fulltime study over one academic year is 60 credits. 1 credit represents 20-25 hours estimated student input, so a 10-credit module will be designed to require 200-250 hours of student input including class contact time, assessments and examinations. ECTS credits are awarded to a student only upon successful completion of the programme year. Progression from one year to the next is determined by the programme regulations. Students who fail a year of their programme will not obtain credit for that year even if they have passed certain component. Exceptions to this rule are one-year and part-year visiting students, who are awarded credit for individual modules successfully completed.

5.2 Programme Structure & Workload

Further information on the choice and pathways available to common entry students can be viewed on the Trinity website: www.tcd.ie/courses/undergraduate/your-trinity-pathways.

Junior Fresh (First Year) – All Pathways

Students must take modules equivalent to 30 ECTS.

Code	Mandatory Modules	ECTS
PIU11021	Central Problems in Philosophy A	10
PIU11022	Central Problems in Philosophy B	5
PIU11031	History of Western Philosophy I A	10
PIU11034	History of Western Philosophy I B	5

Senior Fresh (Second Year) – Joint Honours Pathways

Depending on their degree pathway, students must take Philosophy modules equivalent to 20 or 40 ECTS and meet programme requirements.

Students choosing 20 ECTS in Philosophy will have the option to either:

- Couple this with 40 ECTS in their other subject
  or
- Couple this with 20 ECTS in their other subject and 20 ECTS of Trinity Electives/Optional Modules.

Students choosing 20 ECTS in Philosophy must take:

Code	Mandatory Modules	ECTS
PIU22011	History of Western Philosophy II A	5
PIU22012	History of Western Philosophy II B	5
PIU22023	Logic	5
PIU22032	Epistemology and Philosophy of Science	5

Students choosing 40 ECTS in Philosophy will have the option to either:

- Couple this with 20 ECTS in their other subject
  or
- Couple this with 20 ECTS of Trinity Electives/Optional Modules.

Students choosing 40 ECTS in Philosophy must take:

Code	Mandatory Modules	ECTS
PIU22011	History of Western Philosophy II A	5
PIU22012	History of Western Philosophy II B	5
PIU22023	Logic	5
PIU22032	Epistemology and Philosophy of Science	5
PIU22061	Text I	10
PIU22062	Text II	10

Common Architecture
Freshman Years: 120 ECTS
Entry Route
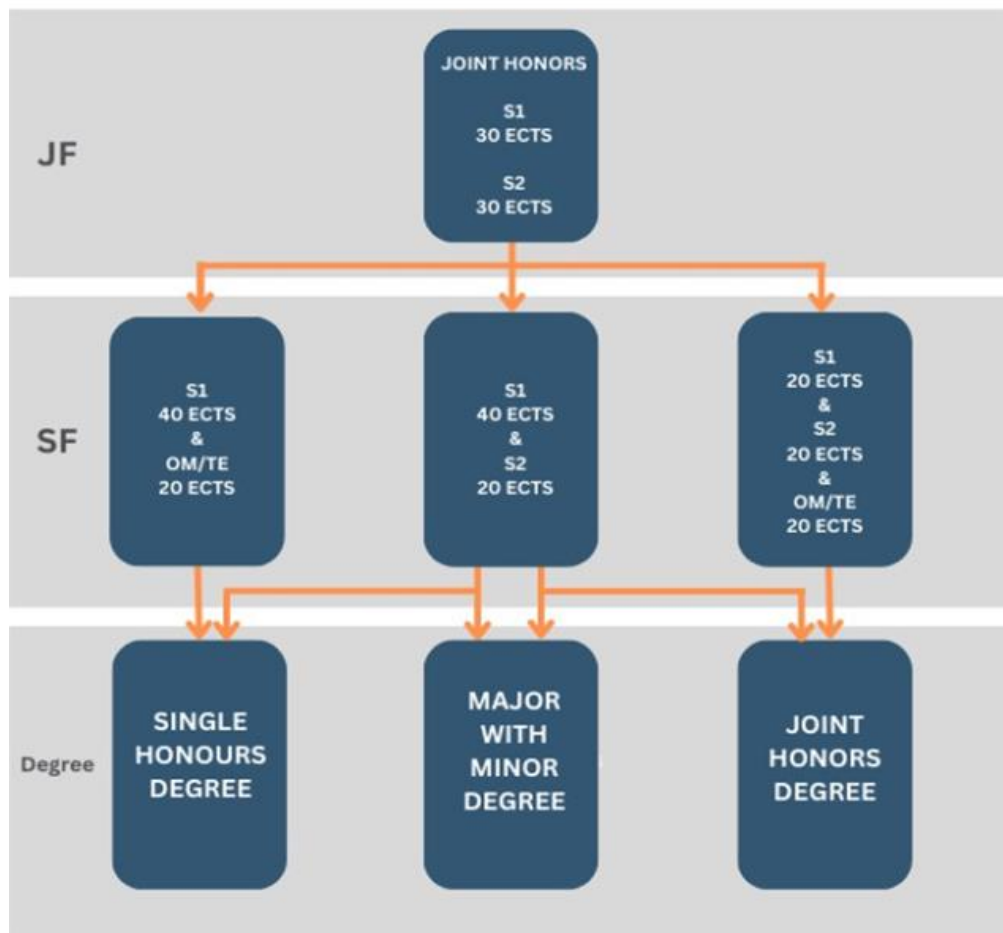
Please visit the Philosophy website for the most up-to-date module lists for the Junior and Senior Sophister years of the programme: https://www.tcd.ie/philosophy/international/inbound-students/module-outlines/.

