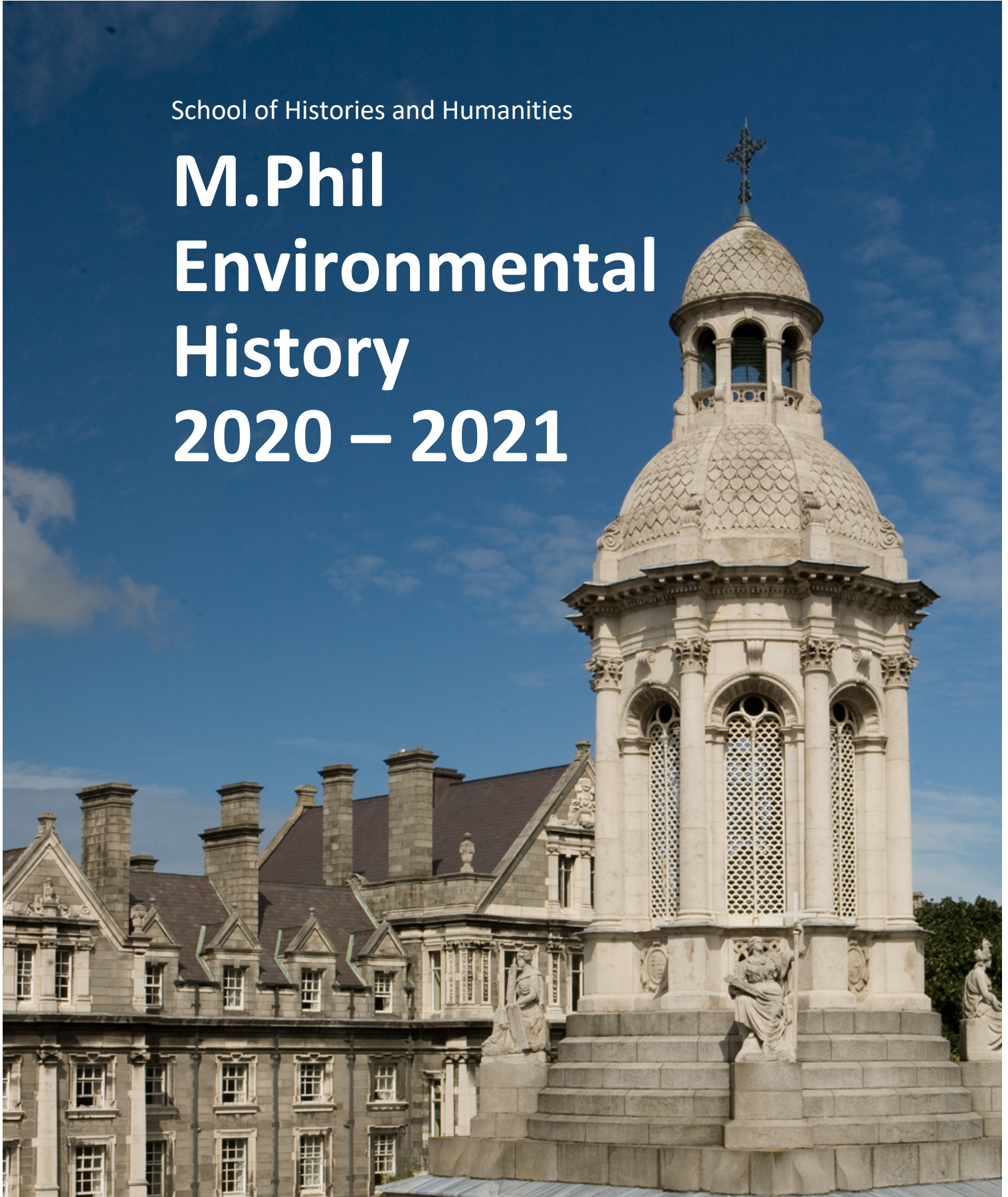**Trinity College Dublin**
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

School of Histories and Humanities

M.Phil Environmental History 2020 – 2021

Contents

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Overview

Environmental History studies the interaction of human societies and the non-human environment through time, analysing how the natural world has both influenced human society and how society has in turn influenced the environment. The M.Phil in Environmental History will give students a firm understanding of the interplay of, and feedbacks between, nature and culture over time, allowing them to develop much needed historical perspectives on the evolution of current environmental challenges. This taught full- or part-time degree has a strong methodological focus, including training in digital humanities technologies, mixed (quantitative-qualitative) methods and innovative assessment design.

