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

School of Histories and Humanities

M.Phil in Public History and Cultural Heritage, 2024-25

Contents

Overview

The Taught Masters in Public History and Cultural Heritage at Trinity College Dublin, the University of Dublin is one of 9 M.Phil. programmes delivered by academic staff in the School of Histories and Humanities. It is designed to give its students a thorough grounding in public history and to provide them with a unique preparation for the management of cultural heritage.

We define 'Public history' and 'Cultural heritage' broadly: the programme will involve the study of cultural memory, its construction, reception and loss, and of the public status of history in modern society. It will examine the political issues surrounding public commemoration and 'sites of memory', and the role of museums, galleries and the media in shaping public perceptions of the past. And it will survey the more concrete questions involved in the conservation, presentation and communication of the physical heritage of past cultures, particularly where interpretation and meaning are contested.

The course has been designed to act as a bridge between Humanities disciplines in the university and the professional and creative concerns of cultural institutions. It exploits the diversity of relevant research expertise across the disciplines in the TCD Schools of Histories & Humanities and of Languages, Literatures & Cultural Studies, and draws on the strengths of the Trinity College Library and of nearby cultural institutions who are collaborating in the programme.

Partnering institutions participating in teaching and the internships programme last year were the Dublin Cemeteries Trust, Dublin City Library and Archives, St Patrick's Cathedral, Douglas Hyde Gallery, Colonial Legacies Project, the Old Anatomy Museum and others.

The course is full-time for the duration of one calendar year, commencing in September, and concluding the following August 30th.

Aims

➢ To provide students with a critical awareness of key issues and questions associated with Public History and Cultural Heritage

➢ To offer students a firm foundation in the research process

➢ To train students in the analysis and the presentation of their research findings

➢ To provide an introduction to the methodological challenges of advanced study and research at postgraduate level

Each module within the degree programme introduces students to a defined theme or problem within the ambit of the programme, providing a tightly focused and in-depth introduction to a range of case studies, sources, interpretative problems and current debates. Through exploring these issues, approaches and methodologies, the M.Phil in Public History and Cultural Heritage is designed to equip students with both the analytical and the practical skills required for advanced study and independent historical research.

Graduates of the course will be well placed to pursue a multiplicity of career pathways in the museum and cultural sector, whether as curators, collection managers, education officers, or media and public relations specialists. For those already working in these sectors

it will enrich their knowledge and skills, stimulate lateral thinking and act as a spur to innovation.

Learning outcomes

On successful completion of this M.Phil. programme students should be able to:

➢ Demonstrate a detailed understanding of the principal issues surrounding Public History and Cultural Heritage

➢ Engage with theoretical and critical approaches, and to apply them to the study of Public History and Cultural Heritage

➢ Critically analyse relevant source material

➢ Conceive of and carry out a scholarly research project, and write up an analysis of research results

➢ Understand the potential of digitization to transform the public's engagement with history

For all graduates of the course, there is the possibility of proceeding to a doctoral research project in one of the thematic strands. It is also our hope that graduates of this course will be able to contribute innovative and creative responses to the challenge of public commemoration of contested history.

© Georgina Laragy

General requirements

Students are expected to attend all elements of the M.Phil. programme.

To be awarded the M.Phil. degree, students must have achieved an overall satisfactory result in each part of the assessments, i.e. in the assignments for the coursework component and in the dissertation.

Students must pass all taught elements (50% is the passing grade) <u>before being permitted to submit the dissertation</u>. Any assignment that is not submitted will be graded as 0 (zero). Late submission of assignments, without permission from the Programme Coordinator, or without a medical certificate in the event of illness, will be graded as 0%. This is to ensure fairness to those who do not avail of extra time to complete their work. We recognize that from time to time there are unforeseen circumstances and genuine cases will be considered sympathetically if contact is maintained with the course tutor and/or Programme Coordinator. Exemptions will be granted only in exceptional circumstances, and only with the agreement of the Executive Committee of the History Department, and the Dean of Graduate Studies.

Essay submission

All coursework should be typed or word-processed. Pages should numbered consecutively, double-spaced with generous left- and right-hand margins. Font type should be sans-serif with Calibri preferred. Font size should be 12 point with 10 point footnotes. Quotations longer than three lines should be separated from the text and indented. An M.Phil. Coursework Submission Form must be attached to all essays submitted. This can be found at the end of this handbook.

All students must submit their module essays electronically via Blackboard following the relevant links within the modules. If you have trouble or the links are not visible contact the Programme Coordinator or the Postgraduate Executive Officer at pghishum@tcd.ie by the deadlines specified by the individual module coordinators. When submitting electronically please conform to the following document naming convention:

STUDENT NUMBER_CourseCode_ThreeWordsofEssayTitle

e.g.

1234567_HI7030_IrishPrisonHeritage

Regulatory notification

Please note that in the event of any conflict or inconsistency between the general academic regulations for graduate studies and higher degrees in the University of Dublin Calendar (http://www.tcd.ie/calendar/) and this handbook, the provisions of the general regulations shall prevail.

Contacts

Address: Department of History, Trinity College, Dublin 2, Republic of Ireland

Telephone: 01 896 1020/1791

Web: http://www.tcd.ie/History/

Email: histhum@tcd.ie / pghishum@tcd.ie

The Programme Coordinator for the year is Dr Georgina Laragy will take over. Coordinators are available for consultation about matters relating to the programme by appointment. Please email to make same. You are also welcome to consult any member of staff by making an appointment via email or visiting them during their office hours.