The number of ECTS taken by the student is determined by their chosen pathway, as follows:

a) Joint Honours in Philosophy

In Junior Sophister (third) year students take 30 ECTS in each subject. For Philosophy they take 30 ECTS from a range of optional modules.

In Senior Sophister (fourth) year students take either:

- 20 ECTS in Philosophy from a range of optional modules
  or
- 40 ECTS in Philosophy: 20 ECTS from a range of optional modules + 20 ECTS Capstone

b) Single Honours in Philosophy

In Junior Sophister (third) year students take 50 ECTS in Philosophy from a range of optional modules.

For the remaining 10 ECTS students take either:

- 10 ECTS in their other subject
  or
- 10 ECTS in Trinity Electives/Optional Modules

In Senior Sophister (fourth) year students take 60 ECTS in Philosophy, to include the 20 ECTS Capstone.

c) Major in Philosophy

In the Junior Sophister (third) year students have the option to take either 30 ECTS in Philosophy or 40 ECTS in Philosophy. This determines the number of ECTS they will take in their Senior Sophister (fourth) year, as follows:

Students taking 30 ECTS in Philosophy in the Junior Sophister Year:

- In Junior Sophister (third year) year students take 30 ECTS in Philosophy from a range of optional modules. For the remaining 30 ECTS students take 30 ECTS in their other subject.

- In Senior Sophister (fourth) year students take 60 ECTS in Philosophy, to include the 20 ECTS Capstone.

Students taking 40 ECTS of Philosophy in the Junior Sophister Year:

- In Junior Sophister (third year) year students take 40 ECTS in Philosophy from a range of optional modules. For the remaining 20 ECTS students take 20 ECTS in their other subject.
- In Senior Sophister (fourth) year students take 40 ECTS in Philosophy, to include the 20 ECTS Capstone. For the remaining 20 ECTS students take 20 ECTS in their other subject.

d) Minor in Philosophy

Students take either:

- 30 ECTS in Philosophy from a range of optional modules in the Junior Sophister year and no Philosophy modules in the Senior Sophister year
  or
- 20 ECTS in Philosophy from a range of optional modules in the Junior Sophister year and 20 ECTS in Philosophy from a range of optional modules in the Senior Sophister year.

Common Architecture
Sophister Year Years: 120 ECTS
Exit Route

Students who take up Philosophy as a New Minor Subject in their 2nd (SF) year, will take a mandatory selection of four modules from the Philosophy 1st (JF) year syllabus, worth 5 ECTS each. Students continuing with Philosophy as a NMS in their 3rd (JS) year, will then take a mandatory selection of four 5 ECTS modules from the Philosophy 2nd (SF) syllabus. NMS students who continue to graduate with a Minor in Philosophy in their final (SS) year, will take an **optional** selection of any 5 ECTS modules from the Philosophy 3rd year (JS) syllabus.

