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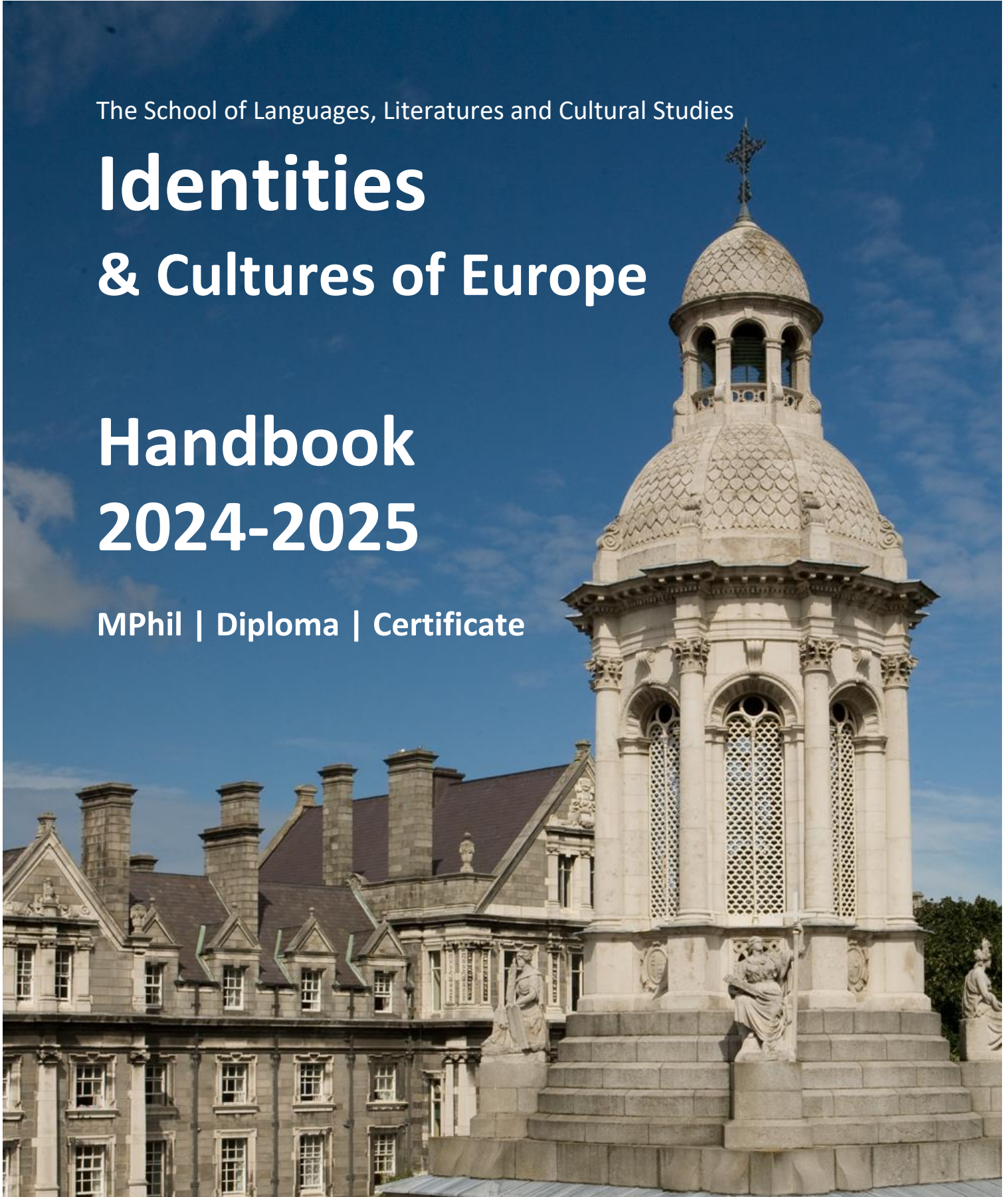The University of Dublin

The School of Languages, Literatures and Cultural Studies

Identities
& Cultures of Europe

Handbook
2024-2025

MPhil | Diploma | Certificate

Contents

Welcome

Welcome to the Identities & Cultures of Europe course, also known locally as ICE!

The purpose of this handbook is to provide practical information regarding key dates, course structures, the field trip, assessment guidelines & regulations, teaching staff, resources & facilities, and so on.

Please read this handbook carefully as it contains very important information. If you are looking for information regarding the content of the course (including module descriptions and indicative bibliographies), please consult the MPhil website, especially the Course Details page.

We also encourage you to consult the Frequently Asked Questions page online (and please help us complete this page with any questions we might have missed).

If you have any questions that this handbook or the course website do not answer, feel free to contact us.

Dr Hannes Opelz (opelzh@tcd.ie)
Course Director

Dr Justin Doherty (jdoherty@tcd.ie)
Course Coordinator

School of Languages, Literatures and Cultural Studies

The School of Languages, Literatures and Cultural Studies (SLLCS) 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 Course Administrator is your first port of call for any administrative matters** (e.g. issues pertaining to module enrolment and timetabling, academic transcripts, etc.). Generally, issues handled by the Course Administrator are done in consultation with the Course Director or Coordinator. **Any emails to the Course Administrator should be directed to postgraduate.sllcs@tcd.ie.**

Diversity and Inclusion

In the Identities and Cultures of Europe 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 Hannes Opelz (opelzh@tcd.ie).

