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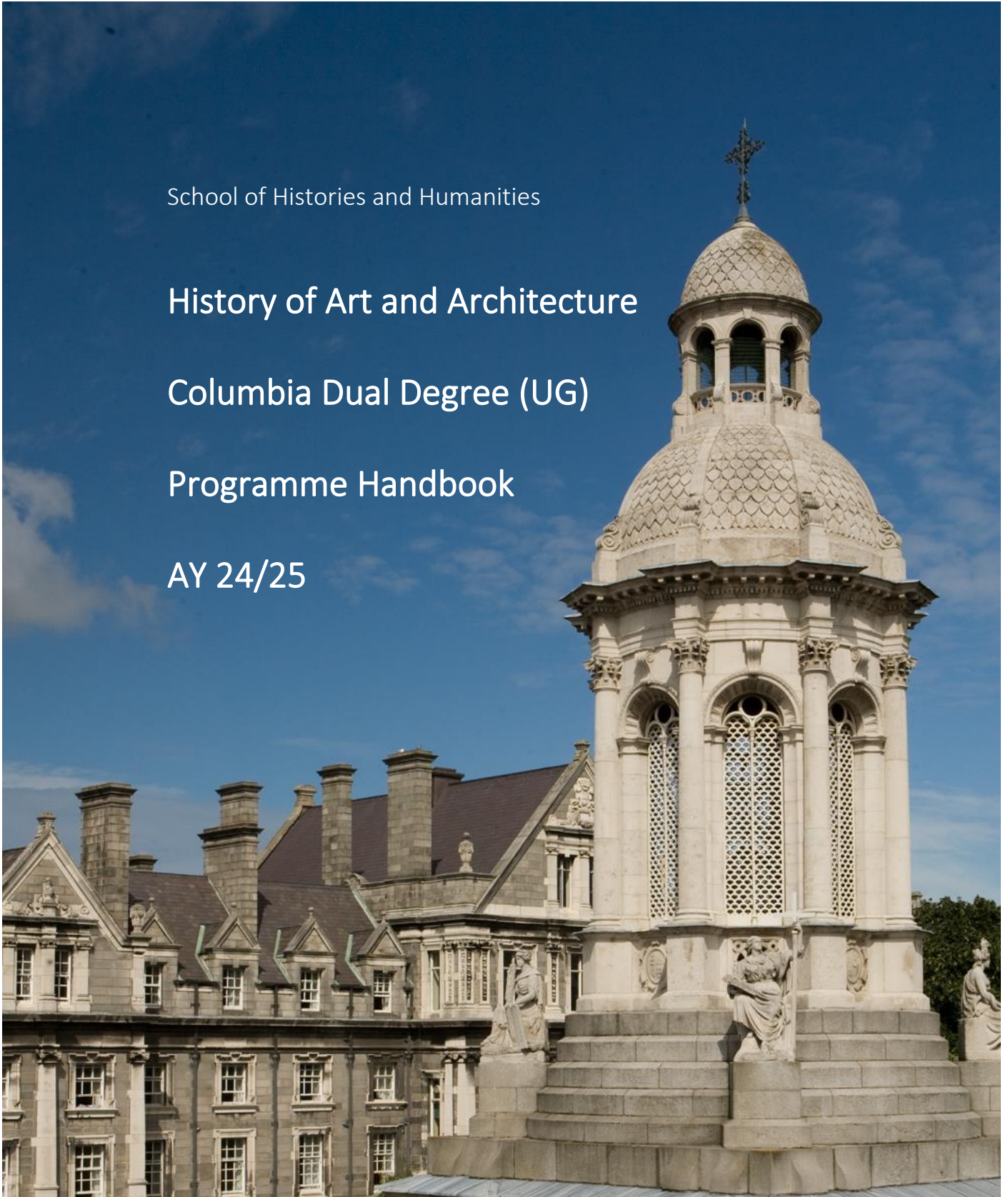### The University of Dublin

School of Histories and Humanities

History of Art and Architecture

Columbia Dual Degree (UG)

Programme Handbook

AY 24/25

CONTENTS

1   General Course Information

1.1   Introduction

Welcome to the Department of History of Art and Architecture. This Handbook is your guide to the Department and the courses and activities that it offers to undergraduates. The details provided in this Handbook are intended to supplement the information contained on the Departmental website (http://www.tcd.ie/History_of_Art/) and in the University Calendar (https://www.tcd.ie/calendar/) which is the official document of the College setting out the regulations governing all aspects of College business. It is the responsibility of each student to be acquainted with the contents of this Handbook. Please retain it for reference throughout the year.

The Department reserves the right to alter details set out in this Handbook; and any such alterations will be communicated to students to their TCD email account. In the event of any conflict or inconsistency between the General Regulations as set out in the University Calendar and the provisions of this Handbook, the University Calendar will prevail.

Semester 1 (Michaelmas Term) will commence on Monday, 9th September and on Monday the 16th of September for Junior Fresh Students. Semester 2 (Hilary Term) will commence on Monday the 20th of January. Access to campus will be via a valid student ID card.

1.2 Abbreviations

The following abbreviations are used in this Handbook:

AMHC = Ancient & Medieval History and Culture

HT = Hilary Term (Semester 2)

HH = School of Histories and Humanities

JF = Junior Fresh (i.e. 1st year of study)

JS = Junior Sophister (3rd year)

Mod. I/II = Moderatorship Part I/II

MT = Michaelmas (Semester 1)

NS = Non-satisfactory

OM = Open module

p.f. = per fortnight

p.w. = per week

S1 = Subject 1

S2 = Subject 2

S3 = Subject 3

SF = Senior Fresh (2nd year)

SH = Single honors

SS = Senior Sophister (final year)

TE = Trinity Elective

TT = Trinity Term

1.3 Contact Details

Academic staff are available for consultation by appointment.