Students who take up Philosophy as a New Minor Subject have the additional option of continuing to take just 10 ECTS in Philosophy in their JS year and none in their SS year. In this case, they will receive a Single Honours degree award in their main discipline and no degree award in Philosophy. Students who take this option in their JS year must take two 5 ECTS modules, one in each semester, from the same range of modules as those continuing with Philosophy as a NMS (indicated below.)

Year 1 of NMS – SF Year

Students on the New Minor Subject will take these in their Year 2

Module Code	Module Name	ECTS Value	Semester	Pre- Requisites or Co- Requisites	Mandatory or Optional
PIU11023	Central Problems in Philosophy A	5	1	N/A	Mandatory
PIU11053	History of Philosophy I A	5	1	N/A	Mandatory
PIU11022	Central Problems in Philosophy B	5	2	N/A	Mandatory
PIU11054	History of Western Philosophy B	5	2	N/A	Mandatory

Year 2 of NMS - JS year
Modules available at Level 2

Students on the New Minor Subject will take these in their Year 3

- o Maximum total of 20 ECTS, 10 ECTS in each semester – Minor Award
- o Maximum total of 10 ECTS, 5 ECTS in each semester – students continuing their studies in Philosophy, but not proceeding to an award.

Module Code	Module Name	ECTS Value	Semester	Pre- Requisites or Co- Requisites	Major/Minor (20 ECTS)	Single Honours (10 ECTS)
PIU22073	History of Philosophy II A	5	1	N/A	Mandatory	Optional
PIU22023	Logic	5	1	N/A	Mandatory	Optional
PIU22074	History of Philosophy II B	5	2	N/A	Mandatory	Optional
PIU22022	Philosophy of Science	5	2	N/A	Mandatory	Optional

In students' final year (SS - Minor Award), all JS Philosophy modules are optional, with students taking a total of 20 ECTS, 10 ECTS in each semester.

5.3 Learning Outcomes

Having successfully completed this programme, students should be able to:

- Identify, critically evaluate and synthesise the substantive theories, frameworks, and models, both qualitative and quantitative, that are used in both fields of enquiry;
- Analyse and solve a variety of problems in the private and public sector from a multi-disciplinary knowledge basis of theories and frameworks in both disciplines;
- Communicate effectively in oral and written modes in professional and academic settings;
- Use appropriate ICT tools in analysing and addressing problems;
- Work effectively as an individual and in teams in multi-disciplinary settings;
- Demonstrate flexibility, adaptability, and independence in order to engage productively with a changing social, cultural and technological environment;
- Engage the pursuit of knowledge in greater depth and over time in support of lifelong learning, either as a practitioner or an academic, in both of your chosen fields.

5.4 Module Descriptors & Compulsory Reading Lists

The School reserves the right to amend the list of available modules and, in particular to withdraw and add modules. Timetabling may restrict the availability of modules to individual students.

Module descriptors and timetables will be available on the Departmental website shortly before the start of each term:
https://www.tcd.ie/philosophy/current-students/undergraduate-module-outlines/

5.5 Registration

It is your responsibility to ensure that you:

- take modules amounting to 60 ECTS during an academic year;
- that your selected modules meet the programme requirements;
- and that you meet the pre-requisites for your chosen modules.

This handbook outlines your module requirements for each year and gives details of module pre-requisites and programme requirements. Some of the modules may be core (you have to take them) and others are optional/approved. Bear in mind that lecturers will not be able to make special arrangements for you if you turn up to lectures for the first time in week two: if you have doubts, attend all modules you are thinking about for the first week.

Module choices will be made online and you will receive instructions on your portal. It is vital that you register correctly for your modules so that you will be included on examination lists.

Students in Years 1, 2 and 3 will be invited during the Trinity term to register their preferences for Years 2, 3 and 4 of their course, including Trinity Electives and Open Modules if applicable.

