



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

**The School of Languages,
Literatures and Cultural Studies**

Digital Humanities and Culture Handbook 2024–2025

MPhil | Diploma | Certificate

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Welcome and General Information

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

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

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

This booklet outlines the course structure and provides some practical academic information that is useful for students taking the M.Phil, P.Grad.Dip. or P.Grad.Cert. in Digital Humanities and Culture. If you require further information at any point during the year, don't hesitate to contact the Course Director. The other instructors and members of the course committee will also be happy to help.

The information provided in this handbook is accurate at time of preparation. Students will be notified of any necessary revisions via the course VLE (Blackboard), during class sessions and/or by email. Please note that, in the event of any conflict or inconsistency between the General Regulations published in the University Calendar and information contained in course handbooks, the provisions of the General Regulations will prevail. Please retain this for future reference.

Course Director

The PG Programme in Digital Humanities and Culture is overseen by the Course Director **Dr Jennifer Edmond** (edmondj@tcd.ie). The Director is the students' first and most frequent point of contact for any questions or concerns. She is assisted in this by the Course Coordinator, Dr Nicole Basaraba (n.basaraba@tcd.ie).

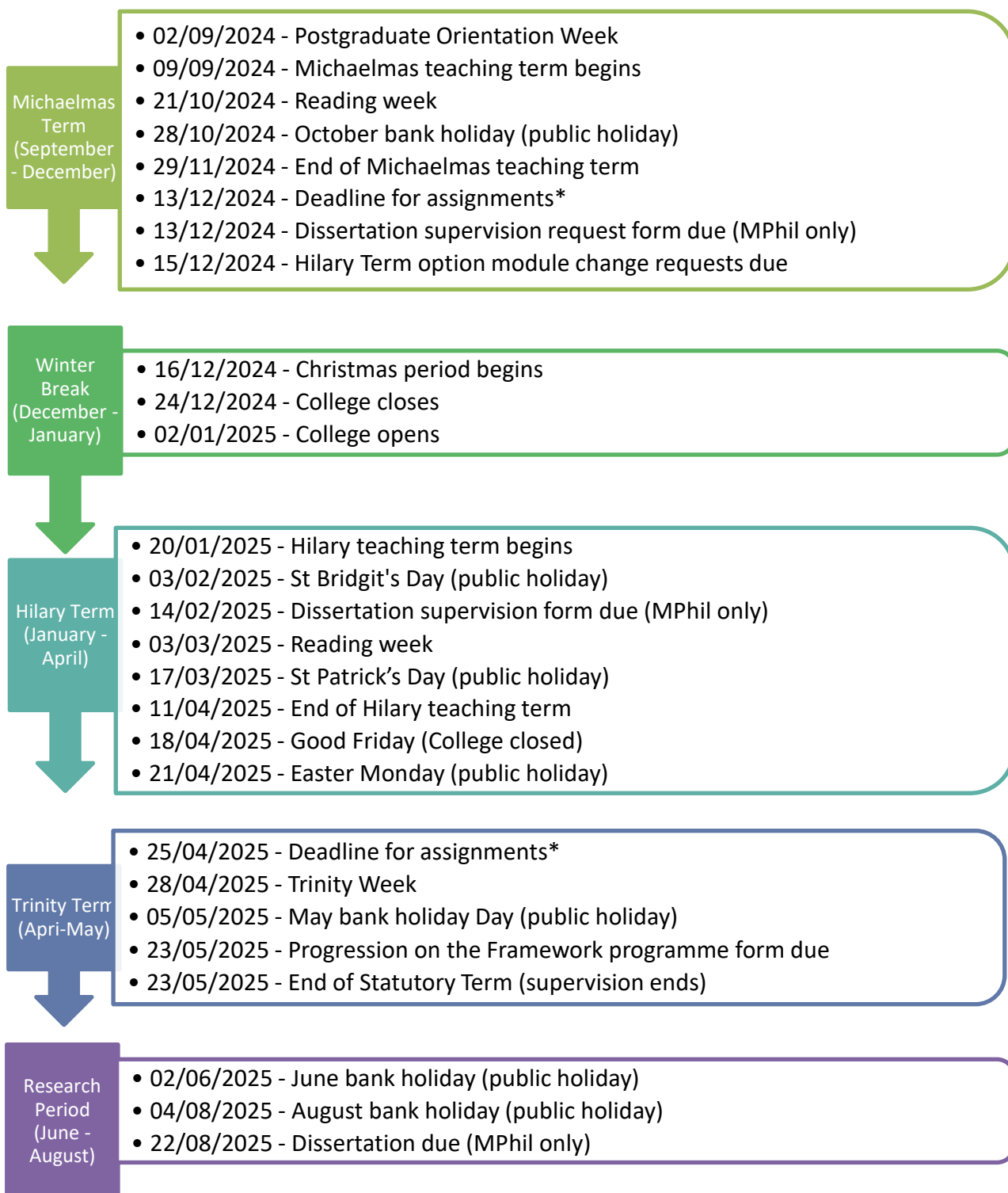
School of Languages, Literatures and Cultural Studies

The school is the body that runs the course, and that manages it day to day. The School Office is located in Room 5042 of the Arts Building. The Course Administrator's office is Room 5038 in the Arts Building. The school is your first port of call for purely administrative matters (e.g. academic transcripts, issues pertaining to your option modules and timetabling). Generally, issues handled by the school are done so in consultation with the Course Director. Any emails to the school can be directed to postgraduate.slcs@tcd.ie.

Diversity and Inclusion

In the Digital Humanities and Culture programme, we welcome students from a range of diverse backgrounds and perspectives. We believe that diversity of ideas and knowledge enriches everyone's learning, provided we treat each other with dignity and respect. We strive to incorporate accessibility and inclusivity in our teaching and classrooms to ensure all students, regardless of disability, ethnicity, gender, sexuality, background or socio-economic status, have equitable opportunity to engage fully in their studies and achieve their learning goals. We endorse [Trinity's Dignity and Respect Policy](#), [Accessible Information Policy](#) and other [disability-specific policies and procedures](#), and the [aims and objectives](#) of the Trinity Inclusive Curriculum Project. Suggestions and feedback on how we can improve our accessibility and inclusivity are encouraged and appreciated – please contact the Course Director Dr Jennifer Edmond at EDMONDJ@tcd.ie.

Key dates for 2024-2025



Please also see Trinity's [Academic Year Calendar 2024-2025](#).

*These deadlines apply to modules run by the School of Languages, Literatures and Cultural Studies (SLCS). As these deadlines may vary from those set for modules run by other schools, please always ensure that you are aware of deadlines for coursework submission by confirming them with the relevant module/programme coordinator(s).

Programme Level Learning Outcomes

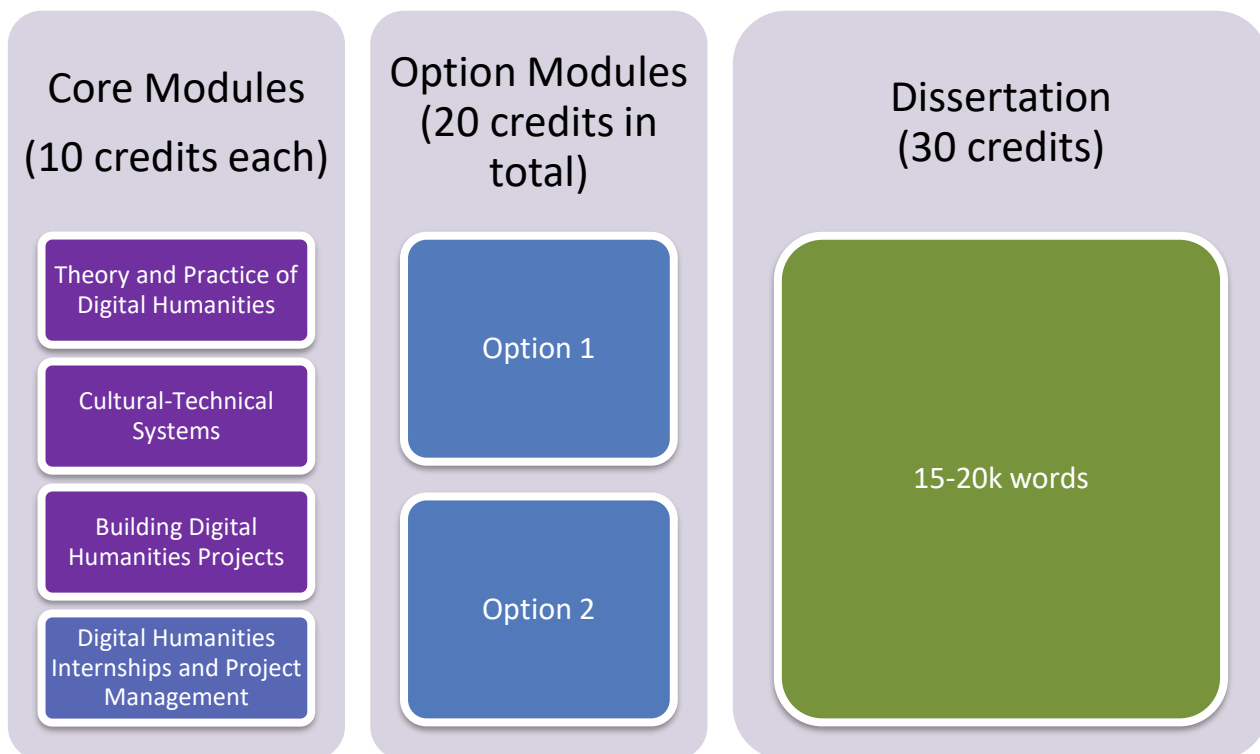
The Postgraduate Programme in Digital Humanities and Culture is designed to prepare its students for address a wide range of challenges. On successful completion of the course students should be able to:

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

Course Structure

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

The diagram below illustrates how the elements of the three pathways interlock, with **PGCert** students taking **the purple elements only** (for a total of 30 ECTS credits), **PGDip** taking **the purple elements plus the blue ones** (for a total of 60 ECTS credits), and the **MPhil** students taking the full programme of **purple, blue and green** elements (for a total of 90 ECTS credits).