The primary aim of this course is to train students in methods and themes that are directly relevant to the professional workplace at a time when there is an increasing awareness of the need to include the competencies and insights of the humanities in understanding and addressing environmental issues, not least climate change and the unsustainable use of landscapes and natural resources. A strong interdisciplinary component that can be tailored to individual students' interests is ensured by a comprehensive suite of modules cross-listed with other Masters programmes. Training in critical thinking and mixed methods research skills (such as qualitative and quantitative approaches in GIS software) will open up students' career perspectives in public management, private consultancies and NGOs, while also being an excellent entry point for doctoral studies.

Course learning outcomes

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

- Identify and outline major themes and trends in environmental history
- Demonstrate an enhanced understanding of human-nature interactions in the past and present and situate them in broader social, economic and political contexts
- Critically assess the theoretical frameworks, discourses and methods that underpin environmental history as an interdisciplinary field
- Appraise existing historical scholarship in light of the historicity of history writing as an academic practice
- Identify, interpret, analyse and critique various types of primary sources
- Apply various methods (quantitative and qualitative, including IT skills) to analyse primary sources and reappraise existing scholarship
- Formulate, develop and address research questions independently, both in oral and written form
- Conceive, plan, manage and complete an intellectually independent research project in environmental history

Academic year structure

Orientation week: 21st – 25th September 2020-21

Michaelmas Term (MT): Monday 28th September – Friday 18th December (study week break: 9th –13th November)

Hilary Term (HT): Monday 1st February – Friday 23rd April (study week break between 15th – 19th March)

The orientation week in September will be structured around face-to-face online interaction with the programme teaching staff and your new peers both in the form of programme-specific introduction meetings and wider School social events.

For more detailed information, see here.

Academic deadlines:

4th of December 2020 – Thesis proposal due (use template on Blackboard)

TBC Individual presentations on dissertation topics (Research Design module)

23rd of April 2021 – Report for Postgraduate Research Seminar due

31st of August 2021 – Submission of dissertation

Programme Structure

The M.Phil. in Environmental History will be delivered full-time over one year or part-time over two academic years. The total credit weighting is 90 credits.

Course components:

	ECTS	Weighing
Methods and Debates in Environmental History – core module (MT)	10	10%
Two environmental History special subject modules of your choice (options listed below)	2x10	10%
One optional module: a) one more environmental history special subject module b) one optional module from other postgraduate programmes (options listed below)	10	10%
Designing History – Dissertation preparation module (HT)	10	Pass/fail
Postgraduate Research Seminar (once every two weeks, both terms)	10	Pass/fail
Individual Research Project / Final thesis	30	60%

Please note: All students take "Methods and Debates in Environmental History". In addition, students choose at least one environmental special subject module (listed below) each term.

We recommend that you take the optional module – see options a) or b) in the above table – during the first term. This will give you more time in the second term to start your individual research project / final thesis.

Environmental History special subject modules 2020-2021

Module title	ECTS	Module coordinator
Mandatory for all students		
Methods and Debates in Environmental History (MT)	10	Dr. Katja Bruisch (contributions from other EH staff and from the Centre for Environmental Humanities)
Modules for choice		
Energy and Power in the Modern World (MT)	10	Dr. Katja Bruisch
The Making of Brazil An Environmental History (MT)	10	Dr. Diogo de Carvalho Cabral
Oceans and the Anthropocene (HT)	10	Prof. Dr. Poul Holm
Parchment to Pixel: World History through Historical Maps and GIS (HT)	10	Dr. Francis Ludlow

Optional modules from other programmes

Students who wish to take only 20ECTS from the Environmental History specialist modules, can choose a 10 ECTS-module from the following list (subject to availability).