Students will be advised of how they will do this and where they will find relevant module information several weeks before they are invited to register.

5.5.1 Module Choices -- Change of Mind

Students who wish to change their module options must email philosophy@tcd.ie before the **end of the 1st week of teaching for MT, and before the end of 1st week of teaching for HT**. Students should note that module changes will be subject to availability of places and timetable constraints. You must be aware that if you have a timetable clash, you may not be able to take your preferred module choice.

5.6 Capstone Project

Every student at Trinity will do a Capstone Project or equivalent as part of their undergraduate programme.

The Capstone Project is the common element across all degree exit routes and is weighted at 20 ECTS. It requires a significant level of independent research by the student. It is an integrative exercise that allows students to showcase skills and knowledge which they have developed across a range of subject areas and across their four years of study. It should result in the production of a significant piece of original work by the student. It should provide them with the opportunity to demonstrate their attainment of the graduate attributes. For more information on Capstone please visit:
https://www.tcd.ie/teachinglearning/ug- regulations/Capstone.php

Students should note that none of the modules are pre-requisite modules for undertaking a Capstone in Philosophy so students should be cognizant of this when making module choices.

5.7 Marking Scale

The Institutional marking scale can be referenced in the [Calendar, Part II, General Regulations & Information, Section II, Item 30.](#)

School of Social Sciences & Philosophy Marking Scale

First Class Honours I 70-100

First class honours in the School of Social Sciences and Philosophy is divided into grade bands which represent **excellent**, **outstanding**, and **extraordinary** performances.

A first-class answer demonstrates a comprehensive and accurate answer to the question, which exhibits a detailed knowledge of the relevant material as well as a broad base of knowledge. Theory and evidence will be well integrated and the selection of sources, ideas, methods or techniques will be well judged and appropriately organised to address the relevant issue or problem. It will demonstrate a high level of ability to evaluate and integrate information and ideas, to deal with knowledge in a critical way, and to reason and argue in a logical way.

70-78 EXCELLENT

First class answers (excellent) demonstrate a number of the following criteria:

- comprehensiveness and accuracy;
- clarity of argument and quality of expression;
- excellent structure and organization;
- integration of a range of relevant materials;
- evidence of wide reading;
- critical evaluation;
- lacks errors of any significant kind;
- shows some original connections of concepts and theories;
- contains reasoned argument and comes to a logical conclusion.

This answer does not demonstrate outstanding performance in terms of independence and originality.

79-84 OUTSTANDING

In addition to the above criteria, an outstanding answer will show frequent original treatment of material. Work at this level shows independence of judgement, exhibits sound critical thinking. It will frequently demonstrate characteristics such as imagination, originality, and creativity. This answer does not demonstrate exceptional performance in terms of insight and contribution to new knowledge.

85-100 EXTRAORDINARY

This answer is of a standard far in excess of what is expected of an undergraduate student. It will show frequent originality of thought, a sophisticated insight into the subject and make new connections between pieces of evidence beyond those presented in lectures. It demonstrates an ability to apply learning to new situations and to solve problems.

What differentiates a first class piece of work from one awarded an upper second is a greater lucidity, a greater independence of judgement, a greater depth of insight and degree of originality, more evidence of an ability to integrate material, and evidence of a greater breadth of reading and research.

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Second Class, First Division   II.1   60-69

An upper second class answer generally shows a sound understanding of both the basic principles and relevant details, supported by examples, which are demonstrably well understood, and which are presented in a coherent and logical fashion. The answer should be well presented, display some analytical ability and contain no major errors of omissions. Not necessarily excellent in any area.

Upper second class answers cover a wider band of students. Such answers are clearly highly competent and typically possess the following qualities:

- accurate and well-informed;
- comprehensive;
- well-organised and structured;
- evidence of reading;
- a sound grasp of basic principles;
- understanding of the relevant details;
- succinct and cogent presentation; and
- evaluation of material although these evaluations may be derivative.