Key dates 2024-2025

Michaelmas Term (MT)

Teaching Term	09 September - 29 November 2024
Study/Reading Week	21-25 October 2024
October Bank Holiday	28 October 2024
Revision & Assessment Weeks	2-13 December 2024

Hilary Term (HT) & Trinity Term (TT)

Teaching Term	20 January - 11 April 2025
St. Bridgit's Day	3 February 2025
Study/Reading Week	3-7 March 2025
St Patrick's Day	17 March 2025
Good Friday	18 April 2025
Easter Monday	21 April 2025
Revision & Assessment Weeks	14 April – 25 April 2025

Other Important Dates

Postgraduate Orientation Week	2-6 September 2024
Field Trip Form due	13 September 2024
Placement Form due (if applicable)	18 October 2024
ICE Field Trip (Belgium)	21-23 October 2024
MT core coursework 1 deadline	15 November 2024
MT core coursework 2 deadline	6 December 2024
MT options coursework deadline[*]	13 December 2024
Dissertation Supervision Request Form due	13 December 2024
HT option module change requests due	15 December 2024
Dissertation Supervision Form due (if applicable)	31 January 2025
ICE Workshop	Hilary Term 2025 (date TBC)
HT core coursework 1 deadline	28 March 2025
HT core coursework 2 deadline	18 April 2025
HT options coursework deadline[*]	25 April 2025
Progression on the Framework Form due	23 May 2025
Placement report deadline (if applicable)	30 June 2025
Dissertation submission (if applicable)	22 August 2025

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

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

Course structures

The MPhil

Students doing the MPhil in Identities & Cultures (MPhil ICE) are required to take **90 ECTS credits** to complete their Masters. With the exception of the dissertation module (30 credits), each module is worth 10 credits. In order to pass, MPhil students have to take:

- **2** x term-long compulsory **core modules**, one in Michaelmas Term and one in Hilary Term (2 x 10 credits)
- **4** x term-long **optional modules**, two in Michaelmas Term and two in Hilary Term (4 x 10 credits)
- **1** x compulsory research **dissertation module** in Trinity Term (30 credits)

SEMESTER	Michaelmas Term			Hilary Term			Hilary/Trinity/Research Term	TOTAL
MODULE TYPE	Core	Optional	Optional	Core	Optional	Optional	Research	
MODULE NAME	Questions of Identity in Europe - Part 1	Option 1	Option 2	Questions of Identity in Europe - Part 2	Option 3	Option 4	Dissertation	
CREDITS	10	10	10	10	10	10	30	**90**

The Diploma

Students doing the Postgraduate Diploma in Identities & Cultures (PG Dip ICE) are required to take **60 ECTS credits** to complete their Diploma. Each module is worth 10 credits. In order to pass, Dip students have to take:

- **2** x term-long compulsory **core modules**, one in Michaelmas Term and one in Hilary Term (2 x 10 credits)
- **4** x term-long **optional modules**, two in Michaelmas Term and two in Hilary Term (4 x 10 credits)

SEMESTER	Michaelmas Term			Hilary Term			TOTAL
MODULE TYPE	Core	Optional	Optional	Core	Optional	Optional	
MODULE NAME	Questions of Identity in Europe - Part 1	Option 1	Option 2	Questions of Identity in Europe - Part 2	Option 3	Option 4	
CREDITS	10	10	10	10	10	10	**60**

The Certificate

Students doing the Postgraduate Certificate in Identities & Cultures (PG Cert ICE) are required to take **30 ECTS credits** to complete their Certificate. Each module is worth 10 credits. This means that in order to pass, Cert students have to take:

- **2** x term-long compulsory **core modules**, one in Michaelmas Term and one in Hilary Term (2 x 10 credits)

- **1** x term-long **optional module**, either in Michaelmas Term or in Hilary Term (1 x 10 credits)

SEMESTER	Michaelmas Term	Hilary Term	Michaelmas or Hilary Term	TOTAL
MODULE TYPE	Core	Core	Optional	
MODULE NAME	Questions of Identity in Europe - Part 1	Questions of Identity in Europe - Part 2	Option	
CREDITS	10	10	10	**30**

Core Modules

The core modules are taught by a team of academic staff, each exploring a different identity-based topic. With the exception of the Introduction and Conclusion, the standard format for each core topic includes an introductory seminar/lecture on the theoretical implications of the topic, followed by a seminar looking at case studies.

Core topics may vary from year to year, depending on staff availability and timetabling constraints. For this year's list of core topics, please consult the Core Modules page of the MPhil website and click on the links provided for full module descriptions (which include indicative bibliographies).

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 Michaelmas Term.

Research Seminars

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

Optional Modules

There are two kinds of optional modules: **programme modules** and **approved modules**. Programme modules are modules developed specifically for the Identities & Cultures of Europe programmes. Approved modules are modules developed by other programmes at Trinity and have been selected and approved by our programme because of their relevance to the question of identity.

For each term, MPhil and Dip students choose **one programme module** and **one other optional module** (the other optional module can be either another programme module or an approved module). Cert students may choose any optional module. Please note that the placement module is only available to MPhil students.

Optional modules may vary from year to year, depending on staff availability and timetabling constraints. There may be caps on student numbers in some modules, due to viability, popularity or other restrictions. For this year's choice of options, please consult the Options page of the MPhil website and click on module names for full module descriptions, which include indicative bibliographies.

If you have not already completed your Options Form (which you should have received by now via email), please get in touch with the Course Administrator *as soon as possible*.

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.

Placement Option (only available to MPhil students)

MPhil students may choose a work placement option as one of their optional modules in Hilary Term. The programme proposes a range of placements with cultural institutions, NGOs, and civil society organisations in Dublin (a list of partner institutions and an Expression of Interest Form will be communicated to students via email in the first weeks of Michaelmas Term). Although students are also free to find their own placement, all placements have to be approved by the Course Director and Course Coordinator in order to be taken for credit as part of the programme. Placements are strictly unpaid and should normally take place between January and May.

PLEASE NOTE: selecting the placement option *does not* in and of itself guarantee that the student will secure an internship. After registering their interest on the Placement Form, students are selected on the basis of their suitability for the placement and of the case they make on their Placement Form, bearing in mind that students may well be vying for the same internship opportunity and that partner institutions also partake in the selection process. If the student secures a placement, they will be asked to sign a Learning Agreement which sets out the terms & conditions of the placement. Because we cannot guarantee that each and every student will secure a work placement, students are asked to submit a second module choice in case they are unable to secure a placement.

Students who select the placement option as one of their modules will be asked to complete the Placement Form to express their interest and make their case. This form should be completed by the date specified above in the 'Key Dates' section of this handbook.

Students planning to find their own placements should contact the Course Director *as soon as possible* to discuss their proposed institution. All placements require an Internship Agreement and a Learning Agreement, both of which have to be signed by the prospective institution and the Course Director. Following preliminary approval by the Course Director, it is the responsibility of the student wishing to find their own placement to establish first contact with the proposed institution as soon as possible (the Course Director will provide students upon request with a document to help them approach extramural institutions).