Module title	Coordinator	M.Phil programme
Michaelmas term		
Saving the Past	Christine Morris	Public History
Institutions: History, memory and representation	Georgina Laragy	Public History
The Rise, Fall and Recovery of Big House	Patrick Walsh	Early Modern History
History, Memory and Commemoration	Joseph Clarke	Early Modern History
Modern Chinese History	Peter Hamilton	International History
Hilary Term		
Consuming History	Ciaran O'Neill	Public History
Imperial Worlds: Community, culture and encounter in the eighteenth-century British Empire	Robert Armstrong	Early Modern History
War and Society – 17th Century Ireland and Europe	Micheál Ó Siochrú	Early Modern History
Human Rights in Europe – 1900 – Present	Patrick Houlihan	International History
Ireland's Global Revolution – 1918-23	Brian Hanley	Modern Irish History

Please note: Due to resources and space, limited places are available in each module. If you want to take a module from another programme, you may be asked for a second preference if there is no availability in the module you first select.

Module descriptions – Environmental History

Module Title	**Methods and Debates in Environmental History**
Module Code	NEW
Module requirement	Mandatory
ECTS weighting	10
Semester taught	MT
Contact Hours	22
Module Coordinator	Assist. Prof. Katja Bruisch
Teaching staff	Assist. Prof. Katja Bruisch, Assist. Prof. Diogo de Carvalho Cabral, Prof. Poul Holm, Assist. Prof. Francis M. Ludlow,
Module Learning Outcomes	On successful completion of this module, students should be able to: - Identify the major approaches to study Environmental History - Outline major themes in the history of human-nature relations - Critically discuss various trends in the historiography and assess their premises - Demonstrate familiarity with the various kinds of sources that environmental historians use and the methods (qualitative and quantitative) to interpret these - Make an informed choice about the methodology used to undertake a research project in the field of environmental history - Present on key-themes in Environmental History in oral and written form.
Module Content	This module will introduce environmental history as a field of interdisciplinary research that integrates methods and concepts from such diverse disciplines, as geography, anthropology, archaeology, biology and climatology. It will introduce students to the variety of written and non-written sources that come to use in environmental history and teach them foundational basic skills to identify, analyse and interpret these (e.g. digital and visual literacy). At the same time, it will make students familiar with the key debates and concepts of environmental history and introduce them to different scholarly traditions in the field.
Module Assessment Components in SITS	100% coursework

Module Title	**Energy and Power in the Modern World**
Module Code	NEW
Module requirement	Mandatory (one out of four EH core modules)
ECTS weighting	10 (=250 student effort hours)
Semester taught	MT
Contact Hours	22 (11x2-hour seminars)
Module Coordinator	Assist. Prof. Katja Bruisch
Teaching staff	Assist. Prof. Katja Bruisch
Module Learning Outcomes	On successful completion of the module, students should be able to: - Identify and assess major trends and turning points in the global history of energy - Critically discuss leading trends in modern environmental and energy history - Identify, interpret and analyse primary sources relevant to the topic - Develop an independent argument about energy and power in the modern world in an essay at the end of the term.
Module Content	In our daily lives, energy is as ubiquitous as it is scarce. It is an object and a means of political power, it drives and represents economic development, while as a concept and a metaphor, it has long transcended the physical world and entered such spheres as psychology or organizational theory. How have we become so concerned about energy? This module looks at how energy has been produced, consumed, transported and conceptualized since the beginning of the industrial revolution. Which social, cultural and economic factors shaped the modern energy regime? How was the availability of energy been determined by geographical space, and how have energy technologies affected the outlook and ecological features of physical landscapes and social spaces? What was the role of energy sources, such as timber, water, sunlight, wind or muscle power after the onset of the fossil fuel age? And what, after all, is the relationship between fossil fuels and modern capitalism? We will examine regional case-studies of energy production, transport and consumption and situate them in a global picture of modern energy history – and we will ask how studying the history of energy can help us to think about the role of energy in the future.
Module Assessment Components in SITS	Coursework (30%) and final essay (70%)