One essential aspect of an upper second-class answer is that is must have completely dealt with the question asked by the examiner. In questions:

- all the major issues and most of the minor issues must have been identified;
- the application of basic principles must be accurate and comprehensive; and
- there should be a conclusion that weighs up the pros and cons of the arguments.

--- o ---

Second Class, Second Division   II.2   50-59

A substantially correct answer which shows an understanding of the basic principles. Lower second class answers display an acceptable level of competence, as indicated by the following qualities:

- generally accurate;
- an adequate answer to the question based largely on textbooks and lecture notes;
- clearly presentation; and
- no real development of arguments.

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Third Class Honours   III   40-49

A basic understanding of the main issues if not necessarily coherently or correctly presented.

Third class answers demonstrate some knowledge of understanding of the general area but a third-class answer tends to be weak in the following ways:

- descriptive only;
- does not answer the question directly;
- misses key points of information and interpretation
- contains serious inaccuracies;
- sparse coverage of material; and
- assertions not supported by argument or evidence.

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Fail   F1   30-39

Answers in the range usually contain some appropriate material (poorly organised) and some evidence that the student has attended lectures and done a bare minimum of reading. The characteristics of a fail grade include:

- misunderstanding of basic material;
- failure to answer the question set;
- totally inadequate information; and
- incoherent presentation.

--- o ---

Bad Fail   F2   0-29

Answers in this range contain virtually no appropriate material and an inadequate understanding of basic concepts.

5.8 Coursework & Attendance Requirements

You are required to attend classes and submit assessment work in all modules. A student may be deemed non-satisfactory in a term when more than a third of required work/attendance in that term is missed. Any student who is deemed non-satisfactory in each of the two terms may, in accordance with the regulations laid down by the University Council, be refused permission to take examinations in that year.

To be allowed to sit the ordinary examinations you must have paid the relevant College annual fees and must be in good standing. There is no examination fee payable. There is no notice required of intention to take an examination. (The Scholarship examination is an exception to this.)

5.9 Examinations

For links and information regarding examinations, please go to the Academic Registry website. There are a number of links available on this page which you may find helpful.

College General Regulations and information are available in the College Calendar.

5.9.1 Registering Modules & Sitting Examinations

You must register your final module choices through your my.tcd portal before the start of teaching term in order to appear on module listings for examination purposes. You are required to take examinations of all modules for which you are registered unless specially exempted by permission from the Senior Lecturer.

5.9.2 Absence from Examinations

Students who may be prevented from sitting an examination or examinations (or any part thereof) due to illness should seek, through their tutor, permission from the Senior Lecturer in advance of the examination session to defer the examination/s to the reassessment session. Students who have commenced the examination session and are prevented from completing the session due to illness should seek, through their tutor, permission from the Senior Lecturer to defer the outstanding examination/s to the reassessment session.

Where such permission is sought, it must be appropriately evidenced:

- For illness: medical certificates must state that the student is unfit to sit examinations/ complete assessment and specify the date(s) of the illness and the dates on which the student is not fit to sit examinations/complete assessment. Medical certificates must be submitted to the student's tutor within three days of the beginning of the period of absence from the assessment/examination.

- For other grave cause: appropriate evidence must be submitted to the student's tutor within three days of the beginning of the period of absence from the assessment/examination.

Where illness occurs during the writing of an examination paper, it should be reported immediately to the chief invigilator. The student will then be escorted to the College Health Centre. Every effort will be made to assist the student to complete the writing of the examination paper.

Where an examination/assessment has been completed, retrospective withdrawal will not be granted by the Senior Lecturer nor will medical certificates be accepted in explanation for poor performance.

If protracted illness prevents students from taking the prescribed assessment components, so that they cannot rise into the next class, they may withdraw from College for a period of convalescence, provided that appropriate medical certificates are submitted to the Senior Lecturer. If they return to College in the succeeding academic year they must normally register for the year in full in order to fulfil the requirements of their class. Where appropriate please see the regulations governing fitness to practice.

Where the effects of a disability prevent a student from taking the prescribed assessment components, so that they cannot rise into the next class, the Senior Lecturer may permit the student to withdraw from College for a period of time provided that appropriate evidence has been submitted to the Disability Service. If they return to College in the succeeding academic year they must normally register for the year in full in order to fulfil the requirements of their class.