Staff Name	Role	Office	Email
Dr Timothy Stott	Associate Professor, Head of Department	PHS[1]	stottt@tcd.ie
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Dr Rachel Moss	Associate Professor	5074	rmoss@tcd.ie
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Dr Anna McSweeney	Assistant Professor	5077	mcsweean@tcd.ie
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[1] Provost's House Stables (Triarc) Access through basement of Arts Building, Staircase C.

Dr Catherine Lawless	Assistant Professor	B6.013	lawlessc@tcd.ie
Dr Maria Elisa Navarro Morales	Assistant Professor	5076	navarrme@tcd.ie
Dr Vanessa Portugal	Assistant Professor	5088	vanessa.portugal@tcd.ie
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Dr Hannah Malone	Assistant Professor	5088	maloneha@tcd.ie
Aoife Jennings	Executive Officer	5083	arthist@tcd.ie

1.4   Course Information

History of Art and Architecture is studied as a Single Honors degree, as part of the Joint Honors degree programme and as part of the Columbia Dual Degree programme. Students take different numbers and combinations of History of Art and Architecture modules depending on the programme they are following and the pathway that they have selected within that programme. The Department also contributes to the Single Honors course in Ancient and Medieval History and Culture (AMHC) in the School of Histories and Humanities (Course Director: Dr David Ditchburn). See: http://www.histories-humanities.tcd.ie/undergraduate/ancient-medieval/

In addition, some modules are open to students of the Diploma in the History of European Painting, to students from other disciplines as open modules, to visiting students from other universities and to extramural students.

It is the responsibility of every student to consult her/his TCD email account regularly for communications from the Department concerning teaching, assessment, and research activities. The Department will use TCD e-mail addresses only. No messages will be sent to other accounts.

1.5 ECTS

The ECTS is an academic credit transfer and accumulation system representing the student workload required to achieve the specified objectives of a study programme.

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. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

In College, 1 ECTS unit is defined as 20-25 hours of student input so a 10-credit module will be designed to require 200-250 hours of student input including class contact time and assessments. The College norm for full-time study over one academic year at undergraduate level is 60 credits.

ECTS credits are awarded to a student only upon successful completion of the course year.

Progression from one year to the next is determined by the course regulations. Students who fail a year of their course will not obtain credit for that year even if they have passed certain component courses. Exceptions to this rule are one-year and part-year visiting students, who are awarded credit for individual modules successfully completed.

Upon completion of their degree programme graduates will be issued an academic transcript (Diploma Supplement), which will record end-of-year examination marks at the module/course level.

1.6 Timetable

Students will be able to access their individual timetables for lectures and seminars online in the https://my.tcd.ie portal. Any subsequent changes to the timetable, or any special arrangements concerning any class, will be communicated by email and/or via the Blackboard page of specific

modules. It is the responsibility of every student to check their TCD email accounts regularly to acquaint themselves with the timetable and any subsequent changes.

1.7   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). It is also recommended that students download the SafeZone app to access alerts for closures in inclement weather, etc.. Find further information on the Emergency Procedure here: [Security Services - Estates & Facilities - Trinity College Dublin (tcd.ie)](#)

2.0 Prizes

2.1   Prizes, Medals and Scholarships

The Anne Crookshank Prize is awarded to the Junior Freshman student who gains the highest mark in the annual examination in June. Value approximately €300.

The Homan Potterton Prize derives from a gift made in 2005 by Homan Potterton, a graduate of the College and a former Director of the National Gallery of Ireland. The prize is awarded to the student of the History of Art achieving the highest overall grade in continuous assessment exercises carried out during the Junior Sophister year and going forward to study the History of Art in their final year. Value: approximately €300.

The Mainie Jellett Fund, established in 1988, is designed to provide financial assistance for students in the History of Art travelling abroad on one of the official departmental visits.

The Dawson Prize in Art is designed to allow an undergraduate the opportunity to travel abroad in order to pursue his or her interests in art and architecture. Candidates must be of good academic standing and should submit an outline of their proposed plans (not more than 500 words), together with an estimate of expenses, to the History of Art Department by end March each year. This award is open to undergraduates in any discipline in College. Value approximately €300.

The Mr W. Henry Naylor and his sister Mrs. Henrietta Mary Downes Bursary: This prize was established in 2015 in memory of Mr W. Henry Naylor and Ms Henrietta Mary Downes from the estate of Dorothy H. Downes. It is awarded annually to an Irish TCD graduate in the History of Art for further education or training in the discipline. Applications from graduates will be assessed within one year of graduation by a Departmental committee. Approximate value €600.

Fionnuala Pyle Prize This prize was founded by a gift from an anonymous donor in 1969. It is awarded annually on the recommendation of the Lecky professor of History for an essay on some aspect of Irish archaeology by an undergraduate student. No candidate can win the prize more than once. Essays should be submitted to the Senior Lecturer by 1 May. Value €223. The essay topic is set each year by **Professor Terry Barry** in the History Department who can also provide further information.

In addition, students and graduates of the department are eligible to apply for the Thomas Dammann Fund, which regularly gives substantial financial assistance to Trinity students wishing to travel abroad. Information will be posted during Hilary Term.