Module Title	**The Making of Brazil: An Environmental History**
Module Code	NEW
Module requirement	Mandatory
ECTS weighting	10
Semester taught	MT
Contact Hours	22 (11x2-hour seminars)
Module Coordinator	Assist. Prof. Diogo de Carvalho Cabral
Teaching staff	Assist. Prof. Diogo de Carvalho Cabral
Module Learning Outcomes	On successful completion of the module, students should be able to: - Differentiate and articulate planet-centered and human-centered ways of thinking - Historicize landscapes - Interpret colonial and postcolonial polities as multispecies communities
Module Content	This module will introduce students to the environmental history of Brazil through a two-sided narrative: one centred on the nonhuman historicity of the planet and the other centred on people and their entanglements with the earth. In the planet-centred story, the protagonists are rock layers, air pressure systems, water cycles, and biological communities evolving over geologic timescales. Although the primary focus is on that piece of the Earth's surface that one day would be Brazil, we will also pay attention to climatic linkages with other parts of the planet, including Europe. The importance of these teleconnections is enhanced by the activities of humans, an invasive species that accounts for the most dramatic environmental transformations, from megafaunal extinctions to microplastic sedimentation. In the human-centred story, biogeography gives way to cultural and political geography, as people's environmental practices are seen through the lens of linguistic transactions, economic motivations, and power asymmetries. This story will span Paleoindian, native precolonial, Portuguese colonial, and Brazilian postcolonial settlement dynamics, from the late Pleistocene (15 Kya BP) to the present day. From Pero Vaz de Caminha's discovery letter to Bolsonaro's statements about Indigenous and Afro-Brazilian territories, we will use primary documents to explore the discursive articulation of colonial projects of ethnic and ecological refurbishment of non-European cultural landscapes.
Module Assessment Components in SITS	Coursework (30%) and final essay (70%)

Module Title	**Oceans and the Anthropocene**
Module Code	NEW
Module requirement	Mandatory (one out of four EH core modules)
ECTS weighting	10 (=250 student effort hours)
Semester taught	HT
Contact Hours	22 (11x2-hour seminars)
Module Coordinator	Prof. Poul Holm
Teaching staff	Prof. Poul Holm
Module Learning Outcomes	On successful completion of this module, students should be able to: - Identify and evaluate the principal developments of marine environmental history - Engage with wider theoretical frameworks and debate the merits of key historical concepts applying to marine environmental history - Undertake an advanced analysis of a chosen topic in marine environmental history using various types of primary sources and applying different techniques of evaluation and interpretation - Present the outcome of this analysis in a 2,500-3,000 word essay at the end of term.
Module Content	Marine environmental history is about how humans have understood and adapted to natural forces and resources in the past and in so doing have changed life in, under, around, and above the oceans. The module will introduce students to the development of the field of marine environmental history in the last few decades. In particular, the module will focus on how humans perceive the ocean (the key concept being Seascapes); how we detect change in the ocean (the Shifting Baseline Syndrome); how we organise the exploitation of the sea (by means of Maritime Communities); and when and how we have tried to regulate human behaviour (by Warfare and by International Ocean Management). The chronological scope will be the last 500 years and the module will discuss if and how we may talk of an Ocean Anthropocene.
Module Assessment Components in SITS	Coursework (30%) and final essay (70%)