Students taking this option write a report applying theories of identity to practices at the placement institution. The report is then assessed by an academic staff member of the School of Languages, Literatures and Cultural Studies. For more detailed information on this assessment, please consult the full module description, available on the Options page of the MPhil website.

Dissertation (only applies to MPhil students)
All MPhil students complete a research dissertation as part of their degree. Although the preparatory work (e.g. preliminary reading, identifying a research topic, selection of a supervisor, etc.) begins in Michaelmas Term, the bulk of the dissertation is researched and written between January and June. This module offers students an opportunity to pursue a research question of their choice from any area of Identity Studies with expert guidance and supervision, and to present their findings in a substantial dissertation of between 15,000-20,000 words (including footnotes and bibliography).

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 the School of Languages, Literatures and Cultural Studies Research Ethics webpage for further details.

Supervision
Each dissertation is supervised by at least one member of academic staff. Students are encouraged to discuss their projects with potential supervisors. A list of the main 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. This preliminary plan needs to be submitted on the signed Dissertation Supervision Form. This form is due early in Hilary term.

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

A student may choose to split their supervision between two supervisors. Whether there is one or multiple supervisors, the total number of supervisory hours per dissertation is six. How these six hours are divided between supervisors is left to the discretion of the student.

In addition, it is not necessarily required for the student to organise six whole hours of supervision. Many students find it more beneficial to have twelve half-hour sessions, since this will allow for a brief, focused discussion at regular intervals. Often students de-prioritise the dissertation because it has a later deadline. However, the dissertation is the most important part of the degree structure. Moreover, supervision ends at the end of the statutory term, only a few weeks after the deadline for term assignments and several months before the deadline for the dissertation. Therefore, it is strongly recommended to start working on it early, and to work steadily on it throughout Hilary Term to make the best use of the supervision you have. With this situation in mind, some students find that many short supervisions allow them to make sure their work is progressing steadily.

Whatever work pattern a student decides on, it is strongly recommended that students planning, working on their dissertations, and meeting their supervisors during Hilary Term. Therefore, thinking on the dissertation and potential supervisors needs to begin in Michaelmas Term.

In planning for their supervisions, students should agree with their supervisor *in advance of the actual supervision* what they are expected to submit for their supervision (e.g. a revised dissertation plan, a chapter, an introduction, a conclusion, etc.). The written work should then be submitted to the supervisor via email *no less than one week before the supervision* is scheduled to take place. This will normally give the supervisor enough time to look at the student's work and make comments. In practice, this means that the time during the supervision proper is used most efficiently on talking through the results.

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

Below is a suggested structure for how your dissertation work might progress:

Timeline

October - December	
Decide on a rough idea for the dissertation	Approach an appropriate supervisor

January	
Agree a schedule of meetings	Submit the completed supervisory form

February	
Settle on a topic	Determine research question, materials, context, and methodology

March	
Perform analysis	Discuss findings with supervisor

April	
Write up a draft analysis	Produce (if applicable) any graphs or other visualisations

May	
Write up a draft conclusions section	Discuss draft conclusions with supervisor

June	
Write up a draft introduction	Supervision ends

July	
Start editing	Peer review other students' work

| August	
Proof-read work and make final changes	Submit

Submission

When preparing the work for submission, students should pay special attention to the various style guidelines associated with dissertations (see House Style Guide below in the Appendix). All dissertations must be preceded by a Dissertation Title Page, also available on the Dissertation page of the MPhil website.

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 is due 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).
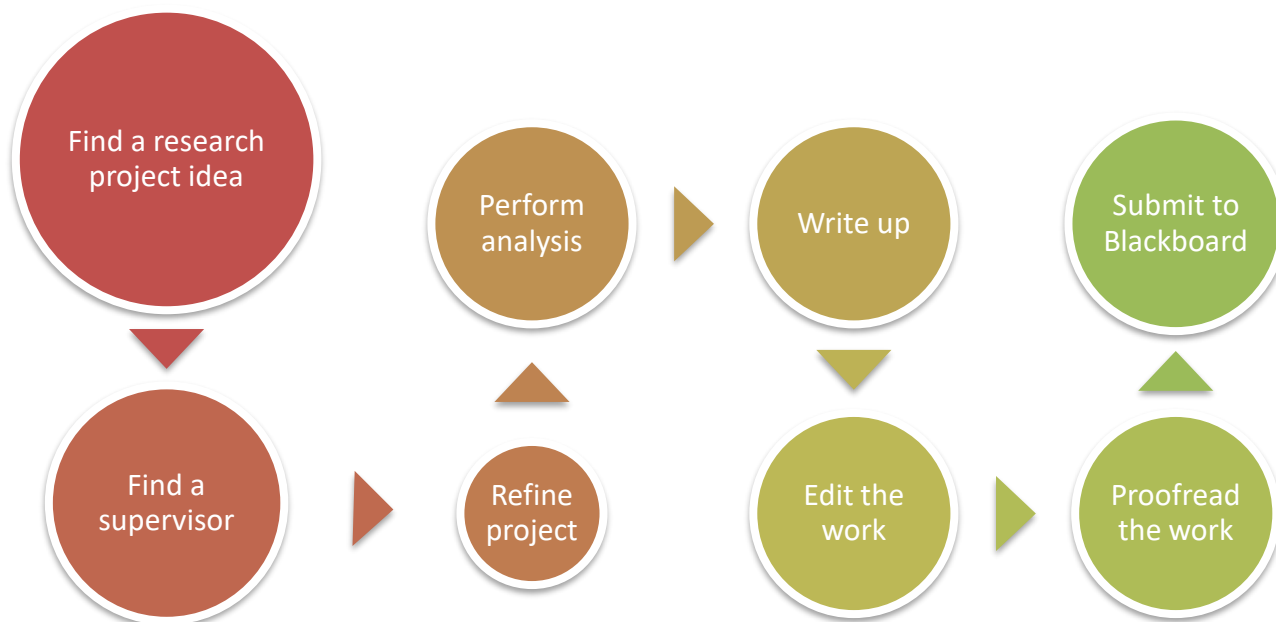
Field Trip to Belgium

The three-day ICE field trip to Belgium takes place during Study Week of Michaelmas Term, where students will have the opportunity to visit and experience key cultural institutions, organisations, and NGOs at the heart of Europe.