The nature of non-standard examination accommodations, and their appropriateness for individual students, will be approved by the Senior Lecturer in line with the Council-approved policy on reasonable accommodations. Any reports provided by the College's Disability Service, Health Service or Student Counselling Service will be strictly confidential.

5.9.3 Reassessment Examinations

Students take the reassessment examination if they have an excused absence from all or part of the annual examination. The papers to be taken at the reassessment session are determined by the following rules (which are designed to minimize the chances of failure and the associated need to repeat the year and/or be excluded):

- Any paper(s) not taken at the annual examination for excused reasons must be taken at the reassessment session.
- A grade of F2 in any paper taken at the annual examination implies that paper must be taken at the reassessment session as reassessment examination.

- When a paper at the reassessment examination is being taken as a first attempt because of excused absence from the annual examination, work done during the year for which credit would normally be given will be taken into account as if it were the annual examination. Papers being repeated because of failure at the annual examination will include no credit for the work done during the year.

Any assignment or coursework due to be submitted at the reassessment session (regardless of the reason e.g. permission to defer, etc.) must be submitted by the deadline set by the lecturer and by the start of the reassessment exam session at the latest. Coursework or assignments submitted after this date will not be accepted or marked.

5.10 External Examiner

The External Examiner for the Joint Honours Philosophy is <mark>Emma Tobin, University College London</mark>.

5.11 Progression Regulations

For information on College progression regulations, please visit the College Calendar at: https://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf

5.11.1 Publication of Results

Publication of results takes place on dates as specified and agreed by the Programme Committee and are advised under 'Key Dates' of the Handbook. Students are emailed the date of publication of results. Results are also published to your Student Portal my.tcd.ie.
The following terms apply:

- Any student who fails to receive his/her result and whose result is not on the notice board/my.tcd.ie should contact his/her tutor immediately.
- In no circumstances will results be given over the telephone.
- Students have a right to discuss examination scripts privately with the individual examiners. A student who wishes to do so should consult the appropriate examiners, (via email) within a reasonable time after the results have been announced, in order to schedule a meeting.
- Students wishing to an appeal against a result should consult their College tutors after they have seen the examiner(s). Such action must be taken immediately after the results are published.
- Examination scripts are held by examiners, or departmental offices, for a period of 13 months. This period of 13 months begins on the day of the publication of the relevant

examination results. Scripts cannot be released to students, but students may view their own scripts in the presence of the relevant examiner.

5.11.2 Re-Checks

You are entitled to discuss your performance with examiners after your results have been published. Having discussed your performance with the examiner(s) and ascertained that the mark in question was correctly calculated, you may ask that their results be re-considered if they have reason to believe:

a) That the examination paper contained questions on modules which were not part of the module prescribed for the examination,
   or
b) That bias was shown by an examiner in marking the script.

Through your tutor, you may appeal to the Senior Lecturer. In submitting your case, you should state under which of (a) or (b) above the request is being made. If a mark is revised, the Director of the Single Honours Philosophy programme will be notified of the mark change by the relevant Director of Undergraduate Teaching and Learning of the School. The Director will, by reference to the Single Honours Philosophy Programme conventions, and with the permission of the Senior Lecturer, amend the relevant module result(s) and overall grade as appropriate.

5.11.3 Compensation

For compensation regulations please see the College Calendar.

5.11.4 Appeals

You may appeal a decision of the Court of Examiners. The grounds for appeal must fall under *one or more* of the following categories:

i.   the case of the appellant is not adequately covered by the ordinary regulations of the College,
ii.   the regulations of the College were not properly applied in the appellant's care, *and/or*
iii. the appeal is *ad misericordiam*.

Appeals in the first instance must be made to the Dean of the Faculty of Arts, Humanities, & Social Sciences.

As the Appeal Committee meets to hear these appeals within one week of the publication of results, it is imperative that students, or authorized and adequately briefed deputies, are present to obtain and consider results as soon as they become available.