3.0 Academic Writing

3.1   Academic Integrity and Referencing Guide

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 [Library Guides - Academic Integrity](#) . It is a university requirement that all TCD students must complete the Online Tutorial on avoiding

plagiarism 'Ready, Steady, Write', located [Ready Steady Write Plagiarism Tutorial - Academic Integrity - Library Guides at Trinity College Dublin (tcd.ie)](#)

You will be required to sign a declaration on the Departmental coursework submission sheet that you have completed this tutorial and that you understand the General Regulations on plagiarism as laid out in the University Calendar. [Coversheet Declaration](#)

The full [Calendar](#) entry on Plagiarism is as follows (Calendar Part II, General Regulations, Academic Progress, Paragraphs 96 and following):

96 General

It is clearly understood that all members of the academic community use and build on the work and ideas of others. However, it is essential that we do so with integrity, in an open and explicit manner, and with due acknowledgement.

Any action or attempted action that undermines academic integrity and may result in an unfair academic advantage or disadvantage for any member of the academic community or wider society may be considered as academic misconduct. Examples of academic misconduct include, but are not limited to:

    (i)   plagiarism - presenting work/ideas taken from other sources without proper acknowledgement. Submitting work as one's own for assessment or examination, which has been done in whole or in part by someone else, or submitting work which has been created using artificial intelligence tools, where this has not been expressly permitted;

    (ii)   self-plagiarism - recycling or borrowing content from the author's own previous work without citation and submitting it either for an assignment or an examination;

    (iii)   collusion - undisclosed collaboration of two or more people on an assignment or ask, or examination, which is supposed to be completed individually;

    (iv)   falsification/fabrication;

    (v)   exam cheating - action or behaviour that violates examination rules in an attempt to give one learner an unfair advantage over another;

    (vi)   fraud/impersonation - actions that are intended to deceive for unfair advantage by violating academic regulations. Using intentional deception to gain academic credit;

    (vii)   contract cheating - form of academic misconduct in which a person uses an undeclared and/or unauthorised third party to assist them to produce work for academic credit or progression, whether or not payment or other favour is

involved. Contract cheating is any behaviour whereby a learner arranges to have another person or entity ('the provider') complete (in whole or in part) any assessment (e.g. exam, test, quiz, assignment, paper, project, problems) for the learner. If the provider is also a student, both students are in violation.

(viii) Further examples of the above available at https://www.tcd.ie/teaching-learning/academic-integrity/

97 Academic misconduct in the context of group work

Students should normally submit assessments and/or examinations done in co-operation with other students only when the co-operation is done with the full knowledge and permission of the lecturer concerned. Without this permission, submitting assessments and/or examinations which are the product of collaboration with other students may be considered to be academic misconduct. 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, or that any other academic misconduct has taken place. In order to avoid academic misconduct in the context of collaboration and group work, it is particularly important to ensure that each student appropriately attributes work that is not their own.

Should a module co-ordinator suspect academic misconduct in a group assignment, the procedure in cases of suspected academic misconduct must be followed for each student.

98. Avoiding academic misconduct

Students should ensure the integrity of their work by seeking advice from their module coordinator, tutor or supervisor on avoiding academic misconduct. 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 academic misconduct is available at https://libguides.tcd.ie/academic-integrity.

99. Procedure in cases of suspected academic misconduct

If academic misconduct as referred to in §96 above is suspected, in the first instance, the module co-ordinator may choose to arrange an informal meeting with the student to discuss the instance of concern. Following this informal meeting, or if a meeting is not necessary, the module co-ordinator must complete the academic integrity form (accessed via www.tcd.ie/teachinglearning/academic-integrity), which will provide an indicative score and level, as below.

(i) Level 1: (0 - 200) poor academic practice/conduct
(ii) Level 2: (201 - 350) academic misconduct (minor)
(iii) Level 3: (351 - 500) academic misconduct (major)
(iv) Level 4: (501+) academic misconduct (severe)

Levels 1 - 3 are normally managed by the School, and all level 4 cases will be referred directly to the Junior Dean.

Level 1 (0 - 200): Scores in the range 0 - 200 are considered to reflect poor academic practice and level 1 consequences should apply. The module co-ordinator must inform their School's Director of Teaching and Learning (Undergraduate), or their designate, who will either approve the outcome, or if they form the view that the misconduct is more serious, agree an alternative level with the module co-ordinator.

Levels 2 - 3 (201 - 500): The module co-ordinator must inform their School's Director of Teaching and Learning (Undergraduate), or their designate, of the suspected infringement and proposed consequence. If the Director or designate approves the recommended consequences, the module co-ordinator will write to the student advising them of the suspected infringement of academic integrity, offering them the option of an appropriate consequence should they admit that misconduct has taken place.

If the Director or designate forms the view that the alleged misconduct requires further investigation, or if the student disputes the academic misconduct or the consequence, it will proceed to the academic integrity meeting.

100. Academic integrity meeting

The Director of Teaching and Learning (Undergraduate), or their designate, writes to the student and the student's tutor indicating the nature of the suspected academic misconduct and the evidence for it, and inviting the student to:

(i) respond to the suspicions by completing and submitting the academic integrity response form (accessed via www.tcd.ie/teaching-learning/academic-integrity) within an appropriate timeline determined by the School;

(ii) indicate whether or not they (and a representative) plan to attend an academic integrity meeting on a specified date. If the student and or/representative is unable to attend, or chooses not to attend, the meeting will take place as planned.