Dr Rachel Moss is the current Director of Postgraduate Teaching & Learning for the School. She is available by appointment in her office or by email at rmoss@tcd.ie

Staff contact information and research interests:

Name	Room no.	Email address	Phone number
PG Administrative Officer David Byrne		pghishum@tcd.ie	+353 (0) 1 896 1791
Dr Ciaran O'Neill	C3111	ciaran.oneill@tcd.ie	+353 (0) 1 896 1405
Dr Georgina Laragy	C3108	laragyg@tcd.ie	+353 (0) 1 896 3398
Prof. Christine Morris		cmorris@tcd.ie	+353 1 896 1424
Dr Joseph Clarke	C3153	clarkej1@tcd.ie	+353 (0) 1 896 2378
Dr Ciaran Wallace		cwallace@tcd.ie	
Prof. Micheál Ó Siochrú (Head of School)	C3150	m.osiochru@tcd.ie	+353 (0) 1 896 2626
Dr Katja Bruisch	A6.005	bruischk@tcd.ie	+353 1 896 3192
Dr Suzanne O'Neill		oneills8@tcd.ie	
Professor Lindsey Earner-Byrne		Lindsey.earner@tcd.ie	

Research interests of all staff, including those not listed in the above, can be found at; https://www.tcd.ie/history/staff/

As this is a School-wide programme (which encompasses four academic departments, History, History of Art, Classics and Gender and Women Studies) you can contact their staff and view their interests via the following links;

Classics - https://www.tcd.ie/classics/people/

Art History - https://www.tcd.ie/History_of_Art/people/

Centre for Gender and Women's Studies - https://www.tcd.ie/cgws/people/

Staff Associated with the Programme

Dr Ciaran O'Neill, Ussher Associate Professor in 19th Century History

Elites and elite education in 19th Century Ireland; Irish literature 1890-1940

Dr Georgina Laragy, Dublin Cemeteries Trust Assistant Professor in Public History & Cultural Heritage

Social history, in particular the history of suicide, death and poverty in nineteenth and twentieth century Ireland.

Dr Joseph Clarke, Associate Professor in European History

The long 18th century, the Enlightenment, the French Revolution and Napoleonic era

Dr Carole Holohan, Assistant Professor in Modern Irish History

Youth culture in Ireland, welfare, 1960s.

Dr Katja Bruisch, Ussher Assistant Professor, Environmental History

Environmental history, interplay between social, political and environmental change, modern Russian history (coordinates M.Phil in Environmental History)

Prof Christine Morris

Archaeologist, Ancient Greece, goddesses, sacred landscapes, heritage.

Professor Hazel Dodge, Louis Claude Purser Associate Professor in Classical Archaeology

Material culture, art and architecture of the Roman world

Dr Suzanne O'Neill,

Greek and Roman Mythology and Religion, Greek Archaeology and Classical Architecture: Reception and Re-imaginings in the Department of Classics.

Professor Lindsey Earner-Byrne

Social and cultural history of modern Ireland, Irish gender and reproductive history, history of welfare and poverty in modern Europe

Dr Ciaran Wallace

Keeper of the Virtual Record Treasury of Ireland and Public Engagement Lead, VRTI

Dr Ramazan Hakkı Öztan

Specializing in the political and economic history of the nineteenth-century Ottoman Empire and the twentieth-century Middle East

Programme structure

Components

The course is full-time and lasts for 12 months, starting in September. Teaching will be spread over 24 weeks from September to the following April.

An M.Phil. degree within the School of Histories and Humanities consists of 90 ECTS.

The course consists of:

Compulsory modules

HH7010	Dissertation (Public History)	Year-long	30 ECTS
HH7030	Remembering, reminding and forgetting: Public History, Cultural Heritage and the Shaping of the Past	MT	10 ECTS
HI7400	Research Design	MT	10 ECTS
HH7031	Internship - Remembering, reminding and forgetting: practical experience	HT	10 ECTS
HI7065	Field Trip (usually May – March in Hilary Term)	HT	5 ECTS
HI7066	Practitioner workshops	HT	5 ECTS

Taught modules

Three electives on substantive themes

2 x 10 ECTS combination of available taught modules – options change annually; students usually take one optional module in Michaelmas Term and one 10 ECTS module in Hilary Term

30 ECTS

1. Part-time students submit their dissertation in Year 2
2. Part-time students may choose to defer their internship until Year 2
3. Part-time students must take at least 1 and up to 2 electives during Year 1

Credit System (ECTS)

The ECTS is an academic credit transfer and accumulation system representing the student workload required to achieve the specified objectives of a study programme. The ECTS weighting for a module is a measure of the student input or workload required for that module, based on factors such as the number of contact hours, the number and length of

written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

In College, 1 ECTS unit is defined as 20-25 hours of student input so a 10-credit module will be designed to require 200-250 hours of student input including class contact time and assessments.

The College norm for full-time study over one academic year at Masters Level is 90 credits.

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

Modules

The M.Phil. consists of five compulsory modules and three taught module options which students must attend.