Hosted by Irish College Leuven, students will follow a structured programme of events in Leuven and Brussels, including visits to EU institutions, NGOs and a range of cultural/art centres, as well as career sessions with graduates now working in Belgium. A detailed programme of activities will be circulated to students in due course.

The dates of the field trip are indicated in the 'Key Dates' section of this handbook. The bulk of the field trip costs (train/coach transfers in Belgium, accommodation, programme visits and activities, speaker fees, staff presence/support in situ, as well as administrative costs) is included in the programme fees. However, **the fees *do not* include coach/taxi transfers to/from Dublin airport, flights to/from Brussels, visa fees, travel insurance and subsistence**.

PLEASE NOTE: non-EU students are responsible for their own visa arrangements and must ensure that they can travel to Belgium and re-enter Ireland. Students requiring visas for the field trip should note that securing a visa appointment with the Belgian Embassy can take several weeks; **it is therefore strongly recommended that students requiring visas book an appointment with the Belgian Embassy *as soon as possible* and *well in advance* of the travel date**.

It is the responsibility of each student to book their own flights to/from Brussels in order to arrive on time for check-in at the Irish College in Leuven. We strongly recommend that students book their flights to Brussels and return flights to Dublin *well in advance* of the field trip dates, as late bookings can be costly and flights may fill up (the Course Administrator can provide details

on the flights taken by the two staff members). Students may wish to extend their stay in Belgium after the field trip programme of events ends, but they should bear in mind that classes resume the following week.

All students will be asked to complete a Field Trip Form by a specified date (see 'Key Dates' section of this handbook).

Please note that **the field trip involves an assessment component** (core coursework 2), which is attached to the MT core module (ID7001) and is due in Michaelmas Term (see 'Key Dates' section of this handbook). For more details on this assessment component, we advise students to consult *in advance of the field trip* the ID7001 module descriptor, available on the Core modules page of the MPhil website.

Identities & Cultures Workshop
The ICE Workshop normally takes place in Hilary Term (date to be confirmed). While the format of the workshop may vary from year to year, the workshop generally involves a range of activities in which students engage with issues of identity in an immersive and collaborative. The workshop also typically features one or more speaker(s) from academia, civil society and/or the creative industries.

Please note that **the workshop involves an assessment component** (core coursework 2), which is attached to the HT core module (ID7002) and is due Hilary Term (see 'Key Dates' section of this handbook). For more details on this assessment component, we advise students to consult *in advance of the workshop* the ID7002 module descriptor, available on the Core modules page of the MPhil website.

Identities in Transformation Research Theme
The Identities & Cultures of Europe programmes link into the university's very successful research theme Identities in Transformation, bringing together researchers and postgraduates from across the university. Through a series of events, projects and publications, this research theme explores the dynamics between social and political change, shifts in cultural memory, cultural and artistic practices, and human agency. Students on the programme are strongly encouraged to attend the theme's range of lectures, debates and postgraduate-led events.

Course Learning Outcomes

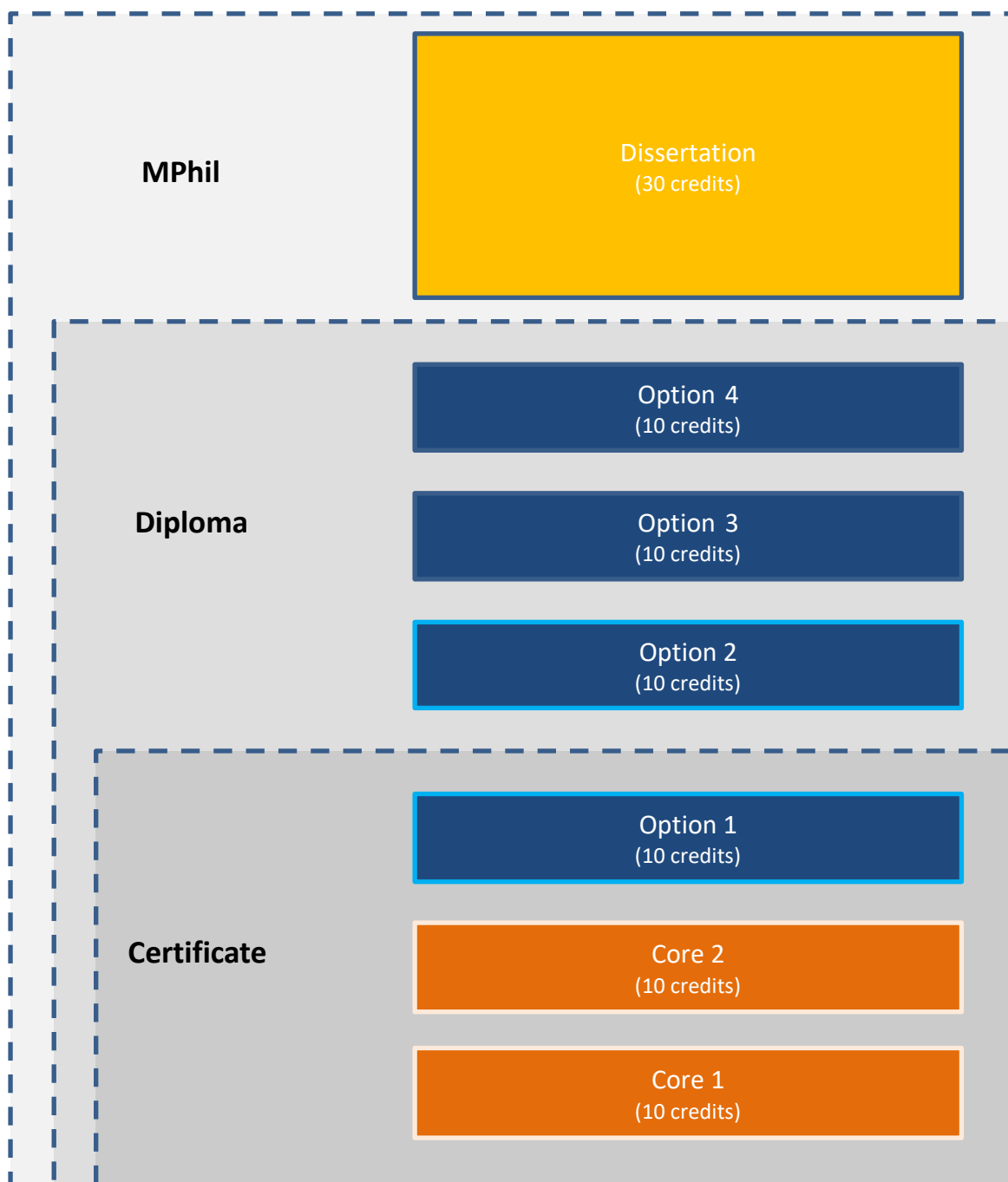Upon successful completion of this course, students should able to:

LO 1   Describe how identities are formed and develop historically under the influence of political, social, religious, cultural, economic and technological phenomena.

LO 2   Outline a range of theoretical approaches for analysing questions of identity.

LO 3   Interpret visual and literary works in order to analyse the cultural and aesthetic values that shape them.

LO 4   Explain how theories of identity can be applied to societies and their cultural expressions in order to obtain a better understanding of both.

LO 5   Compare how discrete cultures differ in the expression of their respective identities.

LO 6   Explain the historical origins and continuities of a variety of contemporary national, cultural, social, sexual, gender, and political identities.

LO 7   Analyse and critique the cultural, historical and political expressions of different contemporary identities in the public sphere.

LO 8   Critically evaluate the assumptions and claims of advocates and representations of particular identities.

LO 9   Formulate, develop, and address research questions both orally and in writing.

Entry & Exit Routes

The Identities and Cultures of Europe course offers a number of different entry routes: the MPhil (90 credits), The Postgraduate Diploma (60 credits) and the Postgraduate Certificate (30 credits).

The entry route of any given student is decided at the point of applying for the course. It cannot be changed during the course of study.

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 for the Diploma and finish with that higher qualification. They may then choose to trade in their Diploma, complete the dissertation, and finish with the MPhil. Effectively, this can be used as a way to complete the degree part-time, over the course of two or three years.

MPhil

Dissertation
(30 credits)

Diploma

Option 4
(10 credits)

Option 3
(10 credits)

Option 2
(10 credits)

Certificate

Option 1
(10 credits)

Core 2
(10 credits)

Core 1
(10 credits)

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

> 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.

onto the next level of the framework or to graduate with the award achieved that year.

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.

Award Classification

The MPhil

In order to qualify for the award of MPhil, 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).

Overall mark of at least 40%

At least 40%
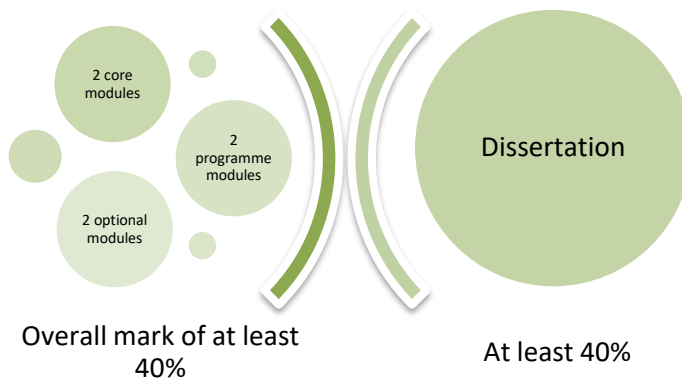
Please note that a student who does not complete the dissertation (or does not receive a passing mark for their dissertation), will be moved on to the Diploma route.

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.

Mark of at least 40% for each

At least 70%

At least 70%
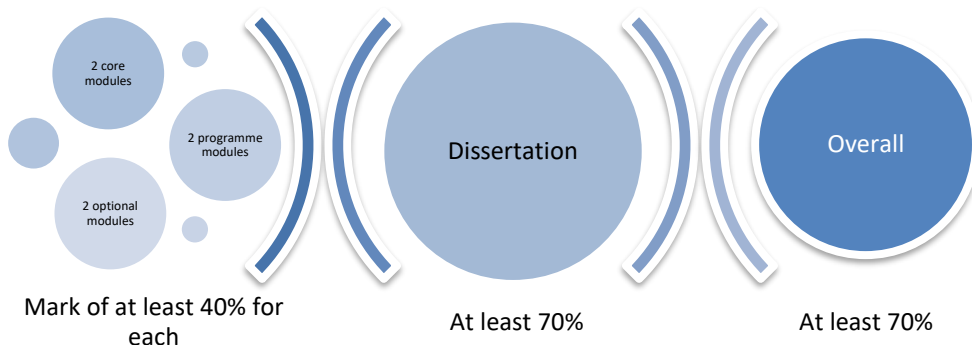
The Diploma

A student enrolled on the Diploma route who successfully completes all other requirements of the MPhil 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:
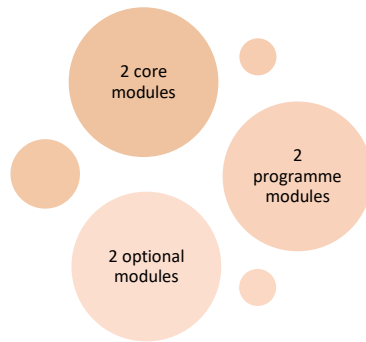
Overall mark of at least 40%

A 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.