The academic integrity response form will be the student's submission to the meeting. The academic integrity meeting is attended by a Director of Teaching and Learning (Undergraduate) or their designate (Chair); two academic colleagues from the School (at least one from the discipline to which the module belongs); the student and their tutor (or a representative of the Students' Union), if they wish; the co-ordinator of the module, if they wish, but only to present additional evidence.

The academic integrity meeting considers the assessment or examination(s) in question; the academic integrity form (and any verbal submissions by the module co-ordinator, if present); the student's academic integrity response form (and any verbal submissions by the student and/or tutor, if present).

The academic integrity meeting assesses the abovementioned evidence in order to determine at what level (if at all) academic misconduct has occurred and selects a consequence appropriate to that level, giving due consideration to any mitigating circumstances. Minutes of the meeting must be recorded. The Chair completes the academic integrity meeting decision form (accessed via www.tcd.ie/teaching-learning/academic-integrity), which is submitted for approval to the Senior Lecturer/Dean of Undergraduate Studies. The Senior Lecturer may approve, reject, or vary the recommended consequence, or seek further information before making a decision. If the Senior Lecturer considers that the consequences provided for under the above procedure are inappropriate given the circumstances of the case, he/she may also refer the matter directly to the Junior Dean who will interview the student and may implement the procedures as referred to 50 Calendar 2023-24 under CONDUCT AND COLLEGE REGULATIONS §2. If the Senior Lecturer/Dean of Undergraduate Studies approves the recommended consequence, the Chair communicates the decision to the student and their tutor.

101. Consequences in cases of suspected academic misconduct
If the instance of concern can be dealt with under the above procedure, one of the following consequences will be recommended:

    (i) Level 1: (0 - 200): poor academic practice/conduct
      - Mandatory academic integrity training is required
      - Informal warning – a record is kept for the duration of the learner's enrolment on the programme of study to inform any future instances of concern
      - The work must be corrected. The student is required to amend all elements identified as poor academic practice. Other content may or may not be altered as appropriate to the assessment and as determined by the School. The corrected work will be assessed. In the case of examinations, the work must be reassessed. The mark for the component/ assessment/examination may or may not be reduced;

(ii) Level 2: (201 - 350): academic misconduct (minor infringement)
- Mandatory academic integrity training is required
- Formal warning – a written warning is issued by the Director of Teaching and Learning (Undergraduate) or designate, and the instance of academic misconduct is recorded for the duration of the learner's enrolment on the programme of study
- The work must be resubmitted. The student is required to amend all elements identified as breaching academic integrity. Other content may or may not be altered as appropriate to the assessment and as determined by the School. The resubmitted work will be assessed. In the case of examinations, the work must be reassessed. The component/assessment/ examination mark will be reduced or capped at the pass mark and might not be confirmed until the reassessment Court of Examiners;

(iii) Level 3: (351 - 500): academic misconduct (major infringement)
- Mandatory academic integrity training is required
- Formal warning – a written warning is issued by the Director of Teaching and Learning (Undergraduate) or designate, and the instance of academic misconduct is recorded for the duration of the learner's enrolment on the programme of study

- The work must be resubmitted at the reassessment session. The student is required to amend all elements identified as breaching academic integrity. Other content may or may not be altered as appropriate to the assessment and as determined by the School. In the case of examinations, the work must be reassessed. The mark for the module will be capped at the pass mark and will not be confirmed until the reassessment Court of Examiners;
(iv) Level 4: (501 - 615): severe academic misconduct
- The case will be referred directly to the Junior Dean.

102. If the facts of the case are in dispute, or if the Director of Teaching and Learning

(Undergraduate), or designate, feels that the consequences provided for under the academic misconduct procedure are inappropriate given the circumstances of the case, they may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under under CONDUCT AND COLLEGE REGULATIONS §2. Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes.

3.2   Citation Convention (The Chicago Manual of Style):

Correct and consistent referencing of sources is essential to scholarship. Students must follow a footnotes & bibliography method conforming to The Chicago Manual of Style (CMOS). TCD Library provides online access to the CMOS (17th Edition) database. The library link to the CMOS's Citation Quick Guide (Notes and Bibliography) can be found here: https://www-chicagomanualofstyle-org.elib.tcd.ie/tools_citationguide/citation-guide-1.html
For citation situations not covered by the Quick Guide, the rest of the CMOS is available here: https://elib.tcd.ie/login?url=http://www.chicagomanualofstyle.org/home.html
Note: A modification to CMOS to bear in mind is that outside of North American publications quotation marks (used for chapter titles and journal articles) are single not double, with the second placed inside of the terminating comma or period.
Also note that some of the CMOS guidelines have changed recently, meaning that the format of our bibliographies might be out-of-date. You must use the most recent guidelines.

If you submit incorrect citations and/or bibliography, your mark will be reduced by up to 10%.

4.0 Teaching and Learning

4.1 Programme Structure and Content

The dual degree course sees students obtain two awards: a BA (mod.) from Trinity in the History of Art and Architecture and an equivalent from Columbia in either Art History, History and Theory of Architecture or Art History and Visual Arts. To obtain these awards students will complete the Junior and Senior Freshman years at Trinity and then move to the School of General Studies at Columbia University for their final two years of study. All students at Columbia must complete the 'Columbia core'. This requires, at some point over the four years of the course, that students study foreign languages, art humanities, music humanities, literature/ humanities, contemporary civilization/social sciences, global studies, quantitative reasoning, science, and writing, as well as their major subject in History of Art and Architecture.