Module 3 Title	**Parchment to Pixel: World History through Historical Maps and GIS**
Module Code	HI7068
Module requirement	Mandatory (one out of four EH core modules)
ECTS weighting	10 (=250 student effort hours)
Semester taught	HT
Contact Hours	22 (11x2-hour seminars)
Module Coordinator	Assist. Prof. Francis Ludlow
Teaching staff	Assist. Prof. Francis Ludlow
Module Learning Outcomes	On successful completion of this module, students should be able to: - Outline and explain major trends and turning points in the history of map-making - Reflect upon the main issues in historical map criticism and the many ways of reading maps - Analyse and interpret maps as historical artefacts, taking into account the various purposes (overt, covert) that they have served and the many biases embedded in maps, including through selective silences - Create and import data for use in Geographical Information Systems (GIS), including raster and vector data and apply commonly employed historical GIS techniques - Develop and express an independent perspective on current debates in the research literature.
Module Content	Often underappreciated as historical sources, maps provide a detailed and unique window into both human and environmental history. Read critically, they can reveal the political, cultural, scientific and environmental knowledge and concerns of the mapmaker, his or her patrons, audience and broader societal milieu. This module will examine the many forms that maps have taken and the many purposes they served. We will trace their historical evolution from (often controversial) modern identifications of maps in prehistoric rock art and petroglyphs to the most recent mapping revolutions of the satellite era and digital mapping. We will examine the role that these and other mapping revolutions played in enabling new interactions between places, peoples and ideas. As part of this, we will explore how mapping expanded the reach of nation states, as exemplified by the European discovery and domination of the Americas and the

related role of mapping in conflict, including the use of propaganda maps as a tool of war, as exemplified during the First and Second World Wars. The module will also provide a practical introduction to contemporary digital mapmaking, focusing upon how historical GIS (Geographical Information System) approaches are providing new ways to interrogate and represent world history.

Module Assessment Components in SITS	Final essay (100%) plus mandatory (ungraded) coursework

Module Title	**Postgraduate Research Seminar**
Module Code	NEW
Module requirement	Mandatory
ECTS weighting	10
Semester taught	MT and HT
Contact Hours	Every fortnight
Module Coordinator	Patrick Walsh
Teaching staff	All M.Phil coordinators
Module Learning Outcomes	On successful completion of this module, students should be able to: - Summarize ongoing research trends - Discuss ongoing scholarly debates - Critically reflect on scholarly presentations in oral and written form - Asses the merits of various scholarly approaches to the study of history.
Module Content	Students will attend seminars with invited speakers. The seminar will be organized in collaboration with the M.Phil programmes in Public History, Modern Irish History, International History and Early Modern History and will give students the chance to get involved with leading representatives of these various fields of history. Students of the M.Phil in Environmental Histry must attend the seminars by the Trinity Centre in Environmental Humanities but are encouraged to attend as many other talks as possible. Students have to attend and write down reflections about a minimum of 10 talks.
Module Assessment Components in SITS	This module is assessed on the basis of regular attendance at seminars and the completion of regular seminar reports to be collated into a journal (2,500 words) marked on a pass/fail basis. These reports can also relate to the public events by the Trinity Centre of Environmental Humanities. Students who fail to attend the seminar regularly will have to submit an essay (2,500 words), that will be marked on a pass/fail basis. Students can bear in mind the following general considerations in their report: - How the presentations under discussion related to the wider literature and to current historiographical discourse - What ideas, arguments or sources were disclosed which might be of use to you in your own studies - The methodological approach disclosed by presentations - The sources available and the sources used

- The main issues which arose in discussion

The report does not require footnotes and students are encouraged to personally reflect on what is useful for their own research skills and relevant to their research area.

Module Title	**Field Module: Iceland as an Historical Laboratory of the Human Environment**
Module Code	NEW
Module requirement	Optional
ECTS weighting	10 (=250 student effort hours)
Semester taught	Summer (preliminary dates: August 13 – 23 2021)
Contact Hours	t.b.c.
Module Coordinator	t.b.c.
Teaching staff	t.b.c.
Module Learning Outcomes	On successful completion of the module, students should be able to: - Explain how humans have shaped the Icelandic environment and how volcanism, climate and oceanic forces have influenced Icelandic culture - Discuss various social strategies of adapting to the environmental hazards and opportunities presented by the Icelandic environment - Appraise established approaches and methods to the writing of Icelandic environmental history - Apply approaches to "reading" the landscape (e.g., landscape archaeology, historical geography, remote sensing and GIS) - Undertake field research by effectively managing field trip- practicalities (logistics, safety) in a sub-Arctic island environment.
Module Content	This field module consists of two components: an 8-hour preparatory workshop in Dublin and a field-trip to Iceland to explore the Icelandic environment as an outdoor classroom. Students will learn how the confluence of volcanism, climate and oceanic forces have influenced Icelandic culture, and understand how Icelandic society has in turn shaped the island's environment. They will examine human adaptations to the environmental hazards and opportunities presented by the Icelandic environment, including explosive volcanism and rich fisheries. As part of this, students will learn to apply approaches to "reading" the Icelandic landscape, including landscape archaeology, historical geography, remote sensing and GIS. They will also gain experience in the practicalities of conducting field visits in this sub-Arctic island environment. Facilitated by the experienced provider Svartárkot Culture—Nature (www.svartarkot.is), this self- financed field trip will give Trinity students the exciting opportunity to interact with students and academics from universities from both sides of the north Atlantic.
Module Assessment Components in SITS	