The Certificate, Diploma and MPhil entry routes can be stacked, meaning that a student may complete one and then another within 5 years. That means if a student takes the certificate one

year, they can build on this the next year by completing the additional work required of the diploma and finish with that higher qualification. They may then choose to trade in their diploma, complete the dissertation, and finish with the full master's degree. Effectively, this can be used as a way to complete the degree part-time, over the course of two or three years.

The Core Modules in Detail

Module Name (Term)	Course Learning Outcomes
DHP11001 Theory and Practice of Digital Humanities (10 ECTS, MT ¹)	<ul style="list-style-type: none"> • Identify and critique digital humanities as a field and as a set of practices; • Appraise the field from a historical perspective; • Engage theoretically and practically with the tools and technologies used in digital humanities scholarship, in particular as pertains to their affordances and constraints; • Recognise and articulate the differences between the disciplinary practices that contribute to the digital humanities; Explain how digital humanities impacts on more traditional disciplinary practice. • Become fluent with the kinds of approaches engaged with in digital humanities research, including technology stacking, modelling, additive and extractive approaches to data, metadata, and visualisation, among others.
DHP11021 Building Digital Humanities Projects (10 ECTS, MT)	<ul style="list-style-type: none"> • Describe the methods by which data are prepared and manipulated across a number of common digital humanities applications; • Identify, assemble and prepare a data set to make it ready for use in a digital humanities context; • Apply common technologies for the manipulation and analysis of text and images in the digital humanities context; • Create a functional digital humanities project output (prototype).
DHP11012 Cultural-Technical Systems (10 ECTS, HT ²)	<ul style="list-style-type: none"> • Recognise tensions and interdependencies between emerging technologies and established cultural practices; • Explain the complex interactions in such cases with technological affordances, social/cultural/psychological factors and political or business imperatives; • Read and discuss core texts, contexts and concepts for the understanding of science and technology studies in a cultural context; • Explore case studies in which technology has either greatly supported or harmed social, cultural or individual development.
DHP11032 Digital Humanities Internships and Project	<ul style="list-style-type: none"> • Assess the needs of a project team or organisation engaged in the digital humanities, formulate a strategy to address the needs identified, and carry it out; • Work as part of a team; • Identify the issues and challenges facing digital projects;

¹ MT – Michaelmas term or Semester 1 (autumn)

² HT – Hilary term or Semester 2 (spring)

Management (10 ECTS, HT)	<ul style="list-style-type: none"> • Scope a sub-project within a larger project or organisational context; • Apply the methodologies, theories, and practice learned in the classroom in an independent, professional context; • Recognise the intellectual, technical, and financial issues facing digital projects. • Produce interim and final documentation for a digital project.
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Optional Modules: Michaelmas Term (Autumn)

Module Name	Course Description
DHP11061 Programming for the Humanities 1 (10 ECTS)	<p>The module is designed to impart basic Python programming skills with the aim of empowering the students to use these skills in a range of common humanities contexts. This module will provide foundational beginners knowledge of coding to those coming from arts and humanities backgrounds (i.e., with no previous programming experience). By the end of this module, students will grasp the fundamentals of programming in the humanities. Students who wish to learn more applied approaches will be encouraged to enrol in Programming for the Humanities 2.\</p> <p>Students are expected to complete required pre-session readings or other preparatory tasks assigned prior to each week’s session, actively participate in lectures, and complete lab assessments during in-class lab sessions. Note: if students do not review the pre-class materials, it will be very challenging to complete the lab assessments.</p> <p>Specific topics to be covered in the term are as follows: the place of programming in the (digital) humanities; Python basics, strings and numbers; Lists; Booleans and conditionals, if/elif/else; For loops; Functions and Parameters; Dataframes with Pandas; running Python from Terminal; Text analysis with Spacy.</p>
GLAMorous Virtual Heritage: Narrating the Past (10 ECTS)	<p>Cultural heritage is a major branch of Digital Humanities so this module will enhance students’ understanding of how GLAMS, big data, and related cultural and creative industries can come together to build collaborative projects for public engagement.</p> <p>Digitisation and interactive technologies are being applied in the GLAM sector, archaeology, and the tourism industry to preserve and showcase world heritage (tangible and intangible culture). Students will explore how different digital media can be applied (and remixed) to narrate the past to create immersive or mobile exhibitions for public audiences. This module will examine the different modalities and digital technologies being used for heritage, such as 3D models, VR and AR, 360 degrees immersive photography, historical film and media archives, YouTube documentaries/videos, podcasts, historical video games, and mobile apps to communicate about heritage.</p> <p>Key concepts and themes that may be covered through digital examples include preserving endangered tangible culture , shared heritage in the context of contested and layered history (e.g., cultural memory), and contributing to the United Nations Sustainable Development Goals, and/or</p>

	challenges behind ownership/intellectual property and copyrighted materials will also be explored.
LTP11001 Introduction to Localization (10 ECTS)	<p>This module gives students and overview of the world of localization, defined as the adaptation of cultural (often textual) materials to another cultural context. This module has a specific focus on creative texts, such as videos and marketing materials. On successful completion of this module, students will understand:</p> <ul style="list-style-type: none"> • The distinction between localization and translation; • The place of localization in the global marketing industry; • The basic structure of workflows associated with localization today; • Ethical, financial and technical concerns associated with the localization industry.

Optional Modules: Hilary Term (Spring)

Module Name	Course Description
DHP11042 Digital Tools and Technologies (5 ECTS): Cyber chickens. Historiography, ethnography, and non-human animals in the Digital Age	<p>This module aims to introduce participants from a diverse range of backgrounds to digital research-related skills and tools, with a specific focus on how these can be employed in ethnography and historiography, and in connection with Science and Technology Studies perspectives on the interrelationship between human and non-human animals.</p> <p>In 2024/25, the course will be organised around the question "What is a chicken?", which will be an entry point to experiment with digital tools and resources across disciplinary boundaries, and to explore the emerging research fields of Digital History and Digital Anthropology. Although a seemingly straightforward question, defining what is a chicken requires several conceptual and methodological choices. Investigating this timeless, ubiquitous and living entity will allow focusing on how different digital and non-digital methods provide complementary (or contrasting) answers to the same question.</p> <p>The module comprises 6 two-hour sessions, including both lectures and workshop activities. The lectures will foster an understanding of the main theoretical and methodological issues at stake in four disciplinary oppositions: "history vs anthropology", "digital history vs digital anthropology", "digital vs non-digital history", "digital vs non-digital anthropology". The workshop activities will support the acquisition of expertise with digital tools useful for both ethnography and historiography (e.g., transcription software, spatial humanities tools). The module will also explore a variety of open digital resources and open data platforms for social sciences and humanities research (e.g., the Internet Archive, Europeana, EU open data portal, FAOSTAT, Wikidata).</p>
DHP11052 Programming for the Humanities 2 (5 ECTS)	The module will build on the foundational Python programming skills gained in Programming for the Humanities 1 with an increased focus on computational thinking and pythonic research skills while applying python programming to humanities-focused research questions / datasets. This

	<p>module is more independent and self-driven to enhance your programming skills in directions related to your interests. Applied topics covered in the module may include: Web Scraping with BeautifulSoup; Regex review; Topic Modelling; and Sentiment Analysis or similar.</p> <p>**Prerequisite: Programming for the Humanities 1</p>
IT7011 Interlingual Technologies (5ECTS)	<p>This module introduces students to a range of technologies that are used on a daily basis by professional translators and language professionals. It gives students a foundational understanding of the mechanics of each form of technology, and then gives students the chance to familiarise themselves with the practicalities of the technology through practical exercises. This module is predominantly hands-on in nature, and heavily self-guided. It is assessed with a practical project in which each student acts both as a translator, and as a project manager for another student in the completion of a specific task.</p>
CS71S4 Text Analytics (5 ECTS)	<p>Understanding how to write in a programming language is only half of the skill you need to excel in text analytics: you also need to firm grounding in the basic operations of language itself. This module, offered by the School of Computer Science, will enable you to further explore complex language processing tasks, such as metaphors or sentiment, from a fundamental perspective. On successful completion of this module, students should be able to:</p> <ul style="list-style-type: none"> ▪ Grasp the scope and limitations of finite state methods in text analysis; ▪ Apply concepts from model theory within content analytics; ▪ Analyse, using qualitative and quantitative methods, entailments in natural language texts, distinguishing entailments from suggestions and associations; ▪ Comprehend and apply methods of sentiment analysis and metaphor understanding; ▪ Demonstrate ability to collaborate within a designated team; ▪ Provide constructive criticism within a scholarly peer review exercise; ▪ Collaboratively compose a scholarly research article informed by the literature, novel exercises in text analytics and responding to peer review. <p>**Prerequisite: Programming for the Humanities 1</p>

Optional Module Choices

Students are invited to make their optional module choices in August, in advance of the first teaching term (Michaelmas Term). Once students have chosen their option modules, those choices are final for the first term (Michaelmas Term), but some changes will be allowed for the second term (Hilary Term) (please see conditions below).

If a student notices an error in their option module enrolment, they must inform the [Course Administrator](#) immediately and before the classes have begun. Every effort will be made to correct these errors in the first week of Michaelmas Term.

Any other changes to the Michaelmas Term module choices can only be requested during the first week of classes and only if there is a compelling case to make, normally borne out of necessity (such as work responsibilities, caring duties, commuting, or other hardship), but not simply out of desire. For a change of any kind, the student needs to make a case to the Director of Postgraduate Teaching and Learning (DPGTL) [Dr Jennifer Edmond](#), laying out their need.

After week 1 of classes, changes to module choices cannot be made in any but the most extreme circumstances, such as if there is something preventing a student from attending or completing the module they chose.

Students will be allowed to petition to change their optional module choices for the Hilary Term (originally made in August). The following constraints apply to students wishing to change their Hilary Term option modules:

- The student must formally request the change before 15 December 2024, indicating the module they would like to leave and the one they would like to join.
- Before making the request, the student must have obtained written permission from the module convenor of the module they hope to leave, as well as the one they hope to join. This permission must be provided to support the request.
- The student must be aware that for technical reasons, it is not possible to accommodate all such requests.
- If a module is already full, a student will not normally be allowed to join it, unless another student has petitioned to leave the same module.
- Students are informed of the outcome of their request by the week before the teaching term starts.
- No changes are allowed once instruction has commenced (other than for reasons outlined above).