PHCH students are encouraged to sign up to the main international Public History mailing list at http://www.h-net.org/~public/ and to keep an eye on updated events at www.ncph.org and the International Federation of Public History https://ifph.hypotheses.org/

PHCH programme, 2024-25

Module Code	Module Title	Staff	Credits	Compulsory/ Optional	MT/HT/ all year	Contact Hours
HI7030	Remembering, Reminding and Forgetting	Georgina Laragy, Ciaran O'Neill, Katja Bruisch, Joseph Clarke	10	Compulsory	MT	2
HH7011	Saving the Past	Christine Morris, Sue O'Neill	10	Optional	MT	2
HH7070	Choosing your pasts: the historian and the archive	Ciaran Wallace	10	Optional	MT	2
HI&400	Research Design	Molly Pucci and others	10	Compulsory	MT	1
HI7112	Investigating Ireland	Lindsey Earner-Byrne, Carole Holohan, Georgina Laragy	10	Optional	MT	2
HI7066	Practitioner workshop	Georgina Laragy / Guest Speakers	5	Compulsory	HT	2
HH7031	Internship - Remembering, reminding and forgetting: practical experience	Georgina Laragy [coordinator]	10	Compulsory	HT	40 hours over the term
HI7065	Field Trip	Georgina Laragy	5	Compulsory	HT	2 days
HI7063	Consuming History: Media, Markets and the Past	Ciaran O'Neill	10	Optional	HT	2 hours

	Comparative Borderlands	Ramazan Hakkı Öztan	10	Optional	HT	2 hours
	Intoxicants in Early Modern Society: Consumption and Culture	Dr Susan Flavin	10	Optional	HT	2 hours
HH7010	Dissertation (Public History)	Georgina Laragy	30	Compulsory	HT	Year long

HH7010 Dissertation (Public History)
Weighting: 30 ECTS

Coordinator: Programme Coordinator

Teaching Staff: Students will be assigned a member of TCD staff to supervise their research. Supervisors will be selected as appropriate to the subject of the dissertation.

Aims
The aim of the dissertation is to enable students to devise, develop and complete an original research project in a defined time frame which draws on the insights, skills and knowledge acquired during their study on the M.Phil. programme. While the dissertation process serves both developmental and scholarly purposes, the completed work will be assessed in terms of its scholarly rigour and its contribution to knowledge. Students must satisfy all of the requirements of their programme to proceed to the dissertation module. Dissertations should be between 12,000 and 15,000 words in length and must be submitted by the date specified in the programme handbook. This year students will take a compulsory Research Design module in Michaelmas Term to support the development of a research proposal. Deadlines for that module are

Learning Outcomes
On successful completion of the dissertation and research design modules students should be able to:

➢ Devise, develop and complete a substantial, intellectually challenging and independent research project relating to their field of study

➢ Identify, access and interpret appropriate source materials, methods, concepts and terminology in the light of existing scholarship

➢ Develop a coherent and clearly structured argument that engages with original sources and interpretative issues in a critically informed and constructive manner

➢ Relate the specifics of their research topic to wider issues and debates within their discipline

➢ Demonstrate project management skills

➢ To progress to the dissertation, students must satisfactorily complete all required work in all modules.

Students who fail either to submit the dissertations by the deadline, or to achieve a satisfactory assessment for the dissertation will be eligible for the award of a Postgraduate Diploma. Students who complete all requisite course work and other requirements, and who obtain in the elective taught modules an aggregate mark of less than 50%, will not be permitted to proceed to the dissertation stage but will be required to re-submit coursework over the summer to qualify for the award of the Postgraduate Diploma in Public History and Cultural Heritage.

Students wishing to do further postgraduate work within the department (for which application must be made) should normally be required to achieve a mark of 65% in the dissertation and an average of at least 60% in the taught courses or directed reading modules.

In light of the restrictions currently in place as we begin the academic year, it is important that you consider carefully the topic of your dissertation, bearing in mind access to archives, ability to travel, and access to heritage sites and locations. Being aware of the possible impact national or international lockdowns may have on your research is important at the conception stage. Equally important to remember, is that we will be doing all we can to support you and will be aware of the ramifications of the fluid, pandemic-context in which your work will be completed.

Dissertation requirements

Students are required to submit a dissertation of between 12,000 and 15,000 words on a topic of their choice.

There are 3 requirements that must be completed:

1. Proposal

2. Supervision

3. Presentation

   1. **Proposal**

Students will be required to develop and refine proposals by a deadline to be confirmed by the Molly Pucci, co-ordinator of Research Design Module. This will be towards the end of Michaelmas Term. They should consult with the programme coordinator in the first instance and any relevant members of staff for assistance.

Each student is required to submit a 2,000-word proposal to via the Blackboard link for the Research Design module by the deadline. This should include a statement of the problem to be studied and methodological approach, an outline structure, a description of the primary sources used, and a brief description of the secondary literature to be consulted.

It is essential to discuss your ideas with the Programme Coordinator or another member of staff before you construct your proposal.

2. Supervision

Supervisors will be assigned at the beginning of Hilary Term according to the area of research selected by the student. They will be assigned from the School of Histories and Humanities, according to available expertise. Please consider research interests of staff before you make a decision on your research topic.

Supervisors will give subject-specific guidance both on subject matter and on the process of completing a research project in a timely and scholarly manner appropriate to the discipline. They will discuss ideas with you at the outset of your project and read and offer feedback on written work (i.e. complete draft chapters) but your thesis is not a collaborative project and must represent your own work.

A complete chapter should be submitted to your supervisor and the programme director by the end of Reading Week in Hilary Term, 7th March.

A timetable for the submission of draft chapters should be established with the supervisor and students will be expected to meet the deadlines they have agreed.