Mark of at least 40% for each
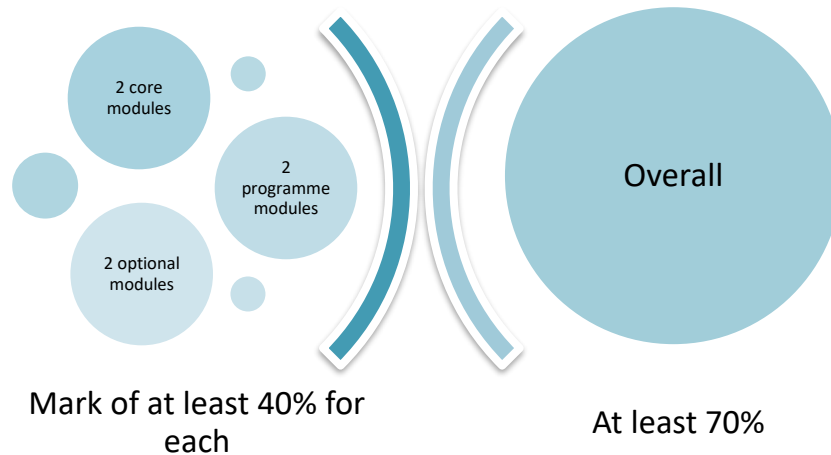
At least 70%

The Certificate

A student enrolled on the Certificate route is required to complete the two core modules and one optional module (whether a programme or approved module) in order to be recommended for the award:

Overall mark of at least 40%

The Postgraduate Certification 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.
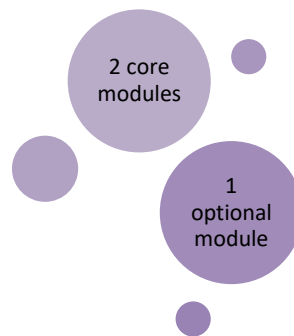

Mark of at least 40% for each   At least 70%
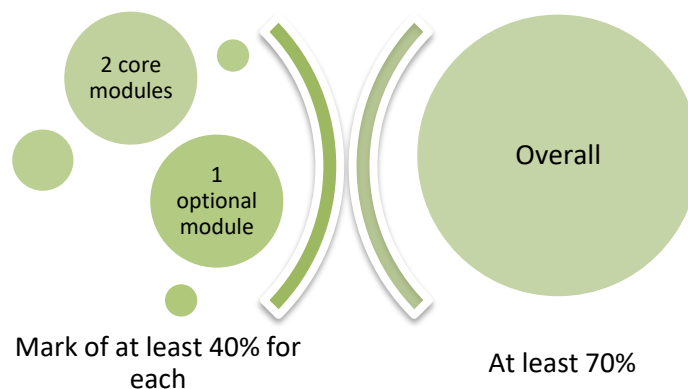
Assessment Guidelines & Regulations

Assignments

Students are required to submit their assignments by the deadline indicated for each individual module. Unless indicated otherwise by the module coordinator, assignments are *submitted online via Blackboard under the relevant module,* in the format specified by the module convenor (MS Word or PDF).

Assignments for each module must be accompanied by a completed submission coversheet. In the rare instance of assignments for which hard copies are required, the submission sheet should be printed and affixed to the hard copy.

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.

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.

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

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 & Marking Criteria

Whether the final award is an MPhil, a Postgraduate Diploma or a Postgraduate Certificate, there are only three possible classifications for these awards: fail, pass, and distinction. However, each component of the award is graded according to the university's general marking scale. The pass mark is 40%.

I	70+	Excellent
II.1	60-69	Very good
II.2	50-59	Reasonably good
III	40-49	Adequate
F	<40	Fail

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

I (70+)   Demonstrates an excellent understanding of key issues, an ability to construct a detailed and incisive argument on the basis of that understanding, and a capacity for developing innovative lines of thought.

II.1 (60-69)   Demonstrates a very good understanding of key issues, an ability to construct a detailed argument on the basis of that understanding, and a capacity to generate additional insights.

II.2   Demonstrates a reasonably good understanding of key issues and an ability to construct a satisfactory argument on the basis of that understanding.

III   Demonstrates an adequate understanding of key issues and an ability to construct a basic argument.

Please find below more detailed marking criteria, bearing in mind that the following grade profiles are general and typical (a candidate's coursework may not fit all aspects of a profile that falls into that grade band) and that some assessment components may have their own specific marking criteria (in which case module coordinators will make these available to students).

First (70-100)

This grade indicates work of excellent to exceptional quality. Work in this range will demonstrate some, though not necessarily all, of the following:

- Excellent knowledge and understanding of the subject matter;
- Independent thought of high quality reflected in an original and imaginative handling of the subject matter;
- Comprehensive treatment of the question;
- Clear evidence of additional research which goes well beyond the set reading;
- Incisive critical and analytical ability;
- Excellent structure and organisation with a very high degree of coherence, clarity and cohesion throughout;
- Rigorous and compelling argument, consistently supported by evidence from relevant primary and secondary sources;
- Expression is rich, skilful, idiomatic, and virtually free from errors;
- At the higher end of this grade, publishable in a well-regarded academic journal.

Upper Second (60-69)

This grade indicates work of a very good standard. Work in this range will demonstrate some, though not necessarily all, of the following:

- Very good knowledge and understanding of the subject matter;
- Convincing attempt at independent thought reflected in an intelligent approach to the handling of the subject matter;
- Deals with all the key points raised by the question;
- Evidence of some additional research which goes beyond the set reading;
- Clear evidence of critical and analytical ability;
- Well organised/structured, rarely lacking coherence, clarity or cohesion;
- Focused and convincing argument, generally supported by evidence from relevant primary and secondary sources;
- Proficient expression throughout, despite minor/infrequent infelicities.

Lower Second (50-59)

This grade indicates work of a reasonably good standard. Work in this range will demonstrate some, though not necessarily all, of the following:

- Reasonably good knowledge and understanding of the subject matter, but may be narrow or somewhat superficial in frame of reference;
- Addresses some, though not all, of the key points raised by the question;
- Generally capable, but unimaginative approach to the question;
- Relies largely on lecture/seminar notes, with limited evidence of research beyond the set reading;
- Reluctant to engage critically with the primary and secondary literature, with a tendency to be more descriptive than analytical;
- Satisfactory organisation of material, occasionally lacking coherence and clarity;
- Argument may lack rigour, relevance, focus, development and/or evidence for its claims, and may exhibit minor contradictions;
- Expression is competent overall but may be unsophisticated and/or contain a number of grammatical/stylistic errors.