Auditing Modules

Students are welcome to request module coordinators let them audit modules. In this case, they do not get credit and do not have to complete assessment, unless the instructor feels this is essential to module delivery.

First preference for the allocation of places on postgraduate taught (PGT) modules goes to postgraduates on one of the School's taught courses (PGTs), who are taking modules for credit. Space allowing, second preference goes to postgraduate research students (PGRs) wanting to take modules for credit, followed by students (PGT and PGR) wanting to sit-in on a non-credit bearing basis (audit). Participation in this last category is, however, subject to the module convenor's agreement, based on their assessment of any potential negative pedagogical effect of admitting additional participants, and the student's willingness to participate actively, as defined by the module convenor.

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

Students who are auditing modules and who would like to receive formal confirmation of their participation are required to ensure the module convenor signs off on their attendance after each module meeting. A pro forma for this can be downloaded [here](#) or obtained from the [Course Administrator](#).

Research Seminars

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

Research Seminars

- Exposes students to a wide range of topics pertinent to producing outstanding research.

The Dissertation Module (MPhil route only)

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

Choosing and Refining a Topic

Students are encouraged to choose a thesis topic that suits their interests, and which builds upon any of the many facets of the digital humanities that will be introduced throughout the course. Given the one-year duration of the programme, however, we require that the supervisor and general research topic be chosen before the end of the taught modules, already at the start of the Hilary term. Students should therefore be thinking about possible topics already from the very start of the programme, and are encouraged to speak with the course Director about possible topic ideas from an early phase, in particular for topics in the critical digital humanities, which we cover in detail only in the Hilary term. Often students can be tempted to de-prioritise the dissertation below the other assignments, in particular during the Hilary Term, because it has a later deadline. However, the dissertation is the most important part of the degree structure, and it is strongly recommended to start working on it early, and to work steadily on it throughout the Hilary Term.

Research Involving Human Subjects

If your research involves human participants, advance permission should be obtained for this research from the appropriate College Ethics Committee. See School of Languages, Literatures and Cultural Studies [Research Ethics webpage](#) for further details.

Selecting and Working with your Supervisors

Each dissertation is supervised by at least one member of academic staff. The selection of a supervisor is ultimately the responsibility of the student. However, given the interdisciplinary nature of the DH Programme, students will meet already in the Michaelmas term with the Course Director, who will advise the student as to whom they might approach. A list of possible School-based supervisors can be found in this handbook.

In order to start the selection process, the [Dissertation Supervision Request Form](#) should be filled out by the student. Supervisors are allocated on first-come first-served basis with priority given to those who have already received verbal agreement from supervisors to undertake the supervision. The Dissertation Supervision Request Form is due at the end of Michaelmas term. Once it has been completed, students will be contacted about their supervisors. After being contacted, it is students' responsibility to make contact with supervisors and make a preliminary plan for their meetings.

In many cases, it may be most relevant to split supervision between two supervisors, one of whom covers the content area of the thesis, and one from the DH cohort to advise on technical matters. Once a supervisor or supervisory team has been decided, the student and supervisor(s) fill out a [Dissertation Supervision Form](#).

This form includes spaces for the student's and supervisor's signatures, as well as for a schedule of meetings. It is important to fill out this form in full, including specific proposed meeting times and dates: it is not acceptable to write 'TBC', even if it is probable that some meetings may need to be rescheduled. Within the DH Programme, a calendar will be circulated offering you specific slots for supervision with the core DH team, depending on your topic and supervision pattern, all or only some of your supervision may be reflected here. Be mindful that your supervisors' time and your

own attention are limited, and supervisory milestones that are not mapped out early are likely to be neglected or prove impossible to schedule at short notice. As a result, students could run the risk of missing out on their all-important supervisory sessions: hours, because the supervisor has so many other calls on their time. For this reason, **any forms that are not filled out in full are returned to the student for completion.**

We allocate a total of **six** academic hours of one-on-one supervision to every student for their dissertation. Many students find it more beneficial to have a larger number of half-hour sessions, in particular at the start of the process, however, as this allows for more brief, focused discussions at regular intervals. When there are multiple supervisors, the total number of supervisory hours can be divided between supervisors according to the discretion of the student. The one rule to be aware of, however, is that supervision must be completed by the end of the statutory term (see the section 'Key Dates' above), which falls some months before the deadline for the dissertations.

In planning for a supervision, you should write some text and email it to your supervisor no later than **one week** before the supervision is scheduled to take place. This will allow them the time to look at your work and make comments. In practice, this means that your time during the supervision-proper is used most efficiently on talking through the results, rather than with the supervisor reading your work.

If your primary supervisor is based in the core DH programme, you will be asked to spread your supervision out across a set of 6 supervision blocks, each of which has particular milestones associated with it, so as to ensure your work is well-progressed by the end of the statutory term.

The blocks are as follows:

Block 1: First Ideas for Topic and Supervisor (with Course Director). No materials to prepare. Mid-September – mid-October

Block 2: Refining Ideas for Topic (with Course Director or Supervisor). No materials to prepare. Mid-January – mid-February

Block 3: Progress meeting 1 (with primary supervisor). 1-page précis description of thesis topic to be submitted to supervisor(s) and Course Director. Mid-February – mid-March.

Block 4: Progress meeting 2 (with primary or secondary supervisor). Revised 1-page précis description of thesis topic and chapter structure OR skeleton bibliography to be submitted to supervisor(s) and Course Director. Mid-March – mid-April.

Block 5: Progress meeting 3 (with primary or secondary supervisor). Chapter structure OR skeleton bibliography (whichever wasn't already completed) OR draft first chapter to be submitted to supervisor(s) and Course Director. Mid-April – mid-May.

Block 6: Final progress meeting (with primary supervisor). First OR second chapter draft to be submitted to supervisor(s) and Course Director. Mid-April – mid-May.

Students should ideally have at least 1 meeting in each block, though some students opt to have more or less at certain points in time.

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

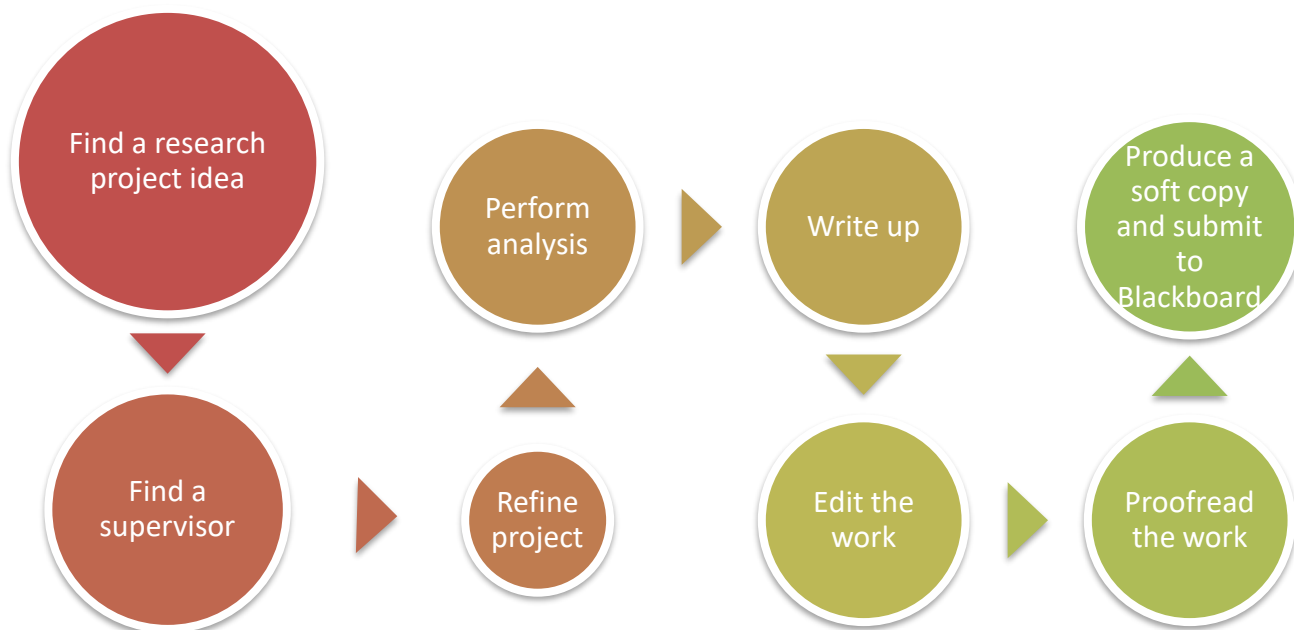
Submission of the Dissertation

When preparing the work for submission, you should pay special attention to the various style guidelines associated with dissertations (see House Style, Appendix 1 below). For further detail on the formatting of the dissertation, including the layout and content of the cover page, see Appendix 2 below. You may choose to use [this template](#) to help you in this process.

The abstract, acknowledgements and any appendices *do not* count towards a dissertation's word count (between 15,000 and 20,000 words). However, all other parts of the dissertation, including bibliography, introduction, conclusion, and any footnotes or endnotes *are included* in the word count.

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

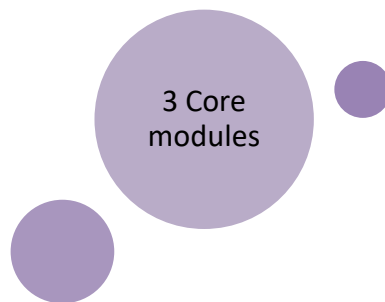
The dissertation must be submitted by the deadline (see the 'Key Dates' section of this handbook). Please note that deadline extensions are only granted in exceptional cases and require supporting documentation (for more details on extensions, see the 'Assessment Guidelines & Regulations' section below).