Formal supervision (i.e. consultation with a supervisor by appointment, and the reading of and provision of feedback on written work) will be available to students up until the end of statutory term, i.e. 30th June. Written work should be presented in an appropriate and professional manner well in advance of a supervision meeting to allow the supervisor adequate time to read and reflect on submitted work. Remember that a supervisor cannot be expected to offer meaningful comment on work that he or she has just received. **Please note that the final deadline for the submission of written work to supervisors for feedback is Friday 2 weeks before 30th June. A full draft of the entire thesis should be completed and submitted by this stage.**

Students should therefore expect to have submitted a substantial portion of the dissertation to their supervisor by the final deadline for the submission of dissertation work to supervisors. From the end of statutory term, students will be expected to complete their dissertations working on their own.

In exceptional circumstances (i.e. in cases where students need to be away to conduct research during the period April-June) it will be possible formally to request a revised supervision schedule facilitating further supervisorial feedback, subject to staff availability, beyond the date of 30th June. Such requests must be made by last week of Hilary Term via the Programme Coordinator.

Students are expected to be in Dublin during for the duration of the three academic terms (for dates see the University Almanack: http://www.tcd.ie/calendar/ unless permission is given by the Programme Coordinator.

3. Presentation

Students may be required to present an aspect of their dissertation research towards the end of semester 2 and make an appointment to consult with their supervisor in the week following their presentation. Further details will be given in class.

Assessment

A satisfactory assessment in the dissertation (50%) is mandatory for the award of the M.Phil.

Length

Not less than 12,000 words; not more than 15,000 words. This word count does not include appendices or footnotes.

Presentation

The text of the dissertation should be word-processed, and printed on good quality A4 white paper. The type must be black and at least 12 point. Line spacing must be at one and a half or double spacing, though single spacing may be used for notes and quotations, bibliography etc. Images should be used as appropriate to the thesis topic. There should be margins of at least 1.5 inches on the left and 1 inch on the right of the page. Printing must be on one side only and the dissertation should be soft bound.

The presentation of the dissertation should follow a recognized style sheet. The Historical Journal style sheet is recommended as a default for all dissertations and can be consulted at Instructions for authors of accepted papers - http://journals.cambridge.org/action/displayMoreInfo?jid=HIS&type=ifc For referencing more unusual sources the style guidelines (link is on this webpage) of the Radical History Review journal is useful https://read.dukeupress.edu/radical-history-review/pages/Submission_Guidelines

Layout

The dissertation should start with a title page, followed by an abstract, and a table of contents, in that order. The table of contents should list the numbers and titles of chapters and appendices, and the relevant page numbers.

Title

The title of the dissertation must be written in full on the title page of each volume on the dissertation. The degree for which the dissertation has been submitted, the year, and the name of the candidate should be specified.

Abstract

An additional abstract must be submitted loose with each copy of the dissertation. This should contain the title of the dissertation and the author's name, and a succinct summary of the aims and findings of the dissertation. It should be contained on one side of a single A4 page.

References, footnotes and bibliography

An approved reference system must be adopted, and once decided on by the student in consultation with their supervisor, used consistently throughout the dissertation. A reference must include the author's name, title of text, year of publication, location of publication, and may also include publisher. Articles (book chapters) must include the title

of the article (chapter) and the journal (book), and the relevant page numbers of the article (chapter).

Students should use footnotes briefly to qualify or elaborate a point made in the text, and to identify sources of facts/opinions referred to that originate in other material. The latter must be fully referenced, including page number of the text from which it came. Footnotes must be numbered consecutively, and should appear at the bottom of the page.

All references must be listed in a bibliography at the end of the dissertation, in strict alphabetical order by author.

Appendices

Appendices should be used for material that the student feels is essential to the dissertation, but which would interrupt the flow of the analysis if placed in the body of the text. Appendices can be identified numerically or alphabetically. These should follow the list of references, at the end of the dissertation.

If you have any queries about the appropriate form of footnotes or questions about presentation of bibliographies and any appendices, please direct those to your supervisor in the first instance.

Declaration

The dissertation must contain the following signed declaration immediately after the title page:

➢ 'This thesis is entirely my own work and has not been submitted as an exercise for a degree at this or any other university. Trinity College may lend or copy the dissertation upon request. This permission covers only single copies made for study purposes, subject to normal conditions of acknowledgement. Signed: [insert signature]'

Submission

You are required to include the following when submitting your dissertation:

(i) 1 x Coursework submission form (Appendix 1)

a. Module title = Dissertation

b. Module code = HH7010

c. Module co-ordinator = your dissertation supervisor

(ii) 2 x softbound copies of dissertation

(iii) 2 x loose abstracts

(iv) 1 x hardbound copy of dissertation

(v) 1 x Electronic submission to pghishum@tcd.ie

Students are required to submit the above electronically 5pm 29th August 2025.

HH7030 Remembering, reminding and forgetting: Public History, Cultural Heritage and the Shaping of the Past

Weighting: 10 ECTS

Contact hours: one 2-hour seminar per week

Module Coordinator: Dr Ciaran O'Neill

Teaching Staff: Members of Staff in the School of Histories and Humanities and staff from collaborating cultural institutions

This module takes place each week over both semesters. This module is team taught - initially from within the School and by staff in collaborating cultural institutions from mid-November onwards. It seeks to introduce students to the relationship between the scholarly study of history, the public understanding of the past, and the role of museums and galleries in these processes. It also explores the role of collectors and museums and their place in contemporary society, investigating also the meanings that can be attributed to objects. Aspects of curiosity and colonialism in the museum setting are touched upon, as well as matters of authenticity, conservation and display. The institutions have included in the past the NLI, NMI, NGI, Glasnevin Cemetery and Museum, DCLA, St Patrick's Cathedral and Douglas Hyde Gallery. The organisation of these outings will be flagged well in advance, and we hope that everything will be in person this semester but that will be dependent on covid regulations and the regulations that each individual institution has put in place. Further details will be in the handbook for this module.