Appeals should be made via electronic form by a student's tutor or, if the tutor is unavailable to act, by the Senior Tutor.

5.11.5 Transcripts

Transcripts request may be made by emailing philosophy@tcd.ie. Please quote your student number, course and year when requesting a transcript.

Transcripts will include the set of grades that permit students to rise with their year and the set of grades that forms the basis of the award of the degree. The transcript will make explicit whether or not one or two sittings were required (however supplemental in a paper for which there was a deferral permitted from the annual session is not considered a separate sitting and whether or not a year is repeated. The grades achieved on the second sitting will be clearly indicated. Where more than one sitting was required an overall grade will always be recorded as a Pass/Fail.

The Scholarship Examination is an exception to the above. The examination will not be reflected on the student transcript unless the student has obtained Scholarship, in which case such information, if requested, shall appear (by way of asterisk and explanation) below the grades for Senior Fresh year.

Transcripts are never issued to a third party, such as a parent or prospective employer without the consent of the person named on the transcript.

5.11.6 Off-Book Regulations

The Senior Lecturer may permit students who are in good standing to go 'off-books'. This may be for personal reasons or on medical grounds where to do so would be in the best interests of the student. 'Off-Books' students can be re-admitted to the College in a subsequent year only at the discretion of the Senior Lecturer. 'Off-Books' students suffering from ill-health who have allowed their names to go off the books can only be readmitted, even in the current academic year, at the discretion of the Senior Lecturer who may require a satisfactory certificate from a nominated medical referee. For further information please revert to the College Calendar.

5.11.7 Repeat Years

Students are not permitted to repeat a year more than once or repeat more than two separate years.

5.12 Awards

Depending on student choices made within their programme of study and available pathways, it may be possible to be conferred with a Bachelor in Arts (Moderatorship) award in one of the following categories: Joint Honours, Single Honours, or Major with Minor.

For further information on how the overall grade is calculated, please visit the College Calendar.

5.13 Graduate Attributes

The Trinity Graduate Attributes represent the qualities, skills, and behaviours that you will have the opportunity to develop as a Trinity student over your entire university experience, in other words, not only in the classroom, but also through engagement in co- and extracurricular activities (such as summer work placements, internships, or volunteering).

The four Trinity Graduate Attributes are:

- To Think Independently
- To Act Responsibly
- To Develop Continuously
- To Communicate Effectively

Why are the Graduate Attributes important?

The Trinity Graduate Attributes will enhance your personal, professional and intellectual development. They will also help to prepare you for lifelong learning and for the challenges of living and working in an increasingly complex and changing world. The Graduate Attributes will enhance your employability. Whilst your degree remains fundamental, also being able to demonstrate these Graduate Attributes will help you to differentiate yourself as they encapsulate the kinds of transversal skills and abilities, which employers are looking for.

How will I develop these Graduate Attributes?

Many of the Graduate Attributes are 'slow learned', in other words, you will develop them over the four or five years of your programme of study. They are embedded in the curriculum and in assessments, for example, giving presentations and engaging in group work.

You will also develop them through the co-curricular and extra-curricular activities. If you help to run a club or society you will be improving your leadership skills, or if you play a sport, you are building your communication and team-work skills.

5.14 Student Feedback & Evaluation

Evaluation of courses and their constituent modules is an important component of the College's commitment towards improving the quality of teaching and the support of learning. To this end, all modules that are taught by the School of Social Sciences and Philosophy are evaluated on a twice-yearly basis using an online survey. The survey is anonymous, and the results are used in reviewing and improving aspects of each module and its delivery. We particularly want to hear what students think was good about a module and what needs to be improved. Student feedback forms an important part of the evaluation and review process.

All results for each survey are collated and made available to the lecturer who taught the module, the Head of Department, the Head of School, the School's Director of Teaching and Learning (UG/PG), and the School Manager. Teaching Assistants receive their feedback through communication with the course lecturer.

Studies have shown that there is some gender bias in student evaluations of teaching – namely that female lecturers tend to receive more negative evaluations than their male counterparts. We ask you to bear this in mind when making your evaluations.