Unless students secure an exemption directly from Columbia, to meet Columbia core requirements students take 50 ECTS in History of Art and Architecture modules in their Junior Fresh year and 10 ECTS in a language; and 40 ECTS in History of Art and Architecture modules in the Senior freshman year and 20 ECTS of other subjects. The other subjects included in the Senior freshman structure are languages, offered by the Schools of Languages, Literature & Culture, the School of Linguistic, Speech and Communication Sciences and the School of Histories and Humanities; politics or economics, offered by the School of Social Sciences; and art humanities, offered by the School of Histories & Humanities. During their final two years at Columbia, students undertake additional courses and projects which constitute the extra credits necessary for the award of the Trinity BA, together with the remaining required elements of the 'Columbia core', while also studying for their 'major' course in Art History, History and Theory of Architecture or Art History and Visual Arts.

Further information :

- Dual degree programme https://tcd.gs.columbia.edu/

- Links to individual History of Art and Architecture modules: https://www.tcd.ie/History_of_Art/undergraduate/tsm/
- Information of Trinity Elective modules (available in year 2): www.tcd.ie/trinity-electives
- Information on open modules (available in year2): https://www.tcd.ie/tjh/open-modules/

For general regulations:

https://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf

Junior Fresh

In their JF (1st) year students following the Single Honors degree must complete **all** the

History of Art and Architecture modules listed below and an additional 10ECTS in a language.

Module Title	TERM	ECTS	
HAU11003 Introduction to the Practice of Art History 1 1 lecture p.w.; 1 2-hr seminar p.f	MT	5	Mandatory
HAU11004 Introduction to the Practice of Art History 2 1 lecture p.w.; 1 2-hr seminar p.f	HT	5	Mandatory
HAU11005 Introduction to the History of Art a Architecture I 3 lectures p.w	MT	10	Mandatory
HAU11006 Introduction to the History of Art a Architecture 2 3 lectures p.w	HT	5	Mandatory
HAU11007 Works in Focus 1 1 lecture p.w	MT	10	Mandatory
HAU11008 Works in Focus 2 1 lecture p.w	HT	5	Mandatory

Module Title	TERM	ECTS	
[HAU11009 Sources and Methods 1](#) 1 lecture p.w	MT	10	Mandatory
[HAU 11010 Sources and Methods 2](#) 1 lecture p.w	HT	5	Mandatory

In the SF (2nd) year students take 40 ECTS of History of Art and Architecture modules and 20 ECTS of open modules and Trinity Elective modules relevant to the Columbia core. In making their choices students must ensure that they have an equal credit balance across MT and HT (ie 20 ECTS in History of Art and Architecture and 10ECTS in other modules).

Students include at least one core module that fulfils the Columbia core requisite for global studies in their selection (e.g Arts of Japan). Students will be advised to choose foreign language modules and/or science modules from a range of available Open Modules and Trinity Electives to ensure their compliance with the General Studies Columbia Core.

Module Title	TERM	ECTS	
[HAU22003 Approaches to Art History](#) 1 lecture p.w.; 1 seminar p.f	MT	5	Mandatory
[HAU22011 Cultural Intersections in Art History 1](#) 1 lecture p.w.; 1 seminar p.f	MT	5	Optional
[HAU22005 Themes in Irish Art 1](#) 1 lecture p.w.; 1 seminar p.f	MT	5	Optional
[HAU22007 Practice in Art History 1](#) Internship/placement	MT	5	Optional
[HAU22009 European Artistic Centres 1](#)	MT	5	Optional

Preparation for field trip			
HAU22002 Arts of Japan 1 lecture p.w.; 1 seminar p.f	MT	5	Mandatory
HHU22003 Histories and Futures of Climate Change 1 lecture p.w.; 1 seminar p.f.	MT	5	Optional
HAU22004 The Display of Art 1 lecture p.w.; 1 seminar p.f	HT	5	Mandatory
HAU22012 Cultural Intersections in Art History 2 1 lecture p.w.; 1 seminar p.f	HT	5	Optional
HAU22006 Themes in Irish Art 2 1 lecture p.w.; 1 seminar p.f	HT	5	Optional
HAU22008 Practice in Art History 2 Internship/placement	HT	5	Optional
HAU22010 European Artistic Centres 2 fieldtrip	HT	5	Optional
HHU13002 Gender: History, Culture, and Representation 1 lecture p.w.; 1 seminar p.f	HT	5	Optional
Minor subject/OM/TE		20 ECT	Various options

N.B. Availability of module options is subject to timetabling and student quotas

Please check individual module descriptors for pre- and co-requisites for some of these modules.

Junior Sophister and Senior Sophister

In years three and four at Columbia, students continue to follow a major in either Art History, History and Theory of Architecture or Art History and Visual Arts, earning 64 Columbia credits (equivalent to 120 ECTS credits). This program of study allows students to continue to develop their skills and deepen their engagement with the core discipline, while also undertaking a number

of classes across various humanities subjects. Students also complete an additional 30 ECTS credits in the Trinity Sophister program. This includes a capstone research project that will assess their ability to independently identify an aspect of art historical study and critically engage with the sources, analytical tools and methodologies encountered during their studies their studies and the module EUU3300Y Ideas and Perceptions of Europe.