Learning outcomes

On successful completion of the module students should be able to:

➢ Understand the gestation of public history as a field

➢ Identify the tension between present-centred usable pasts and professional academic history

➢ Interact with practitioners at cultural institutions

➢ Formulate research questions for the purposes of essay writing

➢ Engage critically with primary texts and secondary literature

➢ Consider critically issues of historicity, authenticity and accuracy

Assessment

This module is assessed by a 3,500-5,000 word paper on an approved topic relating to the content of the module to be submitted by the end of Michaelmas Term Week 9 as per the essay submission guidelines.

HH7400 Research Design
Weighting: 10 ECTS

Contact Hours: 1 hour per week

Coordinator: Dr Molly Pucci (various teaching staff contribute to this module)

Description

This module will support M.Phil students as they prepare a proposal for their dissertation research. It will provide guidance for developing a feasible research project and address some of the challenges related to pursuing individual research. The module focuses on the key skills that will help student designing an independent research project. A range of issues that affect research design – scope, feasibility, methods – will be considered.

Assessment for this module is on a graded research proposal 2,000 words. Deadline to be confirmed by module coordinator

HH7031 Internship - Remembering, reminding and forgetting: practical experience
Weighting: 10 ECTS

Contact hours: one day per week (Hilary Term)

Module Coordinator: Dr Ciaran O'Neill / Dr Georgina Laragy

Teaching Staff: Staff from collaborating cultural institutions.

The internship in the Hilary term introduces students to practical work experience as encountered by specialists in one of the partner institutions. Each student will spend not less than 40 hours under the direction of a professional in one of the nominated cultural institutions, working on a pre-agreed project. The student may be expected to work as part of a small team or to undertake independent work. The course coordinator Dr Georgina Laragy is available to deal with any potential disputes between student and external mentor during the course of the internship, as well as provide the academic framework for the internship project. The assessment of these projects will be the responsibility of the TCD staff member.

Learning outcomes

On successful completion of the module students should be able to:

➢ Understand the day-to-day running of an organisation or institution engaged in cultural heritage and public history

➢ Formulate research questions for the purposes of writing an internship report

➢ Engage critically with primary texts and secondary literature

➢ Consider critically the role of an embedded intern in s cultural institution

Assessment

The course will be assessed by a 2,000 word report based on the internship to be submitted by 16 May 2025 as per the essay submission guidelines.

It is advisable that you treat these internships like professional positions rather than an extension of your coursework. When asked to submit a written report etc., consider getting information on the format of such work as the style is likely not to be academic. Consider the types of documents, presentations etc., that are expected by the internship partner.

In addition basics like taking notes at your meetings, ensuring you are clear on tasks etc., are all valuable lessons for embarking on a professional career in the world of public history and cultural heritage. While this module is part of your academic training, you should consider it a valuable bridge into the professional world and treat it as such.

HI7066 Practitioner workshops
Weighting: 10 ECTS

Contact hours: 1.5 hrs per week (Hilary Term)

Module Coordinator: Dr Georgina Laragy (laragyg@tcd.ie)

Teaching Staff: Staff from collaborating cultural institutions.

A series of weekly workshops will be held in the Hilary term, at which practitioners from the public history/heritage sector will be invited to talk informally to the class and reflect on their professional experience. It is likely that some of these workshops will be held online, and some in person. More details in due course.

Previous guests include:

➢ Savina Donohoe (Irish Museums Association)

➢ Helena Bergin (Conservation Officer)

➢ Harriet Wheelock (Archivist)

➢ Elizabeth Cowan (Eneclann)

➢ Claudia Kinmonth (Historian, Furniture Restorer and Member of Board of National Museum of Ireland)

Attendance at these workshops is compulsory. Students will be expected to research each practitioner prior to the workshop each week.

Learning outcomes
On successful completion of the module students should be able to:

➢ Engage with practitioners working in the field

➢ Engage critically with primary texts and secondary literature

➢ Consider critically issues of historicity, authenticity and accuracy

Assessment

Each student may research career pathways in one of the fields represented by any of our visiting practitioners. These reports will be shared between all students at the end of the term and will help to serve as a resource for students as they think about employability in the sector.

The course will be assessed by one 2,000 word report to be submitted by the end of the last week of Hilary term as per the essay submission guidelines.

Taught modules (optional elements)

The following modules are worth 10 ECTS and run for the duration of one semester. Students choose three taught modules from the below: two in Michaelmas Term and one in Hilary Term. Please make sure your options have been selected and that your blackboard record has you signed up for your selected modules.

All modules will be taught as a series of student-led discussion seminars. Guidance for reading and topics will be given in class.

Assignments

Each module requires the completion of assignments as directed by the lecturer. All assignments are compulsory. All assignments must be typed/word-processed and submitted by the end of the semester in which the Module has been taken. Students MUST keep a copy of all submitted assignments.

In all modules, including the dissertation, the passing grade is 50%.