Third (40-49)

This grade indicates work of an acceptable to satisfactory standard. Work in this range will demonstrate some, though not necessarily all, of the following:

- Acceptable though limited knowledge and understanding of the subject matter, with a generally narrow or superficial frame of reference;
- Fails to address a number of the key points raised by the question;
- Tendency towards unsupported assertions;
- Reliance on uncritical reproduction of lecture/seminar notes, with little to no evidence of additional reading;
- Limited analytical ability;
- Poorly structured;
- Argument lacks coherence, relevance, clarity, focus, development and/or evidence for its claims, and may exhibit contradictions;
- Expression is satisfactory overall but may be inadequate, unsophisticated and/or contain frequent grammatical/stylistic errors.

Fail 1 (30-39)

This grade indicates work that fails to meet the basic requirements of the assignment. Work in this range will demonstrate some, though not necessarily all, of the following:

- Very limited knowledge and understanding of the subject matter, with a very rudimentary, if any, frame of reference;
- Fails to address most of the key points raised by the question, missing important implications of the question;
- Largely irrelevant and dogmatic;
- Little to no engagement with the set reading and/or little to no evidence of any additional reading;
- Little to no evidence of analytical/critical ability;
- Very limited ability to organise material;
- Argument consistently lacks coherence, clarity, focus and/or evidence for its claims, and may exhibit frequent/serious contradictions;
- Expression is poor, unsophisticated and/or contains an unacceptably high level of grammatical/stylistic errors.

Fail 2 (0-29)

This grade indicates work that fails to meet the basic requirements of the assignment, containing some or all of the weaknesses noted under the Fail 1 grade range, but to a greater extent.

Deadlines

Each assignment has a specific deadline associated with it. It is the responsibility of the student to find out what the requirements and deadlines are for a given module. While the 'Key Dates' section of this handbook provides all the necessary information on deadlines for most assignments (core module essays, optional module essays, placement reports, dissertations, etc.), it is possible that some approved modules may have other submission deadlines. As a result, after checking any written instructions students may have been given via email and/or via the Blackboard site for a given module, the most reliable way of finding out the deadline for an assignment is to email the module coordinator directly.

More generally, as module assessments can come in many forms (essays, in-class presentations, diaries, reports, dissertations, etc.) and deadlines may vary between modules, students must ensure they know what is expected of them and by which date/time. Students are also strongly advised to consult the full module descriptors of individual modules (available on the MPhil website under Course Details) and contact the relevant module coordinator(s) if they have any doubts.

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.

Extensions & Ad Misericordiam Appeals

Occasionally, the unexpected can happen during the course. Although extensions to deadlines can be issued in such cases, students should bear in mind that extensions are granted only in exceptional circumstances. Such circumstances are called "ad misericordiam appeals".

Briefly put, **extensions can only be granted *in advance of the deadline* and *in response to specific, documented factors*** (typically, of a medical nature) that are beyond the student's control, of the kinds that are listed in the 'Ad Misericordiam Appeals' section below). The written evidence (from a qualified/registered professional such as a medical practitioner, health professional, accredited counsellor, or student support services professional) should be addressed to the Course Director. The written evidence submitted in support of an extension request need not reveal any sensitive details; however, it should state when the issue arose and the approximate amount of time it has impacted the student.

Students who are suffering from an issue that is having a serious impact on their ability to submit an assignment, are advised to make an appointment with the Student Counselling Services *as soon as possible*. In addition to providing psychological support, Student Counselling Services will be able to provide the student with written evidence that they have sought advice from their Services, and such advice, which may include recommendations for an extension, can be submitted to the Course Director as written evidence for an extension request.

Ad misericordiam appeals (or extension requests) must be able to demonstrate the impact of the timing of the event or circumstances on the specific assignment and must be supported with relevant documentary evidence 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 or circumstances that may warrant an ad misericordiam appeal:

- Significant accident or trauma affecting the student at the time of an assignment; 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 assignment; 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 the assignment. Where the bereavement has occurred prior to the assignment, 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 the assignment. Where the bereavement has occurred prior to the assignment 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 assignment, loss of income.

- Diagnosis of Special Learning Difference, but only eligible when diagnosis is obtained prior to the assignment, but too late for reasonable adjustments to be made by way of special arrangements or in other ways (see the Disability Service 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 the assignment or otherwise misunderstanding the requirements for the assignment, including submission deadlines.
- English is the second language.
- Multiple assignments in a short time, i.e. assignments 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.

Guidelines on evidence in support of an ad misericordiam appeal can be found here.

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, one failed taught module (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 one module (up to 10 ECTS) 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 (during the customary reassesment 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/.

Staff, Supervisors and Student Representatives

The Identities & Cultures of Europe programmes are run by the Course Director and the Course Coordinator. Their names and contact details can be found on the Welcome page of this handbook. The Director and Coordinator are the students' first and most frequent point of contact for any questions or concerns.

For purely administrative matters (e.g. module assignment, timetabling issues, field trip payment, Library access, etc.), students should contact the [Course Administrator](#).

Supervisors

MPhil students are encouraged to start identifying and approaching potential dissertation supervisors in Michaelmas Term. Dissertation supervisors are settled by the beginning of Hilary Term. Potential supervisors in the School of Languages, Literatures and Cultural Studies include but are by no means limited to:

Department of Russian and Slavonic Studies
Dr Justin Doherty
Dr Balázs Apor
Dr Dmitri Tsiskarashvili
Dr Krzysztof Rowinski
Dr Jana Van Der Ziel Fischerova
Dr james Hadley

Department of French
Prof Michael Cronin (on leave MT 2024)
Dr Sarah Alyn Stacey
Dr Alexandra Lukes
Dr James Hanrahan (on leave HT 2025)
Dr Hannes Opelz
Dr Edward Arnold
Dr Rachel Hoare
Dr Théophile Munyangeyo
Dr Paule Salerno O'Shea

Near and Middle Eastern Studies
Dr Anne Fitzpatrick
Dr Zuleika Rodgers
Dr Tylor Brand
Dr Martin Worthington (on leave HT 2025)
Dr Murat R. Şiviloğlu
Dr Idriss Jebari (on leave MT 2024)
Dr Mohamed Ahmed
Dr Maya Petrovic

Department of Hispanic Studies
Prof Omar García
Dr Catherine Barbour
Dr Brian Brewer
Dr Katerina García
Dr Catherine Leen

[Dr Natalia Carolina Resende](#)

[Department of Italian](#)
[Prof Clodagh Brook](#)
[Dr Igor Candido](#)

[Department of Germanic Studies](#)
[Prof Mary Cosgrove](#)
[Dr Caitríona Leahy](#)
[Dr Gillian Martin](#)
[Dr Clemens Ruthner](#)
[Dr Peter Arnds](#)

Student 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.