Module Title	**Project design**
Module Code	NEW
Module requirement	Mandatory
ECTS weighting	10
Semester taught	HT
Contact Hours	11 hours
Module Coordinator	Dr Katja Bruisch
Teaching staff	All M.Phil coordinators
Module Learning Outcomes	Upon successful completion of this module, students should be able to - design, pursue and present an individual research project - critically evaluate and provide feedback on other research projects
Module Content	This module will prepare M.Phil students for their capstone project / thesis. It will provide guidance for developing a feasable research project and address some of the challenges related to pursuing individual research. The module combines individual and group work.
Module Assessment Components in SITS	Tbc.

Module Title	**Individual Research Project**
Module Code	NEW
Module requirement	Mandatory
ECTS weighting	30 (=750 student effort hours)
Semester taught	TT
Contact Hours	Regular meetings with supervisor
Module Coordinator	Assist. Prof. Katja Bruisch
Teaching staff	Supervisors will be drawn from the Environmental History teaching staff
Module Learning Outcomes	On successful completion of the module students should be able to: - Devise, develop and complete a substantial, intellectually challenging and independent research project in the field of environmental history - Develop a coherent and clearly structured argument that engages with original sources and interpretative issues in a critically informed and constructive manner - Relate the specifics of their research topic to wider issues and debates within history and demonstrate its significance beyond the discipline - Develop and demonstrate project and time management skills
Module Content	As the cornerstone of the M.Phil. programme, the individual research project module is intended to enable students to devise, develop and complete an original research project in the field of environmental history in a defined time frame. Students will draw on the skills and knowledge that they acquired during their study on the M.Phil. programme. The individual research project serves both developmental and scholarly purposes and will be assessed in terms of its scholarly rigour and its contribution to knowledge. Depending on the nature of their research, students can choose between two forms of assessment: a) 15,000-20,000 word dissertation or b) a combination of an extended research paper (10,000 -12,000 words) and a digital output (e.g. database, map).
Module Assessment Components in SITS	a) 15,000-20,000 word dissertation or b) a combination of an extended research paper of 10,000-12,000 words (70%) and a digital output, e.g. database or map (30%).

Essay submission

All coursework should be typed or word-processed. Pages should be single-sided and numbered consecutively, 1.5 or double-spaced with generous left- and right-hand margins. Font size should be 12 point with 10 point footnotes. Quotations longer than three lines should be separated from the text and indented.

Assessment

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

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

Students failing to pass taught modules may present for supplemental examination or re-submit required work within the duration of the course.

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

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

Any assignment that is not submitted will be graded as 0 (zero). Late submission of assignments, without permission from the Programme co-ordinator, or without a medical certificate in the event of illness, will be graded as 0%. This is to ensure fairness to those who do not avail of extra time to complete their work. We recognize that from time to time there are unforeseen circumstances and genuine cases will be considered sympathetically if contact is maintained with the module and/or Programme co-ordinator. Exemptions will be granted only in exceptional circumstances, and only with the agreement of the Executive Committee of the School of Histories and Humanities, and the Dean of Graduate Studies.

The Course Committee will hear appeals as per College regulations (see Calendar). This committee will comprise at least three members of the Course Committee and will be chaired by the course co-ordinator or the Head of the History Department.

Students are strongly advised to keep copies of every piece of work which they submit for assessment.