4.2   Learning Outcomes

Detailed information concerning the content, aims and objectives, required reading, bibliographies, assessment practices and learning outcomes for each module are provided in module handbooks. Updated information is also available on the Departmental website (https://www.tcd.ie/History_of_Art) Dedicated materials for some modules are also provided in the Blackboard online learning system accessed via mymodule.tcd.ie.

On successful completion of the History of Art and Architecture Single Honors degree programme students will be able to:

LO1. Explain what history of art is and what art and architectural historians do;

LO2. Order and analyse critically the main events and trends of history of art and architecture;

LO3. Engage firsthand with primary sources, visual and textual material, and assess these as historical evidence;

LO4. Evaluate historical texts and material remains in the light of their historical, cultural and archaeological contexts and of the most important modern theoretical approaches;

LO5. Appreciate and assess the significance of literary, historical and art historical interconnections;

LO6. Engage in informed, intellectual oral discourse;

LO7. Write clear, accurate and analytical essays;

LO8. Identify major works, subject matters and stylistic characteristics

LO9. Identify a research topic, collect and analyse the evidence for it, interpret and apply the relevant modern scholarship on the subject and produce a clearly planned, independently prepared and accurately written thesis.

LO10. Differentiate the range of techniques and methods employed by artists and architects

LO11. Recognise key collections and the principles of collecting and display

LO12. Engage critically with a range of disciplines and skills through the study of the Columbia core.

4.3 Coursework Requirements

History of Art modules are assessed by a combination of continuous assessments and end of semester examinations. Detailed information concerning the handing in, marking, and return of work for continuous assessment will be provided for each module. See Sections 4.10 and 4.11for general instructions on written coursework, and always check individual Module Handbooks for special requirements.

Where a student fails a module, it will appear on their transcript, and they must complete a supplemental at the end of the academic year where students will be required to submit outstanding coursework and an additional supplemental project (2000 words). It is the responsibility of the student to contact the department once results have been issued to confirm supplemental work required.

Success in each module depends upon steady work throughout the semester.

4.4 Breakdown of Assessments

Please see individual module handbooks for assessment information.

4.5 Assessment Regulations

Assessment and examination regulations and rules for compensation within all Single Honors programmes are detailed in the College Calendar: https://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf

4.6 Attendance Requirements

Attendance at all lectures, classes, and seminars, whether in person or online, is mandatory for students of all years. In cases of absence, students should furnish an explanation and/or medical certificate to the lecturer concerned.

4.7 Absence or Non-submission of Work

Students who are absent from a slide test with no explanation, will receive a mark of zero.

Students who are unable to submit an essay/complete an assessment, on medical grounds (supported by a medical certificate), or serious *ad mis* reasons, and request an extension, through the Head of Department, Dr Timothy Stott (hoahead@tcd.ie) or the Junior Fresh Coordinator, Dr Maria Elisa Navarro Morales (navarrme@tcd.ie) and will be granted an extension to no later than Friday than Friday 13 December 2024 and Friday 16 April 2025. No extensions will be granted after these dates. If the essay / assessment has not been submitted by this date, the student will either be either given a mark of zero, or if further representation is received from the student's tutor, they may request permission from the Head of Department to defer to the supplemental session on medical/*ad mis* grounds.

Students who fail to hand in an essay with no explanation will receive a mark of zero and will be required to sit the supplemental examination/ assessment.

Students who submit coursework late with no explanation

Late submissions will be accepted up to a period of 5 working days after the deadline and will be deducted 15% of their mark. Any submission after those five days will receive a mark of 0.

Students who fail to hand in an assessment at all will receive a mark of zero. Students who fail the module will be required to sit the supplemental.

4.8   Use of Laptop Computers, recording and other electronic devices

The recording of lectures and seminars is strictly forbidden except in the case of students who have gained permission from the Disability Service. The purpose of small-group in person teaching is to facilitate interactive learning and discussion, both amongst students and between students and lecturers. Experience has shown that the use of laptops and/or tablets is not conducive to interaction, and the use of these devices will therefore not be permitted in seminars, final-year special subject classes or any other small-group context. Any exceptional circumstances which may warrant the use of a computer or recording device should be discussed with the lecturer concerned or the Head of Department. Laptops/tablets may be used in lectures, but only for the purpose of note-taking, not for e-mail, social media etc.

> The use of mobile phones is not allowed in any lecture or class. Please switch them off or put on silent mode and leave them in your bag.

4.9   Presentation of Work

Guidelines concerning the preparation and presentation of written work, dates for all tests and deadlines for the submission of all written work will be provided for each module. Information on individual modules will be given at the start of the academic year. Please note the following regulations:

   (i)   All written and oral assignments (assignments, essays, projects, etc.), whether assessed or not, are *mandatory*.
   (ii)   Word-count must be included in all written assignments, including the thesis.
   (iii)   All written work must be submitted by the specified deadlines
   (iv)   An **electronic copy** must be submitted by the deadline through **Turnitin on Blackboard**.

IMPORTANT: It is your responsibility to make a note of **all deadlines** at the start of the semester and plan your work accordingly. Extensions will **NOT** be granted for essays or other written work on the basis of poor time management.

In the case of personal or family crisis or illness you should provide the Head of Department with supporting evidence (e.g., a medical certificate). Contact your College Tutor if you need further help and advice in these situations.

4.10   Written Assessments

Reflective journals Reflective practice is, in simple terms, critically reflecting on your experiences, what you learned and what you would do differently next time. Writing a reflective journal encourages you to critically reflect on your learning experiences and helps you to take an active part in your education, rather than just passively absorbing information.