Award of Degrees

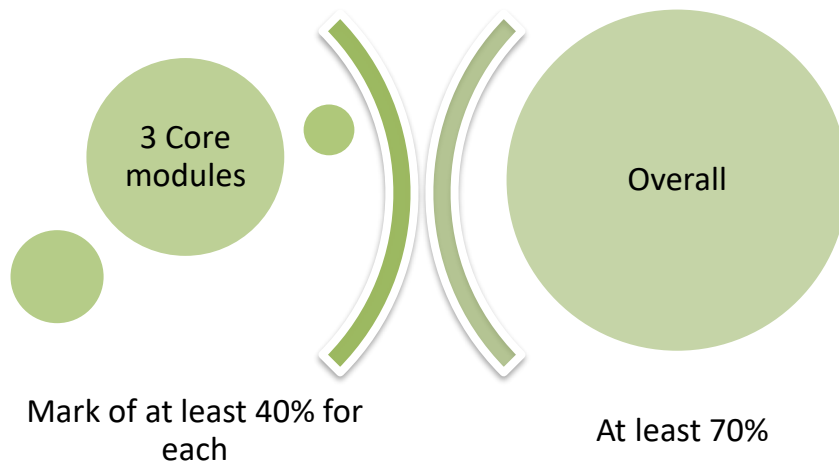
Certificate

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



Overall mark of at least 40%

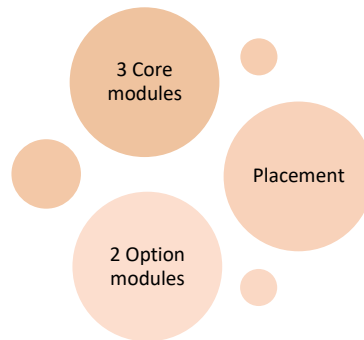
Postgraduate Certificate with Distinction may be awarded if a student has achieved an overall mark of 70% or over and has passed all elements. A Distinction cannot be awarded if a student has failed any module during the course.



Diploma

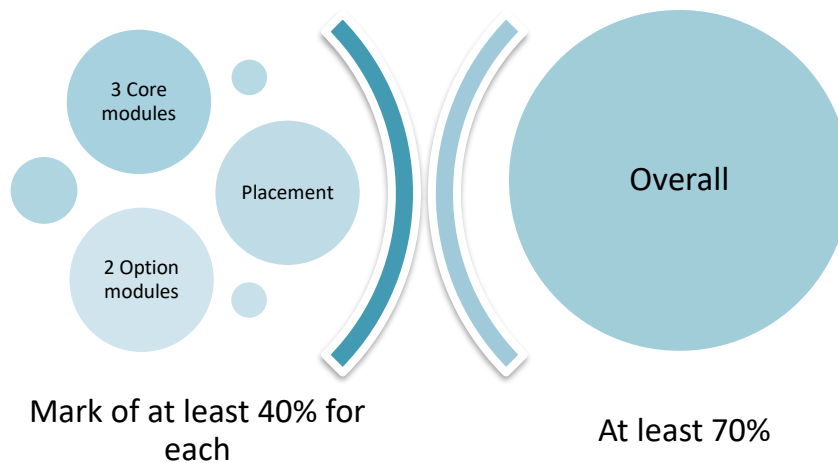
A student enrolled on the diploma route is required to complete the four core modules and two optional modules (20 ECTS credits in total) in order to be recommended for the award.

A student who successfully completes all other requirements but does not proceed to the dissertation stage or fails to achieve the required mark of 40% in the dissertation, will be recommended for the award of Postgraduate Diploma.



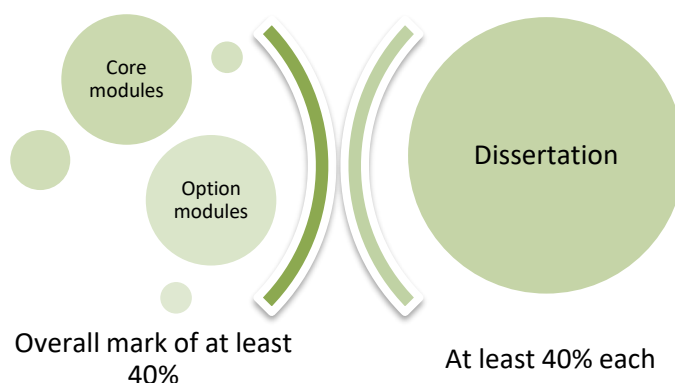
Overall mark of at least 40%

Postgraduate Diploma with Distinction may be awarded if a student has achieved an overall mark of 70% or over and has passed all elements (excluding the dissertation, which is not a requirement of the Postgraduate Diploma). A Distinction cannot be awarded if a student has failed any module during the course.

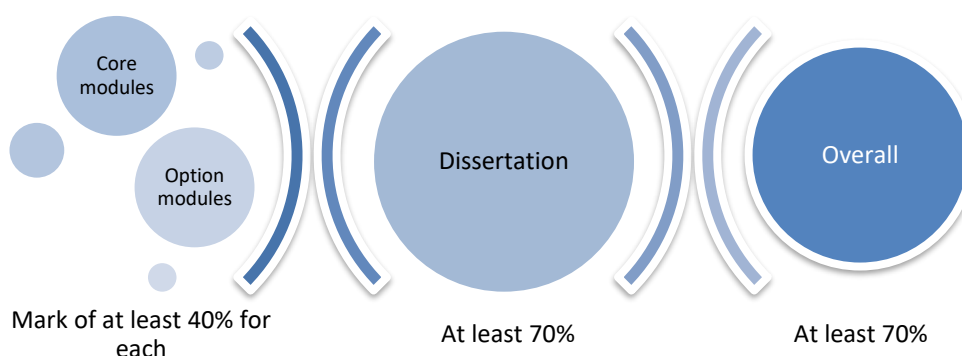


M.Phil

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



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



Progression from Certificate to Diploma and from Diploma to MPhil

Students who applied for either the Certificate or Diploma route are known as “Framework” students. Students on the Certificate route can exit the course with the PG Certificate, or continue on the framework to complete the PG Diploma or full Master’s (M.Phil) degree. Students on the Diploma route can exit the course with the PG Diploma or continue on the framework to complete the full Master’s (M.Phil) degree. In May, the framework students are sent a [‘Postgraduate Progression on the Framework Programme Form’](#) where they indicate their intention to continue onto the next level of the framework or to graduate with the award achieved that year.

It is essential that students respond to this form by the due date. If a student on the Framework programme does not respond to the Postgraduate Progression Form or otherwise inform the Course Administrator of their intention to progress to the next level in the upcoming academic year, their record will be finalised with their current award.

After being finalised with their current award, Framework Students are permitted to return within five years to continue to the next stage (Postgraduate Diploma or MPhil). In this case, students rescind the award they have received and continue onto the next stage of the course. Students wishing to return must reach out to the [Course Administrator](#) before 1st April. They will then be sent the '[Postgraduate Progression on the Framework Programme Form](#)' which must be returned by the due date for the student to be readmitted to the course from the next September.

Assignments and Assessment of Student Work

Assignments

Students submit a variety of work for assessment as outlined in each module description and course syllabus. Students must complete the other elements of the course satisfactorily before being allowed to present the dissertation.

Students must adhere to assignment word limits. Module Coordinators reserve the right to impose penalties for students who go beyond assignment word limits. In the case of dissertations that contain a very substantial practical component, a lower word limit may be requested; any reduction in word count will be at the discretion of the course director.

Students are reminded of [Trinity's Accessible Information Policy](#). All written material (e.g. theses, essays) should use sans serif font (e.g. Calibri, Arial), minimum size 11/12. More information on accessible materials is available on the [Trinity Inclusive Curriculum webpages](#).

Assignment Submission

The PG Programme in Digital Humanities and Culture draws upon modules from a number of different schools within Trinity. The procedure for the submission of assessed work may therefore vary from module to module, and you should follow the instructions of the module coordinator. However, the following rules apply for *all courses on the programme*.

- Students are required to submit their assignments by the deadline indicated for each individual module.
- The assignments for each module are submitted online, using the blackboard site for that module, in the format specified by the module convenor (MS Word or PDF).
- Assignments for each module must be accompanied by a completed [submission sheet](#).

Postgraduate students are required to complete the online tutorial Ready, Steady, Write (<https://libguides.tcd.ie/academic-integrity/ready-steady-write>), which contains some interesting analyses of borderline cases. In addition, all cover sheets, which you must complete when submitting assessed work, now contain the following declaration:

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

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

Course Texts

Individual core and option course coordinators are responsible for distributing reading lists and bibliographies for courses. Most course texts will be available online, on Blackboard or are available to borrow from the library.

Every effort will be made to provide courses as announced. However, changes sometimes may have to be made at short notice.

Research Involving Human Subjects

Some of your research in this course may involve human participants (e.g. in surveys, user interface designs, etc.). Advance permission should be obtained for this research from the appropriate College Ethics Committee. See School of Languages, Literatures and Cultural Studies [Research Ethics webpage](#) for further details.

Plagiarism

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

AI tools (chatGPT and similar) and Assessed Coursework

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

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

The reader should be in no doubt as to where each piece of information in your work comes from. Markers will be on the lookout for suspect information and passages that demonstrate the particular weaknesses of generative AI. Incorrect and/or fabricated information will be penalized, while thorough and competent referencing will be rewarded.

Citations of ChatGPT, or any equivalent, should follow this format:

Creator. Date of Access. Platform/Tool used. Accessed at: URL. Prompt: "Text of prompt entered."

For example:

Open AI. Accessed 5th Jan 2023. ChatGPT. Accessed at: <https://openai.com/blog/chatgpt/>. Prompt: "How reliable are the sources for Enheduanna's poetry?"

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

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

With immediate effect, all assessed-work cover-sheets in the School will ask you to state whether you have used 'artificial intelligence' or not in producing the work. This question must be answered

over and above the provision of any references to such a source. Answering this question incorrectly will be counted as a breach of academic integrity.

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

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

Just as AI tools are evolving, so too are AI-detection tools. Turnitin has announced new capabilities to appear by the end of this year. Improper use of chatGPT now could come back to haunt you later.

A final point is that, precisely because a certain kind of (fairly low-level) writing can now be done by chatGPT, future employers will no doubt be looking for humans whose capabilities in writing, research and argument go beyond those of AI tools. All the more reason, then, to properly hone these skills. 'Artificial intelligence' may prove to be a helpful tool in certain circumstances if used properly, but you should not allow it to stifle your curiosity or your determination to learn and grow as a student of Trinity College.