Oral Examination

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

1)   The process should begin with the student being informed by the Course Director that the examiners are contemplating failure of the dissertation and that the student may choose to defend it at an oral examination. There may be three potential outcomes: (i) pass on the basis of the student's defence of the work (ii) pass on the basis of revisions or (iii) the dissertation fails.

2)   The oral examination should be held prior to or during the examination board meeting.

3)   Both markers of the thesis should be present and ideally also the external examiner if he/she is available.

4)   The oral examination is chaired by the Director of Teaching and Learning (Postgraduate) or their nominee.

If it appears in the oral examination that the student can defend the thesis, and the examiners believe that it could be revised to the satisfaction of the examiners, the student may be given a period of 2 or 3 months to revise the dissertation, for which they will be allowed to re-register free of fees.

Plagiarism

The University considers plagiarism to be a major offence, and subject to the disciplinary procedures of the University. A central repository of information about Plagiarism and how to avoid it is hosted by the Library and is located at http://tcd-ie.libguides.com/plagiarism

It is a University requirement that all TCD students must complete the Online Tutorial on avoiding plagiarism 'Ready, Steady, Write', located at http://tcd-ie.libguides.com/plagiarism/ready-steady-write

The University's full statement on Plagiarism for Postgraduates can be found in the University Calendar, Part III 1.32: http://tcd-ie.libguides.com/plagiarism/calendar

Calendar Statement on Plagiarism for Postgraduates - Part III, 1.32

1. General

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

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

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

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

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

2. Examples of Plagiarism

Plagiarism can arise from actions such as:

(a)   copying another student's work;

(b)   enlisting another person or persons to complete an assignment on the student's behalf;

(c)   procuring, whether with payment or otherwise, the work or ideas of another;

(d)   quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format, including websites and social media;

(e)   paraphrasing, without acknowledgement, the writings of other authors.

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

(i)   fail to distinguish between their own ideas and those of others;

(ii)   fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;

(iii)   fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement;

(iv)   come across a distinctive methodology or idea and fail to record its source.

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

3. Plagiarism in the context of group work

Students should normally submit work done in co-operation with other students only when it is done with the full knowledge and permission of the lecturer concerned. Without this, submitting work which is the product of collusion with other students may be considered to be plagiarism.

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

4. Self-Plagiarism

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

5. Avoiding Plagiarism

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

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

7. If the Director of Teaching and Learning (Postgraduate) forms the view that plagiarism has taken place, he/she must decide if the offence can be dealt with under the summary procedure set out below. In order for this summary procedure

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

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

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

(b)   Level 2: Student receives a formal written warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will receive a   reduced or capped mark depending on the seriousness/extent of plagiarism;

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

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

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

Useful general information

Access to Computer Equipment

On registration, students will be provided with a username and password to access their TCD computer account. Students will then be able to access computer facilities throughout College subject to the IT Services code of conduct. IT Services provide computer purchasing advice to students - https://www.tcd.ie/itservices/students/purchasing.php

Many modules on the M.Phil. programme will provide class materials and make announcements through Blackboard, TCD's online learning environment. Your TCD username and password allow you to access Blackboard. Blackboard is available here https://tcd.blackboard.com/webapps/login/

IT Services Training Courses

Each term IT Services offers a wide range of free short IT training courses for postgraduate students. Course timetables are updated regularly on the IT Services web site https://www.tcd.ie/itservices/training/index.php

Careers Advisory Service

College provides a careers advisory service to offer advice on a range of issues concerning career development, CV and application advice, interview technique and a range of other issues. Special resources for postgraduates are also provided. Students are advised to visit the Careers Advisory Service web page at http://www.tcd.ie/Careers/ and also to make a one-to-one appointment with a Careers Advisory Service officer.

Advice on equipment and data back up

Students generally have their own PCs or laptops. For research purposes, a digital camera is extremely useful as public and private archives increasingly allow their use. If conducting oral history interviews, students are advised to use an appropriate digital recording device. Students are very strongly advised to back up all their course materials, assignments, research notes, drafts, and anything else created or stored in digital media, and to keep such safe copies in a separate location or in the cloud.