Essays. Essays are extended pieces of writing that present and support a thesis or proposition in response to a specific theme or question. Essays are intended to demonstrate your understanding and reinforce your learning with guidance on reading provided in module handbooks.

Projects: Projects are pieces of clearly and suitably illustrated written work, being the outcome of a semester-long period of independent research, reflection and writing on a topic selected and developed by the student. Projects are intended to encourage students to become independent learners; therefore support, but not formal supervision, will be provided on request.

Dissertations: The Dissertation represents an opportunity to pursue a subject of particular interest. Students must select their own topics and conduct independent research and writing on that topic over the academic year. Students are assigned a supervisor to guide and oversee their work.

Visual analysis exercises (slide tests, photographic exam papers etc): The aim of these exercises is to encourage the development and application of the skills of visual analysis. As such, works of art

may be unseen. This means that they may correspond to examples studied in the module but may not themselves have been considered in lectures or seminars. While an element of description, using appropriate vocabulary, is required this should be used only in the context of the overall interpretation of the work, and marks will not be given description or précis alone.

Text analysis (book review etc.) is the process of distilling information and meaning from text. The aim of these exercises is to encourage the development and application of critical reading skills. Text analyses might include identification of a particular theoretical framework or aspects of the text such as word choice, design elements, location of the text, target audience.

4.11   General Guidelines for Written Submissions

Argument: Topics may be formulated in different ways (straightforward questions; citations for discussion; compare/contrast; etc.), but always suggest a number of research questions. Your essay/project/dissertation must be analytical and argumentative, *not* descriptive. Whether responding to a set essay title or formulating your own project or dissertation topic, consider the title carefully, identify the research question (s) you plan to address, and state your argument clearly at the outset: what is your claim? why do you think your claim is valid and useful? what evidence do you propose to use in support of your claim?

Structure: All written work should include (a) an introduction in which you lay out the basis for your argument; (b) a substantial discussion in which you build your case through careful analysis of the evidence; (c) conclusions that confirm your initial claim; (d) bibliography.

Supporting evidence: Depending on the subject, your primary evidence may be textual (e.g., documentary records) or visual (e.g. buildings, artworks etc), or both. You must demonstrate ability in selecting the relevant evidence and analyse it appropriately. Quotations from other sources are useful in so far as they illustrate and prove your point. Avoid excessively long quotations and series of quotations with brief connecting sentences or no adequate discussion.

You must also demonstrate ability to select and engage with the relevant scholarly literature on your chosen topic. Equally, good quality illustrations should be used to reinforce points made.

Format: Use a readable font (minimum 12 pt). Line spacing should be at least 1.5. Insert page numbers.

Accuracy: Proof-read your work carefully for typos and errors in spelling and punctuation.

References: References: You must reference all your sources – books, journals, online resources, databases, websites –in footnotes, using a consistent and accepted system. The Department of History of Art and Architecture uses the Chicago Manual of Style. You must acknowledge every source you have used: cite the relevant page(s) of scholarly works at appropriate points in your essay and include them, with full details, in your bibliography. Link to citation styles: https://libguides.tcd.ie/plagiarism/citation-styles

Presentation

It is important that students understand that marks are not awarded simply on the basis of the accuracy of the factual information that is reproduced. At College level, analysis and interpretation are the essential components of a satisfactory essay, assignment, or examination answer. Precision of expression and coherent layout contribute to the candidate's success in communicating his or her knowledge and opinions. *Marks are therefore deducted,* and grades reduced, in theses, term assignments and examinations, for poor expression and sloppy presentation, and particularly for incorrect grammar, syntax, spelling and punctuation.

For some useful links to online academic supports see: https://www.tcd.ie/disability/services/academic-support.php

4.12   Marking Scale

The overall performance of a candidate will be considered when awarding a mark for the year's work. The criteria will be modified by the different expectations appropriate to the various years of the course. Overall evidence that the student is fit and equipped to proceed to the next year of the course (or in the case of Moderatorship that the student will be a credible graduate of the College) is the defining criterion for the award of a passing grade. Work that is poorly presented or inadequately referenced is unlikely to be awarded a II.1 or I mark, unless there is outstanding quality.

4.13   Marking Scheme

The marking scheme for College examinations is as follows:

- First class: 70%+
- Upper Second class: 60-69%
- Lower Second class: 50-59%
- Third class: 40-49%
- Pass mark: 40%
- Failure (F1 category): 30-39%
- Failure (F2 category): 0-29%

The following are general guidelines. Decisions will be based on the presence of some or all of the following qualities in a candidate's response:

I 70-100%

- Excellent focus on question
- Excellent knowledge based on independent reading
- Exemplary structure & organisation
- Excellent analysis and argument

- Critical use of relevant primary and secondary material

- Independence of mind/imagination

- Consistent performance

- Excellent written style

- Skilful use of supporting references and bibliography correctly used and formatted

- Consistently accurate presentation

II.1 60-69%

- Very good focus on question

- Aware of full implications of question

- Very good structure and presentation

- Very good analytical ability

- Thorough knowledge of subject/text

- Competent use of primary and secondary sources

- Very good written style

- Appropriate use of supporting references and bibliography

- Accurate presentation

II.2 50-59%

- Adequate focus on question

- Aware of implications of question

- Good knowledge of subject/text

- Good structure and presentation

- Evidence of some relevant secondary reading

- Inclusion of some relevant primary material

- Limited analysis

- Written style could be improved

- Limited/inaccurate use of supporting references and bibliography

- Evidence of careless presentation

III 40-49%

- Basic understanding of the question

- Modest level of engagement with question

- Evidence of some relevant knowledge

- Lack of analysis

- Poor relevant secondary reading

- Poor use of relevant primary material

- Lacking in style and clarity

- Inadequate use of supporting references and bibliography

- Careless/inaccurate presentation

F1 30-39%

A student may fail because of:

- Serious misunderstanding of question

- Failure to answer the question

- Minimal knowledge of subject/text

- Lack of structured argument

- Lack of relevant secondary reading

- Little/no use of relevant primary material

- Incoherence

- Lack of supporting references and bibliography

- Careless/inaccurate presentation

- **F2 29% and below**

Written work in the F2 range will reveal some or all of the weaknesses noted under F1, but to a greater, perhaps extreme, extent.