Grading

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



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

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

- a. *Understanding*: authoritative, original, persuasive, showing mastery of methods or techniques used and clear knowledge of their limitations;
- b. *Selection and coverage*: appropriate method or methods applied, with a discussion covering all significant aspects of the subject;
- c. *Analysis*: coherent, logically developed and compelling discussion, with thoroughly detailed account of any practical work;
- d. *Presentation*: flawless, or near flawless, language and syntax; professionally presented; references and bibliography consistently formatted using a recognized style
- e. *General*: 80-85, of publishable quality, with striking insights and professionally-significant results; 75-79, insightful, possibly of publishable quality with minor revisions; 70-74, excellent grasp of the subject, high quality in all areas.

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

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

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

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

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

- a. *Understanding*: thinly-developed knowledge, understanding and/or methods
- b. *Selection and coverage*: scope may be too narrow or too broad; omission of significant examples; limited success in applying relevant methods;
- c. *Analysis*: argument not fully developed; account of practical work lacks analytical dimension;
- d. *Presentation*: may contain errors in use of language and syntax; formatting of references and bibliography may lack consistency
- e. *General*: 45-49, exhibits basic relevant knowledge, understandings, methodological and presentational competence; 40-44, shows shortcomings in knowledge and command of methods; some knowledge but under-developed grasp of issues; may exhibit presentational weaknesses;

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

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

Deadlines

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

Occasionally, the unexpected can happen during your course. Extensions to deadlines can be issued in extreme circumstances if such unexpected things occur. Such cases are called “ad misericordiam appeals” (please see below).

Normally the maximum extension that can be granted is two weeks in length. If a student encounters an issue that requires them to take more substantial amounts of time from their studies, they may apply to go off-books, which means they pause their studies where they are and resume them the following year. Whether requesting an extension or an off-books application, the first port of call is the Course Director.

Late Submission Policy

There are penalties for late submission of coursework without an approved extension. Please note that all extensions must be approved by the Course Director/Coordinator before the deadline has passed (see “Extensions and Ad Misericordiam Appeals” section above). The penalties for submitting coursework late without an approved extension are as follows:

- 2% of the final mark will be deducted for each day an assignment is late;
- After 14 days the assignment will not be accepted for marking and a mark of zero will be awarded.

Ad Misericordiam Appeals

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

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

- Significant accident or trauma affecting the student at the time of an assessment; or significant accident or trauma during preparation for it.
- An assault or other crime of which the student is the victim.
- Serious illness affecting the student at the time of the assessment; or an unanticipated deterioration in an ongoing illness or chronic medical condition. In the case of an ongoing illness or chronic medical condition, there is a reasonable expectation that it will have been disclosed in advance.
- Ongoing life-threatening illness or accident involving someone close to the student where it can be demonstrated that the relationship was close. This may include parents, friends, in-laws, grandparents and grandchildren. There is a reasonable expectation that the circumstances will have been disclosed in advance.
- Death of close family member, e.g. parent or guardian, child, sibling, spouse or partner, at the time of assessment. Where the bereavement has occurred prior to the assessment, there is a reasonable expectation that it will have been disclosed in advance.
- Death of someone close to the student, e.g., friends, in-laws, grandparents and grandchildren, during the time of assessment. Where the bereavement has occurred prior to the assessment

there is a reasonable expectation that it will have been disclosed in advance. The student must be able to demonstrate that the relationship was close.

- Significant or abrupt change in serious ongoing personal, emotional or financial circumstances of the student e.g. domestic upheaval, divorce, fire, burglary, required court appearance at or near the time of the relevant assessment, loss of income.
- Diagnosis of Special Learning Difference, but only eligible when diagnosis is obtained prior to the assessment, but too late for reasonable adjustments to be made by way of special arrangements or in other ways (See [Disability Office website](#)).
- Bullying, harassment, victimisation or threatening behaviour where the student is the victim or the alleged perpetrator and where the student can provide evidence that such behaviour has occurred.

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

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

Ad misericordiam appeals should be directed in the first instance to the director of the course. Further information on the nature of the evidence required in each case can be found here: [Evidence Support ad mis Appeal 19-04-2017.pdf \(tcd.ie\)](#)

Appeal Process

Trinity recognises that in the context of its examination and assessment procedures, a student may wish to appeal a decision made in relation to their academic progress. The appeals procedure may be used only when there are eligible grounds for doing so and may not be used simply because a

student is dissatisfied with the outcome of a decision concerning their academic progress. In general, eligible grounds centre around a reasonable suspicion that the student's treatment has been unfair. Full guidelines are found [here](#).

Compensation and Reassessments

Each taught module must be passed independently. However, failed taught modules (up to 10 ECTS) may, at the discretion of the module convenor and Course Director, be compensated, provided that a) the student's overall average mark for all taught modules is at least 40%, and b) the mark in the failed module is at least 30%.

Students who fail more than 10 ECTS-worth of modules may, at the discretion of the module convenor and Course Director, be offered to undertake reassessment assignments as specified by the module convenor and Course Director. Reassessment assignments must be submitted by the end of August (in the customary reassessment session). The mark for the reassessment assignment will be capped at the pass mark for the module (40%).

Compensation is not possible for the dissertation, neither can the dissertation be used to compensate for any of the taught modules.

Going Off-Books

In the event that a serious, documented issue occurs which substantially delays a student for several weeks, particularly during the later stages of the programme, the student may apply to go "off-books". If a student goes off-books, they effectively pause their studies for one year and return to complete the programme once the issue has passed. Students wishing to go off-books should discuss the issue with the Course Director in the first instance. The Course Director is required to make a case for the student to go off-books to the Dean of Graduate Studies, which requires documentary evidence of a similar nature to an Ad Misericordiam appeal (above). Therefore, students are well advised to seek medical certificates or the other pertinent documentation to support their case as early as possible. Making the case for a student to go off-books generally takes around a week.

Please see this webpage for more information: <https://www.tcd.ie/graduatestudies/faq/>.

Resources and Facilities for Students

Additional and Optional Learning

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

Students will all experience some sessions of the **Digital Scholarship and Skills Workshop** series, which is run by the Centre for Digital Humanities, a part of their Projects module. Attendance at sessions beyond these early foundational ones is not required (except for those students taking them for credit in the Hilary Term as **Digital Tools and Technologies**), but students are encouraged to be aware of the programme throughout the year and feel very welcome to participate in those that complement their formal study programme and interests.

Finally, another potentially useful resource is the Blackboard-based module on transitioning to on-line learning, which has been developed as a collaborative project between Academic Practice, Student Learning Development, Trinity Disability Service, the Transition to Trinity Office and the IUA Enhancing Digital Capacity Project. If you are interested, Niamh Mc Goldrick (Niamh.McGoldrick@tcd.ie) or Michael Wride (WRIDEM@tcd.ie) will be able to provide more details.

General Learning Development

Very often, postgraduate students discover that they do not have certain skills that they require to flourish on their course. There is no shame in this. A taught postgraduate course is intense and demanding. Also, what is expected in a taught postgraduate course at Trinity is almost certainly very different from what you have learnt is expected at your previous university and in your previous course.

For international students especially, it is highly recommended that you study this page: <https://student-learning.tcd.ie/international/>, which gives a brief introduction of key aspects of the Trinity academic culture.

If you find that you are struggling with some aspect of the course, such as managing your study time and meeting deadlines, writing in the way that is expected of you, planning your essays, or taking notes, it is highly recommended that you undertake one of the workshops that is organized to target these issues as soon as possible. Do not wait and expect the problem to get better by itself. The course is very short and expects a lot. For that reason, its marking structure can be unforgiving for those who struggle to understand the expectations. You can find details of the services available to help you through such situations here: <https://student-learning.tcd.ie/services/>.

Trinity Student ID Card

As a Trinity student, you will be issued with a multi-purpose identity card. It serves as a membership ID card for the Library and will also grant you access to most Trinity buildings.

Library Resources and IT Support

The course is structured to allow students to spend a good deal of time in the library and as well as in labs. It is conceived to cover both the theoretical and technical aspects of the field. Reading lists should not be treated simply as lists of texts but as guides to individual and general subject areas. The main University library has significant holdings for students of Digital Humanities. It is important to get to know the various catalogues and library resources as early as possible in the year.

Library tours are arranged in the first week of Michaelmas term and introductions to specific collections and resources of the Library are included in the School's Research Methods course. Students on this course have postgraduate borrowing rights and are therefore entitled to borrow 10 books at a time. Check exact entitlements in the Library. All students are expected to have their own laptops. The research computing unit in IS Services will be available to provide assistance in setting up and maintaining IT systems that facilitate the research components of the M.Phil. programme.

Computer Access

All students are expected to bring a laptop to class. Some specialist software will require the use of College-owned lab-based machines, however. Students may use any of the Public Access computers throughout the College. For full details consult IT Services, Aras an Phiarsaigh, College: <https://www.tcd.ie/itservices/>.

Email

You will be provided with a Trinity email account. This is the main way that members of staff will communicate with you during the course. For that reason, you should check your Trinity email account regularly (at least once per weekday): [MyZone Home \(tcd.ie\)](https://www.tcd.ie/myzone/).

VLE/Blackboard

Trinity makes use of a Virtual Learning Environment (VLE) called Blackboard. Most, but not all of the modules make extensive use of this VLE, posting reading lists, schedules, messages, and exercises. Some also require you to submit your assignments via Blackboard.

You can access Blackboard at: <https://tcd.blackboard.com>. You will be prompted for your login details which are the same as those issued to you at registration to access your Trinity email account.

Once you have gained access to Blackboard, you will see a list of the modules on which you are registered. If you click on the individual modules, you will be taken to the content for that module.

Internet

While on campus, you can also access the Trinity WIFI. The login details are the same as those you use to access your Trinity email account. For further information, see this page: <https://www.tcd.ie/itservices/our-services/student-wi-fi/>.

If you have any issues with your Trinity email account or WIFI connection, or if you require any other technical assistance, please contact the [IT Service Desk](#).