Late Work

Students who fail to pass taught modules may present for re-examination or resubmit work for re-assessment as instructed by the Course Director within the duration of the course.

Re-assessment for modules failed in semester 1 (MT) must be completed by 1st June; for modules failed in Semester 2 (HT) by 31st August.

Deadlines

Deadlines must be met. For coursework on taught modules, if students need an extension on medical or compassionate grounds, they must seek an extension from the MPhil director in advance of the deadline. Extensions are only granted in exceptional circumstances and where appropriate supporting documentation is provided. Students who submit taught module assessments after the deadline without an approved extension, or who fail to meet an extended deadline, will have 10% docked from their mark for the assessment.

The dissertation deadline is final and extensions can only be granted, in exceptional circumstances, by the Director of Postgraduate Teaching and Learning, or by the Dean where more than a short extension is sought. Any application for an extension must be accompanied with evidence of compelling medical or compassionate grounds. Dissertations submitted after the deadline without an extension will be awarded 0%.

Optional Element (30 ECTS)

Over the course of the two semesters you will complete 3 optional modules, 2 in Michaelmas and 1 in Hilary Term. There are 5 optional modules for Michaelmas and you should pick 2 out of the 5 in order to complete the required 30 credits in the first semester. In the second semester there are 4 optional modules and you should pick 1 out of the 4 in order to complete the required credits for the second semester.

Students will receive information about module options and be asked to make their selection over the summer before registration.

All Modules by Term

Module Code	Module Title	Who teaches on module	Credits	Compulsory/ Optional	MT/HT/ all year	Contact Hours per week	Assessment
HI7030	Remembering, Reminding and Forgetting	**Georgina Laragy**, Ciaran O'Neill, Katja Bruisch, Ciaran Wallace, Hazel Dodge	10	Compulsory	MT	2	100% Coursework
No Code	Research Design	**Katja Bruisch** (J. Clarke, P. Houlihan, C. Holohan, G. Laragy)	10	Compulsory	MT	2	100% Coursework
HH7011	Saving the Past	Christine Morris, Sue O'Neill	10	Optional	MT	2	100% Coursework
NO CODE	Choosing the past	Ciaran Wallace	10	Optional	MT	2	100% Coursework
No Code	Investigating Ireland	Lindsey Earner-Byrne, Carole Holohan, Georgina Laragy	10	Optional	MT	2	100% Coursework
HI7066	Practitioner workshop	Georgina Laragy / Guest Speakers	5	Compulsory	HT	2	100% Coursework
HH7031	Internship - Remembering, reminding and forgetting: practical experience	Georgina Laragy [coordinator]	10	Compulsory	HT	40 hours over the term	100% Coursework
HI7065	Field Trip	Georgina Laragy	5	Compulsory	HT	1 day	100% Coursework
HH7010	Dissertation (Public History)	Georgina Laragy	30	Compulsory	HT		Dissertation

No Code	Comparative Borderlands		10	Optional	HT	2 hours pw	100% coursework
No Code	Intoxicants in Early Modern Society: Consumption and Culture	Susan Flavin	10	Optional	HT	2 hours pw	100% Coursework
HI7063:	Consuming History: Media, Markets and the Past	Ciaran O'Neill	10	Optional	HT	2 hours pw	100% Coursework

Note: Not all the modules were 'born' for the public history M.Phil programme but do contain significant important themes and issues pertinent to the field of public history and cultural heritage. You are free to choose one module not 'born' for PHCH but students enrolled in the public history masters must have 80 ECTS made up of public history required and optional modules. Those that were 'born' for PHCH are indicated by **.

Michaelmas Term

HH7011: Saving the past: contemporary issues in cultural heritage

Weighting: 10 ECTS

Contact hours: 2 hours per week (Michaelmas)

Module Coordinator: Dr Sue O'Neill

This module explores the role of cultural heritage in the contemporary world. It asks why and in what ways the past matters to us now, and to what extent it can (and should) be 'saved' for the future. Drawing on case studies, the module looks at complex and challenging problems from multiple perspectives. These may include ethics and the past, identity politics and nationalism, the past as cultural and economic capital, war and destruction of heritage, looting and collecting, virtual cultural heritage.

Throughout the module, we will also collect and discuss any cultural heritage issues that are in the news - looking at how they are reported and represented in the popular media, by official reporting, and in the scholarly community – with the aim of creating a class blog.

Aims

• Introduce students to key contemporary debates in archaeology and cultural heritage globally, making use of selected case studies

• Engage with scholarly and popular debates about cultural heritage

• Reflect on how cultural heritage issues are shaped by their specific modern contexts (political, economic, ethical, ideological)

Learning Outcomes

On successful completion of the module students should be able to:

• Present a sound and sophisticated knowledge of major contemporary issues in archaeology and cultural heritage, making use of a wide range of international case studies

• Evaluate critically specific cultural heritage issues within their contemporary political, economic, ethical and ideological contexts.

• apply relevant methodologies and theoretical approaches to independent work

• Communicate ideas and arguments effectively both in oral presentations and discussion, and in written work.

Assessment

This module is assessed by a 3,500-5,000 word essay on an approved topic relating to the content of the module to be submitted as per the essay submission guidelines.