4.14   Communication of Marks

Marks for written assessments are published on Turnitin. Examination grades are published on mytcd.ie. Results will NOT be communicated by telephone or by e-mail. A more detailed breakdown of marks can be requested from the History of Art and Architecture Office. Students are encouraged to avail of feedback meetings with academic staff for continuous assessment work. Access to examination scripts, following the publication of results, may be obtained by emailing the Head of Department.

4.15   Libraries

All students must attend one of the tours of the Library organised by Library staff in order to acquaint themselves with the workings of this vital resource. Most of the open-shelf books relating to the History of Art and Architecture are kept on the second floor in the Ussher Library, most of the relevant journals are housed in the basement of the Ussher Library. Students should be aware that many important books are kept in the stacks, and have to be ordered at the counter in the Library. Copies of books and articles for which there is heavy demand are kept on Counter Reserve and may only be borrowed for short periods. The Library includes also important electronic resources, accessible at
http://www.tcd.ie/Library/collections/databases.php. The most useful collections are the Art Index, International Bibliography of Art, PADDI (Planning, Architecture and Design database for Ireland) (for bibliographical searches), Arts:Search, JStor and project Muse (for scholarly journals) Oxford Art Online (for reference works), Index of Medieval Art (for images).
The Department of History of Art and Architecture has its own collection of books and journals in the Departmental Reading room (room 5083) and relating to Irish art in the Provost's House Stables reading room. Students in the Department of History of Art and Architecture are welcome to study in these areas.

4.16　　　Student Representation

Students have an opportunity to express their concerns through the Staff-Student Liaison Committee. This Committee consists of two staff members and student representatives from each year. The committee normally meets once in each term. Representatives are students in good standing and with a commitment to speak on behalf of their respective cohorts.

4.17　　　Trinity Inclusive Curriculum Project (Trinity-INC)

Trinity-INC is based in the Equality, Diversity and Inclusion Office and works to embed the principles of diversity, equality, and inclusion across all curricula in Trinity so all students, regardless of their personal circumstances, learning backgrounds, abilities or strategies, have equitable opportunity to achieve their learning goals. We do this by working across the College with staff and students. Our Student Partner Programme offers paid opportunities to students from underrepresented backgrounds to provide input on their experiences of inclusion and exclusion within the teaching and learning environment, co-facilitate training sessions or embark on a project to help make the experience for students in your course or School more inclusive.

Visit the Trinity-INC website or contact trinityinc@tcd.ie to learn more about what we do and how you could get involved.

Extra resources for students:

Equality, Diversity, and Inclusion Training: https://www.tcd.ie/equality/training/student-training/

4.18　　　Travel

All students in the Department of History of Art and Architecture are encouraged to travel and experience art and architecture at first hand. The Department administers two travel funds to assist with study visits abroad. See section 13 above.

4.19   Junior and Senior Sophister Students

What do you want to do? How will you get there? We are here to support you in answering these and other questions about your career. All students are welcome- whatever your grades, ambitions, abilities or work experience levels we are here for you.

Get work experience: Apply for work experience and internships to get an insight into different sectors. Personalise your MyCareer profile to receive email alerts tailored to your preferences.

Trinity Employability Bursary: Apply for the bursary, in place to support students finding it financially difficult to take up a career-related opportunity e.g. internship, job shadowing. The work experience you undertake must help you to develop your employability skills and prepare you for your future career.

- **Mentoring & Connecting**: Message or meet with a Trinity graduate through Careers Mentoring.
- **Employability Awards:** Apply for an award of interest to you. The awards combine industry-led training in highly transferable soft and technical skills with a university-led workshop to help you reflect on and articulate your learning.
- **Attend Employer Fairs:** Book onto a fair to meet with employers. Fairs take place in Michaelmas Term.
- **Polish your CV:** Book onto a CV/LinkedIn Clinic for a 15mins consultation through MyCareer.
- **Find a Job:** Personalise your MyCareer profile to receive email alerts tailored to your interests.

- **Practice Interviews:** Book a practice interview with a careers consultant or self-serve 24/7 using video interviews on Shortlist.me.
- **Further study:** Research your options using the Careers Service website and book an appointment with your careers consultant through MyCareer to decide on your best course of action.

Need to chat about your future? Book an appointment with your careers consultant, Orlaith Tunney on MyCareer. No career query or concern too small!

More information on the above and lots more at Trinity Careers Service website www.tcd.ie/careers

MyCareer

An online service that you can use to:

- Apply for opportunities which match your preferences - vacancies including research options
- Search opportunities
- View and book onto employer and Careers Service events
- Submit your career queries to the Careers Service team
- Book an appointment with your careers consultant
- Simply login to MyCareer using your Trinity username and password and personalise your profile