Postgraduate Advisory Service

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

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

The Postgraduate Advisory Service is led by the Postgraduate Student Support Officers who provide frontline support for all Postgraduate students in Trinity. These Support Officers will act as your first

point of contact and a source of support and guidance; they can also put you in touch with or recommend other services, depending on your needs.

For an appointment, please e-mail postgrad.support@tcd.ie.

Website: https://www.tcd.ie/Senior_Tutor/postgraduateadvisory/.

To keep up to date with the supports and events for postgraduate please check out the regular PAS newsletter sent to all postgraduates via email or follow PAS on Instagram @TCDPGAdvisory.

Postgraduate Supports for Students with Disabilities

Postgraduate students who have a disability are encouraged to apply to the Trinity disAbility Service for reasonable accommodation. Supports for Postgraduate Students includes:

- Academic Support
- Assistive Technology
- Occupational Therapy
- Support on Placements and Internships

An application can be made through my.tcd.ie via the 'My Disability Service' tab. Additional information is available in a step-by-step [How to apply for Reasonable Accommodations guide](#).

Any postgraduate student in Trinity is welcome to contact the Disability Service to informally discuss their needs prior to making a formal application. Please email askds@tcd.ie or visit the Trinity [disAbility Service Contact page](#).

You can find out more information here: <https://www.tcd.ie/disability/support-and-resources/>.

Medical Issues

For issues of a medical nature, there is a Health Service in Trinity for students and staff. It is likely a cheaper option than going to a local doctor or hospital for many non-emergency issues. There is no charge for student consultations, which must be made by appointment. However, if tests are required, fees may apply. <https://www.tcd.ie/collegehealth/>.

Student Counselling

Student Counselling Service offers free, confidential and non-judgemental support to registered students of Trinity College Dublin who are experiencing personal and/or academic concerns. The Trinity Counselling Service operates a hybrid service model. This involves a blend of in-person, video and telephone formats. Please email student-counselling@tcd.ie to request an appointment. For more information, please visit https://www.tcd.ie/Student_Counselling/about/.

Representatives

Each year, the class nominates one or more representatives from among the students. These representatives attend meetings each term and act as the student voice on behalf of the whole class. If you would like to act as a representative, you should approach the course Director early in the academic year.

College Guidelines on Good Research Practice

College provides guidelines on good research practice. Please look at this at the beginning of term and raise any issues necessary:

<https://www.tcd.ie/about/policies/assets/pdf/Good-Research-Practice-1.1.pdf>.

Students' Union

The Students' Union represents all students in College, having five full-time officers (President, Publicity Officer, Education Office, Welfare Office, and Entertainments Officer). It has two shops on campus, and a travel office (DUST, Dublin University Student Travel) is located in House 6. Contact frontoffice@tcdsu.org or visit <https://www.tcdsu.org/> for more information.

Careers Advisory Service

TCD Careers Advisory Service helps students and recent graduates of the College make and implement informed decisions about their future. Useful information and advice are available at www.tcd.ie/Careers and in the Careers Library, 2nd Floor, 7-9 South Leinster Street. There you will find the Trinity Careers Service Guide.

In addition, you can access both the Prospects Planner and Pathfinder on the College PC network and in the Careers Library. There is also a new alumni contact database in the Careers Library, and staff are available to answer queries and to provide career counselling.

Graduates from M.Phil. degrees offered by the School of Languages, Literatures and Cultural Studies often go on to do further research. If you are interested in doing further research in an area related to your M.Phil. studies, you should talk to the Course Director; you may also wish to discuss your options with the School's Director of Postgraduate Teaching.

Timetabling

The course timetable is fixed centrally. You will be able to access your timetable on my.tcd.ie portal in advance of each term.

Class Cancellation and Public Holidays

Class cancellations can happen for many reasons, including national holidays, unforeseeable weather events, as well as lecturer illness. Where cancellations are predictable ahead of time, for example, because of national holidays, efforts are made to schedule classes to avoid the need for cancellation. In all other cases of classes being cancelled, normal College practice is not to make up the classroom contact time with additional classes, but for the same amount of material to be spread over the remaining classroom time.

At the taught postgraduate level, classroom time is conceptualised primarily as an opportunity to solidify learning, rather than as a medium for the transmission of information. In addition, because students' and lecturers' timetables are complex, organising makeup classes that do not create a clash for one or another is generally not feasible. Module convenors take predictable breaks in the schedule, such as national holidays, into account when they plan the module, prior to the start of term, in order to ensure that the same amount of material is covered, even if one or more weeks' classes cannot run.

Academic Registry

Most of the academic administration of the course, such as admissions, fees and registration, graduation, certificates, and transferring/withdrawing is handled by the Academic Registry. You can find the Academic Registry in the Watts Building, on campus. However, it is highly recommended that you try to find your issue on their website before dropping in, to increase the likelihood of getting the advice you require: <https://www.tcd.ie/academicregistry/>. Please note that some issues are only managed in consultation with the Course Director.

Transcripts and Letters

Students can self-generate the following letters from my.tcd.ie portal:

- Registration letter;

- Proof of fees paid;
- Visa Letter.

Graduate Letter and Translation and Duplicate of Degree Parchment can be issued by the Academic Registry. More information and guidelines can be found on the Academic Registry website: <https://www.tcd.ie/academicregistry/service-desk/documents-and-forms/letters-and-documentation/>.

For other letters and transcripts, please email the [Course Administrator](#). Please note that although letters certifying student progress and achievements to date can be issued at any time, programme transcripts are not issued until after the Courts of Examiners for a given year, unless a student presents specific and documented requirement for something with more detail.

- Courts of Examiners for Framework Students on the Postgraduate Certificate and Postgraduate Diploma routes normally take place in June following the submission of the last piece of work.
- Courts of Examiners for MPhil students normally take place in December following the submission of the dissertation.

Teaching Staff

Dr Jennifer Edmond is the course director of the PG Programme in Digital Humanities and Culture. She is your first and most frequent point of contact for any questions or concerns. If you wish to organise a meeting with Dr Edmond, you should email her at EDMONDJ@tcd.ie.

Potential Supervisors, SLCS

Each student is required to find a supervisor for the dissertation. Dissertation supervisors are settled by the beginning of Hilary Term (HT). Potential supervisors include but are by no means limited to the following: if you have a particular topic in mind but are unsure who might supervise you, please ask Dr Edmond in the first instance to advise.

<u>The Trinity Centre for Digital Humanities</u>	<u>Department of Hispanic Studies</u>
<u>Jennifer Edmond</u> : digital research practices and critical digital humanities	<u>Omar Garcia</u> : exile, censorship and cultural resistance
<u>Nicole Basaraba</u> : digital media and digital cultural heritage	<u>Brian Brewer</u> : discourses of early modern economic theory and political economy
<u>Owen Conlan</u> : adaptive and personalised computing	<u>Katerina García</u> : culture of the Sephardic diaspora, ethnomusicology
<u>Francis Ludlow</u> : spatial and environmental humanities	<u>Catherine Barbour</u> : gender, migration and translingualism in literature and visual culture by women
<u>Mark Sweetnam</u> : digital editing, digital history	<u>Department of Germanic Studies</u>
<u>Jennifer O'Meara</u> : digital film and storytelling	<u>Mary Cosgrove</u> : memory debates, psychoanalysis, trauma, and melancholy
<u>Christine Morris</u> : archaeology and heritage	<u>Gillian Martin</u> : conversation and discourse analysis, culture and leadership
<u>Ciaran O'Neill</u> : public history	<u>Peter Arnds</u> : exile literature, mythology, psychology and literature, writers and politics
<u>Georgina Laraghy</u> : public history	<u>Caitríona Leahy</u> : literary history, inter-arts/interdisciplinary art forms
<u>Department of Russian and Slavonic Studies</u>	<u>Clemens Ruthner</u> : Alterity/otherness, sexuality studies, cultural economy
<u>Justin Doherty</u> : cinema and visual arts	<u>Department of Italian</u>
<u>Kasia Szymanska</u> : translation, and postmodernism	<u>Clodagh Brook</u> : identity and political voice; interconnection and interdisciplinarity
<u>Balázs Apor</u> : propaganda, leader cults and symbolic politics	<u>Igor Candido</u> : Renaissance humanism, comparative literature
<u>Department of Near and Middle Eastern Studies</u>	<u>Department of French</u>
<u>Anne Fitzpatrick</u> : Biblical studies, Jewish history	<u>Michael Cronin</u> : translation, travel writing (on leave MT 2024)
<u>Zuleika Rodgers</u> : Jewish studies, Jewish identity	<u>Rachel Hoare</u> : language and identity, attitudes and play
<u>Martin Worthington</u> : Mesopotamian social history, Babylonian magic and medicine (on leave HT 2025)	<u>Alexandra Lukes</u> : literature and madness, untranslatability and nonsense
<u>Idriss Jebari</u> : North African culture and Arab thought (on leave MT 2024)	<u>James Hanrahan</u> : Public opinion and its impact on politics and society (on leave HT 2025)
<u>Tylor Brand</u> : Lebanon, famine, and Arabic language.	<u>Hannes Opelz</u> : mimetic theory, deconstructive analysis, myth studies, and theory of tragedy

Murat Siviloglu : public opinion in the Ottoman Empire	Edward Arnold : European Studies, history of ideas
Mohamed Ahmed : Arabic poetry, written code-switching	Théophile Munyangeyo : global intercultural communications
Lesley Grant : women's status in the Bronze and Iron ages	Hannes Opelz : mimetic theory, deconstructive analysis, myth studies, and theory of tragedy
Maya Petrovich :	Edward Arnold : European Studies, history of ideas
Department of Irish and Celtic Languages	Théophile Munyangeyo : global intercultural communications
Pádraig de Paor : modern Irish literature	Centre for Literary and Cultural Translation
Eoin Mac Cárthaigh : modern Irish, bardic poetry	James Hadley : translation theory and practice, interaction between humans and machines
Mícheál Hoyne :	Natalia Resende : literary and creative translation, and technology

Progressing to a PhD

Many Trinity master's students go on to do a [PhD with us](#) after they finish. Some do so immediately after finishing the master's degree, and others take one or more years out before returning to us. If you are thinking about taking a PhD, it is a good idea to make this known early so that you can receive the support that is available to you.