HI7070: Choosing the past – the Historian and the Archive

Contact hours: 2 hours per week (Michaelmas)

Module Coordinator: Dr Ciaran Wallace

Module descriptor:

Archives are the foundation of historical research. They collect, preserve, arrange and provide access to the original records. For centuries scholars have analysed official records to write academic history but, in recent years, popular awareness of archives has grown significantly. Free resources such as the Virtual Record Treasury of Ireland, and commercial genealogy or newspaper archives, have attracted new users. The variety of archives has also grown as companies, institutions and marginalized groups create their own archives to protect or project their own histories.

This archival turn, and expanded access through digitization, has transformed research into personal, social and communal histories of major events such as the Irish Revolution and the Great War. Archives play an increasingly important role in public perceptions of, and active engagement with, history. But how reliable is 'the archive'?

This module investigates the archive, using a Historian's lens to critically analyse its contents and function. Who was the archive created by and for? Who is it for today? Does the arrangement of archival records influence the history we write? Can we detect silenced voices by reading records 'against the grain'? Does digitization really democratize access to History?

Learning outcomes

On successful completion of this module students should be able to:

- Identify the dominant and marginalised voices in an archive
- Develop an alternative method for arranging, cataloguing or interpreting a collection
- Critically analyse the relationship between archival practices and historical research
- Communicate ideas and arguments effectively in oral presentations and discussion, and in written work.

Assessment:

- Structured review (1,000 words) on a selected archive or archival collection
- Essay (3,500 – 5,000 words) on a relevant topic

HI7112 Investigating Ireland: scandal, law and the state, c.1800-2021

Dr Georgina Laragy, Dr Carole Holohan, Prof Lindsey Earner-Byrne

Investigations into coercive confinement, family separation, abuse, and the treatment of marginalized cohorts within Irish society, have been the focus of several high-profile state inquiries in recent decades. However, the modern state has long examined itself, with information-gathering

representing a key element and function of governance. Beginning in the 1830s with the enormous 3,000-page inquiry into the relief of the destitute in Ireland, and concluding with the Commission of Investigation into Mother and Baby Homes, this module analyses a number of inquiries and commissions, to equip students to understand this centuries-old aspect of statecraft while also analyzing these inquiries in order to probe what they can tell us about power and how it operates.

States have investigated institutions and bodies under its purview for many reasons: to establish 'facts'; create a basis for new policy; respond to public outrage or scandal; or to resolve a political dispute. Through these mechanisms information has been gathered, created and relayed to citizens, often by way of a substantial written report. The findings of these reports have been used to legitimise state action or inaction, understand how the state has acted in concert with other bodies (for example, religious) and decide on appropriate redress or compensation.

This module explores the relationship between the state and its citizens by focusing on these official inquiries. Through a series of case studies students will explore how 'scandals' emerged, why an inquiry was established, and the significance of both its findings and afterlife. The role played by victims/survivors, activists, investigative journalists and agents of church and state will be examined.

Hilary Term

HI7063 Consuming History: Media, Markets and the Past

Coordinator:	Ciaran O'Neill
Teaching staff:	Various
Duration:	Hilary Term
Contact hours:	2 Hours Per week
Credit Weighting:	10 ECTS
Description	Who sells history in the real world, and why? Who are the major players in the history market, what sells, and who makes money from it? History is prominent in publishing, in radio/television and in heritage tourism, and yet the fields of history in which the public is (apparently) primarily interested are relatively limited. The module explores both consumer and content provider in an attempt to understand what the popular history market demands from writers and broadcasters, and how much of it is directed by public demand and market forces. Guest lecturers will include prominent broadcasters, publishers, and practitioners from new (and old) media.
Seminar Arrangement	The first hour is generally given over to an instructor-led debate on the topic in general, drawing on specified class readings that all are expected to have read in advance of the class. The second hour will generally focus on material prepared for the group tasks. The class will be divided into four groups prior to week one and students will remain in their allocated group for the whole term.
Learning Outcomes	On successful completion of the module students should be able to: • identify key issues and developments relating to the impact of history on media and marketing and *vice versa*, as revealed by in-depth analysis of relevant sources

- place this knowledge in the context of a broader knowledge and understanding of social and economic developments

- formulate research questions for the purposes of essay writing and oral presentations

- assess the various approaches and methodologies applied to this area of study

- engage critically and in-depth with primary texts and secondary literature

- complete an intensive, self-motivated study of a relevant historical problem, with high quality research organization and presentation

Assessment

- 1 TV documentary pitch or radio script (1,000 words), which will be peer-assessed and due in week 7.

- 1 essay (3,500-5,000 words) on an approved topic relating to the content of the module, due in week 12. (Those taking the Medieval M. Phil are required to submit an essay on a topic related to the Middle Ages.)

Intoxicants in Early Modern Society: Consumption and Culture

This interdisciplinary module explores the role of intoxicants and intoxication to the social, cultural, political, and material life of Ireland and England between the sixteenth and eighteenth centuries. In the context of recent historiography, it considers how intoxicants including beer, tobacco and coffee were accepted and used, and their impact on society. Through a cultural food historical lens, students will approach these commodities as a means of examining broader themes in early modern history, including the development and demonstration of identities; conspicuous consumption and globalisation; social governance; and the evolution of the public sphere. Students will consider the diverse approaches taken by current research projects in the field, particularly those deploying interdisciplinary approaches, such as *Tobacco, Health and History*; *FoodCult* and the *Intoxicants Project*. They will also critically engage with recent efforts amongst historians to recreate both the material and sensory experiences of intoxication in the past, for example through the reproduction of sixteenth-century beer, and the recreation of early modern aural culture through ballads performed in the alehouse. The sources deployed will be broad ranging including material culture; representative literature; didactic and medical texts; and visual sources.