Resources & Facilities

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.

Email

You will be provided with a Trinity email account (@tcd.ie). 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).

VLE/Blackboard

Trinity makes use of a Virtual Learning Environment (VLE) called Blackboard. Most of the modules make extensive use of Blackboard, posting reading lists, schedules, messages, and exercises. Practically all modules 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.

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.

For international students especially, it is highly recommended that you study this page: https://student-learning.tcd.ie/international/, which gives a brief introduction to 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 organised 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 great deal. 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/.

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.

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 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/.

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.

Trinity Careers Service

As a Trinity student you have access to information, support, and guidance from the professional team of Careers Consultants throughout your time at Trinity and for a year after you graduate. The support offered includes individual career guidance appointments, CV and LinkedIn profile clinics, practice interviews and mentoring.

Visit https://www.tcd.ie/Careers/ for career, further study, and job search advice.

Sign into MyCareer to book appointments, find information about vacancies and bursaries, and book your place on upcoming employer events.

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 Academic Registry (AR). You can find AR in the Watts Building, on campus. However, it is highly recommended that you try to identify 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 Parchments can be issued by 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.

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 | House Style Guide

The following description is the default House Style Guide for core modules, programme modules and dissertations in Identities & Cultures of Europe programmes. Some approved modules may have different requirements. Please be sure to check the requirements with the relevant module coordinator(s).

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.
Headings:	Please indicate the level of the section headings in your assignment: - 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:	When using abbreviations, the following conventions should be followed: • 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) • Other abbreviations take a full stop (e.g. Esq., vol., p., no.) • 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) • 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.
Numerals:	In general, spell out numbers under 100; but use numerals for measurements (e.g. 12km) and ages (e.g. 10 years old). Insert a comma for both thousands and tens of thousands (e.g. 1,000 and 20,000).
Notes:	Use footnotes, rather than endnotes, consecutively numbered, with reference numbers appearing in the relevant place in the text body. Notes should be kept to a minimum and should not include any material that could appear in the text body.
Appendices:	Large bodies of data, such as transcripts and tables may be placed into an appendix at the end of the assignment. Appendices do not count for the purposes of the assignment's word count. However, the marker also does not have to consider them. Therefore, sufficient and consistent reference to the contents of any appendices must be made in the body of the text using the same techniques as for referencing any other body of research, (e.g. '(see Appendix 1: 5-7)).
Pagination:	Pages should be numbered consecutively, centred in the footer. No blank pages should be included.
Submission:	Unless indicated otherwise by the module coordinator, assignments are *submitted online via Blackboard under the relevant module.* Assignments for each module must be accompanied by a completed submission coversheet.
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 & Bibliographies

Referencing

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

Placement:	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: - 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 a 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)
	Smith et al. (2012) (Smith et al. 2012)
Four or more authors:	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)
Authors with same surname:	G. Smith 2012 and F. Smith 2008
No author:	Cite first few words of title (in quotation marks or italics depending on journal style for that type of work), plus the year. name: In the text: (BSI 2012) In the reference list: BSI (British Standards Institution) 2012. Title …
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:	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. Smith's diary (as quoted in Khan 2012)
Classical work:	Classical primary source references are given in the text, not in the reference list.
Personal communication:	References to personal communications are cited only in the text: A. Colleague (personal communication, April 12, 2011)
Unknown date:	(Author, n.d.) (Author, forthcoming)
Two dates:	List the original date first, in square brackets: Author ([1890] 1983) Multivolume works: (Author 1951–71)

Bibliography

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. Title of book.
	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. The Chicago Manual of Style. 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 Style Manual. Abingdon: Routledge.
	Chapter in a multi-author book:

Jones, Sam. 2012. "Chapter Title." In Book Title, edited by John Smith, 341–346. Abingdon: Routledge.

Edited:	Smith, John, ed. 2012. Collected Style Manuals. Abingdon: Routledge. Smith, John, and Jane Jones, eds. 2012. Collected Style Manuals. Abingdon: Routledge.
Edition:	University of Chicago Press. 2012. The Chicago Manual of Style. 16th ed. Chicago: University of Chicago Press.
Reprinted work:	Maitland, F. W. (1898) 1998. Roman Canon Law in the Church of England. Reprint, Union, NJ: Lawbook Exchange.
Multivolume work:	Green, M. L. 2012. Collected Correspondence. Vol. 2 of The Collected Correspondence of M. L. Green. Abingdon: Routledge, 2000–. Khan, Lisa. 2009–12. Collected Works. 2 vols. Abingdon: Routledge.
Translated:	Smith, John. 2012. Collected Style Manuals. 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. La genèse de l'idée de hasard chez l'enfant [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. Book Title: The Subtitle. Abingdon: Routledge. doi:xxxxxxxxxxx. Smith, John. 2012. Book Title: The Subtitle. 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.
Issue numbers:	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. 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.

Dissertation

Title page: The dissertation must begin with a Dissertation Title Page (available on the Dissertation page of the MPhil website) 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: Immediately following the title page, every dissertation must contain the following declaration, signed and dated:

Declaration

"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.

I agree that the Library may lend or copy this dissertation on request.

Signed: Date:

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. For instructions on how to write an abstract, see https://style.mla.org/how-to-write-an-abstract/.

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 *Chicago Manual of Style* conventions.

Submission: Dissertations are submitted online via Blackboard under the relevant module. All dissertations must be preceded by a Dissertation Title Page (available on the Dissertation page of the MPhil website).