It is possible to take a PhD at Trinity in any of the disciplines taught in any of the schools, as well as any of the inter-disciplines which straddle these. The inter-disciplines include Translation Studies, European Identities, Digital Humanities, Medieval Studies, and Comparative Literature. A PhD at Trinity takes four years and involves the doctoral researcher working primarily by themselves for most of that time, and meeting with a supervisory team, which is there to guide the process. In a PhD, the onus is on the researcher to do all the work. The supervisor(s) only support their journey.

The first stage is to work out roughly what you would like to research. Many people think that it is a good idea to develop their master's research project into a full PhD, and sometimes this can work. However, in many cases, this creates issues, because a PhD thesis is around five times longer than a master's thesis, and much more extensive. Therefore, it can be very difficult to plan both at the same time, or to carve out a subsection of your big idea which can be used for a master's research project. For that reason, it is often best to treat each piece of work separately and use what you learn from writing the master's research project when planning your PhD thesis.

Once you have a rough idea of what you would like to research, you should write it out as a 300-word abstract. Be sure to include:

- Your main research questions;
- The methodology you will use to answer this research question;
- The materials you will analyse with your methodology to reach the answer to your research question;
- The justification for why this research question is an important contribution to knowledge;
- Any contextual information which is needed to understand any of the other four elements.

Once you have an abstract you are happy with, research [potential supervisors](#) who might be able to support your work. You can start by looking at the list of supervisors in this handbook. A PhD at Trinity can be supervised by one person or several, and it is becoming more and more the norm that PhD researchers have more than one supervisor. This is particularly the case in the inter-disciplines, where one supervisor may be a subject specialist in one aspect, and another is the subject specialist in another. It is important to bear in mind that your supervisor does not need to be researching or teaching exactly what you plan to research. They simply need to be able to comment on your research from a position of confidence. In many cases, the supervisory relationship is most rewarding when the researcher and the supervisor have different focuses to their research, since each can learn something from the other, and there is no element of competition.

Once you have identified some possible supervisors, reach out to them with your abstract and see what their reaction is. Very often, even if they cannot supervise you, they will try to suggest someone else who can.

Once you have identified a supervisor who can support you, you can move forward together to develop your idea into [a full proposal](#), which is the most important part of your application.

Funding

Very often, funding dictates those research projects which are viable from those which are not. For many researchers, a PhD is simply not an option without some external financial support. There is a range of grants and [studentships available to research candidates in the school](#). However, these are highly competitive, and based on the strength of the research that is being proposed. This is why it is important to develop your research proposal in collaboration with your supervisor(s) in such a way that will make your idea attractive to funders.

The main point to bear in mind when writing a proposal to attract external funding is “will this research affect anybody’s life, apart from mine?” Funders generally do not want to fund research which only benefits the researcher. They will not give you money to research something obscure simply because you want to. Instead, they want to see that the knowledge you will gain thanks to this research has the potential to help someone else. Therefore, it is important when you justify why your research question is important, to make it clear how this research builds on previous research, fills a gap in our knowledge which is preventing us from doing something, will allow us to ask a whole range of new questions, will allow us to systematise our understanding of something, will create a new resource, or will solve some kind of problem. In the humanities, many candidates can find this mindset very intimidating, since they have little chance of developing a new drug or inventing a new machine, for example. However, it is important to bear in mind that the funders do not expect you to change the world with your research, but they do want to see that the research has contributes something to the world.

The main funders for research in the school are the Irish Research Council, which funds a certain number of [PhD scholarships](#) each year. The deadline for submissions to this scheme is generally in October, and the application process is long. Therefore, in order to make a strong application, it is strongly recommended that you start the application process in June of the year you plan to apply. The results are generally released in the late spring the following year, and successful applications are funded from that September or October. That means, in practice, it is necessary to start the application process more than a year before one intends to start researching.

There is a much higher success rate for these schemes from researchers who have already begun their PhD: applicants for the scholarships during their first or second years are much more likely to be funded than people who apply before starting. This is because of the nature of the proposal: it is much easier to describe your research convincingly when you are already doing it, than if you have to imagine it.

If you would like to discuss your options related to a PhD informally, it is recommended that you begin by reaching out to potential supervisors and/or to the course director.

Appendix I: House Style for the Submission of Written Work

This description is the default for core modules and dissertations in the PG Programme in Digital Humanities and Culture. Some option modules may have different requirements. Please be sure to check the requirements for your modules. All submitted work should be word-processed.

Layout

Font:	Calibri
Font size:	12pt
Line Spacing:	1.5
Page size:	A4
Dates:	Use the DD/MM/YYYY format for short dates (e.g. 30/09/2000) Use the dddd/mmmm/yyyy format for long dates (e.g. 30th September 2000) For decades, do not include an apostrophe (e.g. 1990s (not 1990's)) For centuries, spell out the name (e.g. 'nineteenth century' (not '19th century')).
Punctuation:	Do not put a space in front of a question mark, or in front of any other closing quotation mark. Use single spaces after full-stops.
Spelling:	Any English spelling convention is acceptable, as long as it is used consistently.
Title:	Use bold for your assignment title, with an initial capital letter for any proper nouns. Please indicate the level of the section headings in your assignment:
Headings:	First-level headings (e.g. Introduction, Conclusion) should be in bold, with an initial capital letter for any proper nouns. Second-level headings should be in bold italics, with an initial capital letter for any proper nouns.
Tables and figures:	Tables and figures must be properly titled and numbered consecutively. Do not use bold or capitals in the titles of tables and figures.
Quotations:	Fewer than 40 words: in the body of the text, in single quotation marks ('...'). 40 words or more: size 10, indented 2.54cm on left and right, on a new line, with no quotation marks. If a quotation contains a quote, this is marked with double quotation marks ('... "..." ').
Bold:	Bold text should only be used to identify section or chapter titles.
Italics:	Use italics for titles of books, journals, newspapers, plays, films, long poems, paintings and ships. Extensive use of italics for emphasis should be avoided.
Underlining:	Underlining should not be used.

Translation examples:	Gloss in English any translation examples from other languages.
Gender-neutral language:	Do not use either masculine or feminine terms when the intention is to cover both genders.
Abbreviations and technical terms:	<p>When using abbreviations, the following conventions should be followed:</p> <p>When the abbreviated form ends with the same letter as the full form, no full stop is used (e.g. Mr, Dr, Mrs, vols, St)</p> <p>Other abbreviations take a full stop (e.g. Esq., vol., p., no.)</p> <p>Where the initial letters of each word of a title of a journal are used as an abbreviated title, full stops are omitted (e.g. MLR, PMLA, RHLF, TLS)</p> <p>Abbreviated Technical terms must normally be explained in the text. However, if numerous abbreviations are used, they may be listed separately after the text of the assignment.</p>
Numerals:	In general, spell out numbers under 100; but use numerals for measurements (e.g. 12km) and ages (e.g. 10 years old). Insert a comma for both thousands and tens of thousands (e.g. 1,000 and 20,000).
Notes:	Use footnotes, rather than endnotes, consecutively numbered, with reference numbers appearing in the relevant place in the text body. Notes should be kept to a minimum and should not include any material that could appear in the text body.
Appendices:	Large bodies of data, such as transcripts and tables may be placed into an appendix at the end of the assignment. Appendices do not count for the purposes of the assignment's word count. However, the marker also does not have to consider them. Therefore, sufficient and consistent reference to the contents of any appendices must be made in the body of the text using the same techniques as for referencing any other body of research, (e.g. '(see Appendix 1: 5-7)').
Pagination:	<p>Pages should be numbered consecutively, centred in the footer.</p> <p>No blank pages should be included.</p>
Student Number:	The student number should appear in the header of each page of the assignment and in the name of the document for work submitted electronically. e.g. (1234567.pdf)

The most recent [Chicago Manual of Style](#) should be consulted for all further details.

Referencing

The referencing style used is the Author–Date System, as described in the [*Chicago Manual of Style*](#).

Sources are cited in the text, usually in parentheses, by the author's surname, the publication date of the work cited, and a page number if present. Full details are given in the bibliography. Place the reference at the appropriate point in the text; normally just before punctuation. If the author's name appears in the text, it is not necessary to repeat it, but the date should follow immediately:

Placement:

Jones and Green (2012) did useful work on this subject.

Khan's (2012) research is valuable.

If the reference is in parentheses, use square brackets for additional parentheses:

(see, e.g., Khan [2012, 89] on this important subject).

Citing multiple works at a time:

Separate the references with semicolons. The order of the references is flexible, so this can be alphabetical, chronological, or in order of importance. If citing more than one work by one author, do not repeat the name:

(Smith 2010, 2012; Khan 2012)

(Smith 2010, 2012, 84; Khan 2012, 54–60)

(Smith 2012a, 2012b, 82; Khan 2012, 9)

Repeat mentions in the same paragraph:

Include a full reference every time a work is cited, even if it is cited multiple times in a single paragraph. You may use 'ibid' where exactly the same text has been cited in the same paragraph:

(Smith 2010, 9)

(ibid, 25)

With quotation:

Citation of the source normally follows a quotation, but may be placed before the quotation to allow the date to appear with the author's name:

As Smith (2012, 67) points out, "quoted text."

As Smith points out, "quoted text" (2012, 67).

After a displayed quotation, the source appears in parentheses after the final punctuation:

end of displayed quotation. (Smith 2012, 67)

Page number or other locator:

(Smith 2012, 6–10) (Jones 2012, vol. 2)

One author:

Smith (2012) or (Smith 2012)

Two authors:	Smith and Jones (2012) or (Smith and Jones 2012)
Three authors:	Smith, Jones, and Khan (2012) or (Smith, Jones, and Khan 2012)
Four or more authors:	<p>Smith et al. (2012) (Smith et al. 2012)</p> <p>If the reference list contains two publications in the same year that would both shorten to the same form (e.g. Smith et al. 2012), cite the surnames of the first author and as many others as necessary to distinguish the two references, followed by comma and et al. (NB: you cannot use et al. unless it stands for two authors or more.). If this would result in more than three names having to be used, cite the first author plus a short title: (Smith et al., "Short Title," 2012) (Smith et al., "Abbreviated Title," 2012)</p>
Authors with same surname:	<p>G. Smith 2012 and F. Smith 2008</p> <p>Cite first few words of title (in quotation marks or italics depending on journal style for that type of work), plus the year. name:</p>
No author:	<p>In the text: (BSI 2012)</p> <p>In the reference list: BSI (British Standards Institution) 2012. Title ...</p>
Groups of authors that would shorten to the same form:	Cite the surnames of the first author and as many others as necessary to distinguish the two references, followed by comma and et al.
Organization as author:	The organization can be listed under its abbreviation so that the text citation is shorter. If this is the case, alphabetise the reference under the abbreviation rather than the full
Author with two works in the same year:	Put a, b, c after the year (Chen 2011a, 2011b)
Secondary source:	<p>When it is not possible to see an original document, cite the source of your information on it; do not cite the original assuming that the secondary source is correct.</p> <p>Smith's diary (as quoted in Khan 2012)</p>
Classical work:	Classical primary source references are given in the text, not in the reference list.
Personal communication:	<p>References to personal communications are cited only in the text:</p> <p>A. Colleague (personal communication, April 12, 2011)</p>
Unknown date:	<p>(Author, n.d.) (Author, forthcoming)</p>

Two dates: List the original date first, in square brackets:
Author ([1890] 1983)
Multivolume works:
(Author 1951–71)

Bibliography/Works Cited/References

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

General

Order: Alphabetically by last name of author. If no author or editor, order by title. Follow Chicago's letter-by-letter system for alphabetizing entries. Names with particles (e.g. de, von, van den) should be alphabetized by the individual's personal preference if known, or traditional usage.

A single-author entry precedes a multi-author entry that begins with the same name. Successive entries by two or more authors when only the first author is the same are alphabetized by co-authors' last names. If references have the same author(s), editor(s), etc., arrange by year of publication, with undated works at the end.

If the reference list contains two or more items by the same author in the same year, add a, b, etc. and list them alphabetically by title of the work:

Green, Mary L. 2012a. Book Title.

Green, Mary L. 2012b. Title of Book.

Form of author name: Generally, use the form of the author name as it appears on the title page or head of an article, but this can be made consistent within the reference list if it is known that an author has used two different forms (e.g. Mary Louise Green and M. L. Green), to aid correct identification.

Punctuation: Headline-style capitalization is used. In headline style, the first and last words of title and subtitle and all other major words (nouns, pronouns, verbs, adjectives, adverbs) are capitalized. For non-English titles, use sentence-style capitalization.

Books

One author: Smith, John. 2012. Book Title: The Subtitle. Abingdon: Routledge.
Smith, J. J. 2012. Book Title. Abingdon: Routledge.

Two authors: Smith, John, and Jane Jones. 2012. Book Title: The Subtitle. Abingdon: Routledge.
Smith, J. J., and J. B. Jones. 2012. Book Title: The Subtitle. Abingdon: Routledge.

Three authors: Smith, John, Jane Jones, and Mary Green. 2012. Book Title: The Subtitle. Abingdon: Routledge.

Four to ten authors: Give all authors' names.

More than ten authors:	List the first seven authors followed by et al.
Organization as author:	University of Chicago Press. 2012. <i>The Chicago Manual of Style</i> . 16th ed. Chicago: University of Chicago Press.
No author:	Begin the bibliography entry with the title, and ignore “the”, “a” or “an” for the purposes of alphabetical order.
Chapter:	Chapter in a single-author book: Green, Mary. 2012. “Chapter Title.” Chap. 5 in <i>Style Manual</i> . Abingdon: Routledge. Chapter in a multi-author book: Jones, Sam. 2012. “Chapter Title.” In <i>Book Title</i> , edited by John Smith, 341–346. Abingdon: Routledge.
Edited:	Smith, John, ed. 2012. <i>Collected Style Manuals</i> . Abingdon: Routledge. Smith, John, and Jane Jones, eds. 2012. <i>Collected Style Manuals</i> . Abingdon: Routledge.
Edition:	University of Chicago Press. 2012. <i>The Chicago Manual of Style</i> . 16th ed. Chicago: University of Chicago Press.
Reprinted work:	Maitland, F. W. (1898) 1998. <i>Roman Canon Law in the Church of England</i> . Reprint, Union, NJ: Lawbook Exchange.
Multivolume work:	Green, M. L. 2012. <i>Collected Correspondence</i> . Vol. 2 of <i>The Collected Correspondence of M. L. Green</i> . Abingdon: Routledge, 2000–. Khan, Lisa. 2009–12. <i>Collected Works</i> . 2 vols. Abingdon: Routledge.
Translated:	Smith, John. 2012. <i>Collected Style Manuals</i> . Translated and edited by Jane Jones. Abingdon: Routledge.
Not in English:	If the text is not in, an English translation of the title is needed. It follows this style: Piaget, J., and B. Inhelder. 1951. <i>La genèse de l'idée de hasard chez l'enfant</i> [The Origin of the Idea of Chance in the Child]. Paris: Presses Universitaires de France.
Online:	If you used an online version, cite the online version, include the URL or DOI: Smith, John. 2012. <i>Book Title: The Subtitle</i> . Abingdon: Routledge. doi:xxxxxxxxxx. Smith, John. 2012. <i>Book Title: The Subtitle</i> . Abingdon: Routledge. http://xxxxxxxxx/.
Place of publication:	Where two cities are given, include the first one only. If the city could be confused with another, add the abbreviation of the state, province, or country: Cambridge, MA: Harvard University Press Cambridge: Cambridge University Press Oxford: Clarendon Press New York: Macmillan Englewood Cliffs, NJ: Prentice Hall

Washington, DC: Smithsonian Institution Press

When the publisher's name includes the state name, the abbreviation is not needed:

Chapel Hill: University of North Carolina Press

Publisher: Omit initial "the", and "Inc.", "Ltd", "Co.", "Publishing Co.", etc.

Journals

Online versions: If you used an online version, cite the online version, include a DOI (preferably) or URL.

One author: Smith, John. 2012. "Article Title: The Subtitle." *Journal Title in Full* 10 (1): 30–40. doi:xxxxxxxxxxx.

Smith, J. 2012. "Article Title: The Subtitle." *Journal Title in Full* 10 (1): 30–40. doi:xxxxxxxxxxx.

Two authors Smith, John, and Lisa Khan. 2012. "Article Title: The Subtitle." *Journal Title in Full* 10 (1): 200–210. doi:xxxxxxxxxxx.

Smith, J. J., and L. M. Khan. 2012. "Article Title: The Subtitle." *Journal Title in Full* 10 (1): 200–210. doi:xxxxxxxxxxx.

Three authors: Smith, John, Jane Jones, and Mary Green. 2012. "Article Title: The Subtitle." *Journal Title in Full* 10 (1): 33–39. doi:xxxxxxxxxxx.

Smith, J. J., J. P. Jones, and M. G. Green. 2012. "Article Title: The Subtitle." *Journal Title in Full* 10 (1): 33–39. doi:xxxxxxxxxxx.

Four to ten authors: Give all authors' names.

More than ten authors: List the first seven authors followed by et al.

Translated: Khan, Lisa. 2012. "Article Title in Hindi." [Title in English.] *Journal Title in Full* 10 (3): 10–29. doi:xxxxxxxxxxx.

Not in English: Capitalize sentence-style, but according to the conventions of the relevant language.

Other article types: Smith, John. 2012. "Title of Book Review." Review of Book Title, by Lisa Khan. *Journal Title in Full* 10 (1): 33–39. doi:xxxxxxxxxxx.

The issue number can be omitted if the journal is paginated consecutively through the volume (or if month or season is included), but it is not incorrect to include it.

Issue numbers: When volume and issue number alone are used, the issue number is within parentheses. If only an issue number is used, it is not within parentheses: *Journal Title*, no. 25: 63–69.

If using month, abbreviate as Jan., Feb., etc. If using season, spell out in full.

Online first publication: Use year of online publication and include 'Advance online publication'. Remove any version type, eg Rapid online or epub, e.g.:

Yoon, Ee-Seul. 2015. "Young people's cartographies of school choice: the urban imaginary and moral panic." *Children's Geographies*. Advance online publication. doi: 10.1080/14733285.2015.1026875.

If you can update the reference to include published volume and issue numbers before publication, please do so.

Other kinds of media

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

Appendix II: Formatting Your Dissertation

Title page:	The dissertation must begin with a title page that contains the following information (in this order): the full name of its author; the student number of the author; the title of the assignment or the task that it fulfils; the degree for which it is submitted (MPhil in Identities & Cultures of Europe) the term and year in which it is submitted.
Declaration:	<p>Immediately following the title page, every dissertation must contain the following declaration, signed and dated:</p> <p>Declaration</p> <p>“I declare that this dissertation has not been submitted as an exercise for a degree at this or any other university and that it is entirely my own work.</p> <p>I agree that the Library may lend or copy this dissertation on request.</p> <p>Signed: Date:</p>
Abstract:	Immediately following the declaration, every dissertation must contain an abstract (250-300 words), which summarizes the methods used and the conclusions reached. The abstract must be headed with the title of the dissertation and the author’s full name (in that order), and must not exceed one page of single-spaced typescript.
Acknowledgements:	The inclusion of an acknowledgement page is optional. However, it is conventional to acknowledge any person or persons who might have provided assistance or guidance in the course of your research.
Table of contents:	Immediately following the abstract, every dissertation must contain a table of contents listing the main divisions (parts, chapters, sections, sub-sections, etc., as appropriate) and the pages on which they begin.
Abbreviations list:	Include full details of abbreviations and editions used.
Introduction:	The introduction sets out the objectives and scope of the dissertation, and the general shape of the argument, together with some statement of how the work relates to studies already available.
Chapters:	Chapters are to be divided as most appropriate to the material. If sub-sections to chapters are used, these should be given separate headings, and listed in the Table of Contents.
Conclusion:	The conclusion describes the results of your investigation, indicates their significance, sets them in a wider context and suggests possible future explorations.
Bibliography:	List all primary and secondary sources consulted using the <i>Chicago Manual of Style</i> conventions.