Comparative Borderlands

Coordinator: Dr. Ramazan Hakkı Öztan

Description: This module seeks to familiarize students with the literature on borderlands studies, with weekly sessions of readings and discussions that will explore how the historiography has advanced over the past century. Chronologically designed, the course will trace the changing relationships the states had in monitoring space and territory, while providing insights into the workings of modern governance that we often take for granted today. The module will largely focus on the Ottoman Empire and the post-Ottoman Middle East, paired with key texts that will encourage students to develop a more comparative understanding. Thematically, the course will deal with various aspects that relate to borderlands, including, but not limited to, interstate rivalries, border infrastructure and mobility controls, cartography, colonization, refugees and resettlement, tariff policies, smuggling, transportation and mobility, nomadic communities, ecology and environment, rumors and conspiracies. In covering such diverse topics, the module will bring state-centered approaches with those that put borderlanders at the center stage of analysis. Each week students will get exposed to different periods, scholarly traditions, and regions, helping them improve their empirical basis and hone their analytic skills. While students will learn how to approach border zones as an object of historical inquiry, the module will also help them design individual research agendas that are informed by the most recent insights from the field of borderlands studies.

Plagiarism

The University considers plagiarism to be a major offence, and subject to the disciplinary procedures of the University. A general set of guidelines for students on avoiding plagiarism is available at:

https://libguides.tcd.ie/academic-integrity

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

The University's full statement on Plagiarism for Postgraduates can be found in the University Calendar https://www.tcd.ie/calendar/graduate-studies-higher-degrees/complete-part-III.pdf

1. General

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

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

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

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

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

2. Examples of Plagiarism

Plagiarism can arise from actions such as:

(a)   copying another student's work;

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

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

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

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

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

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

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

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

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

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

3. Plagiarism in the context of group work

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

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

4. Self-Plagiarism

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

5. Avoiding Plagiarism

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

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

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

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

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

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

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

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

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

Assessment

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

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

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

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

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

Students who fail to pass taught modules may present for re-examination or resubmit work for re-assessment as instructed by the Programme Coordinator within the duration of the course. Re-assessment for modules failed in semester 1 (Michaelmas term) must be completed by 1st June; for modules failed in Semester 2 (Hilary term), by 31st August. Each module can only be re-assessed once.

Grade Descriptors

70> – Distinction

Excellent work in every respect

➢ Understanding: authoritative, original, persuasive, showing mastery of methods or techniques used and clear knowledge of their limitations

➢ Selection and coverage: appropriate method or methods applied, with a discussion covering all significant aspects of the subject

➢ Analysis: coherent, logically developed and compelling discussion, with thoroughly detailed account of any practical work

➢ Presentation: flawless, or near flawless, language and syntax; professionally presented; references and bibliography consistently formatted using a recognized style

Marks Range:

➢ >85 = marks above 85 are only awarded in exceptional circumstances

➢ 80-85 = of publishable quality

➢ 75-79 = insightful, of publishable quality with revisions

➢ 70-74 = excellent grasp of the subject, high quality in all areas

50-69% – Pass

Coherent, logical argument and use of methods that shows understanding of key principles

➢ Understanding: a developed capacity to reason critically

➢ Selection and coverage: sound basis of knowledge in sources, scholarship and techniques

➢ Analysis: developed argument and account of practical work

➢ Presentation: adequate use of language and syntax; references and bibliography consistently formatted using a recognized style

Marks Range:

➢ 65-69 = approaching excellence in some areas; analysis and argument demonstrate a high level of critical reasoning and independent evaluation; may contain elements of originality; appropriate range of theoretical approaches and solid command of relevant methods and techniques; complex work and ideas clearly presented; effective use of language and syntax with few or no errors;

➢ 60-64 = well developed relevant argument and good use of methods but weaker in some areas; key terms used effectively; most important methods and techniques applied; concise and explicit argument, with coherent account of practical work

➢ 55-59 = approaching merit; satisfactory, appropriate and accurate but exhibiting significant shortcomings in one or more areas

➢ 50-54 = for the most part satisfactory, appropriate and accurate; argument may lack evidence of originality or full insight; analysis may demonstrate weaknesses in fluency, depth or persuasiveness

0-49% – Fail

Work exhibiting insufficient knowledge or understanding, superficial analysis and/or significant methodological weaknesses, unsatisfactory focus or scope

➢ Understanding: thinly-developed knowledge, understanding and/or methods

➢ Selection and coverage: scope may be too narrow or too broad, discussion unfocussed; omission of significant examples; limited success in applying relevant methods

➢ Analysis: argument not fully developed; account of practical work lacks analysis

➢ Presentation: may contain errors in use of language and syntax; formatting of references and bibliography may lack consistency

Marks Range:

➢ 40-49 = marginal fail, compensable in some cases (see assessment regulations); exhibits basic relevant knowledge, understandings, methodological and presentational competence but is unsatisfactory in one or more of these areas

➢ 30-39 = exhibits significant shortcomings in knowledge and command of methods; more descriptive than analytical; scope is too narrow or too broad; inclusion of irrelevant elements and/or omission of significant examples; failure to apply relevant methods and develop argument; presentational weaknesses and errors in use of language and syntax

➢ <30 = exhibits very little relevant knowledge; fundamentally flawed grasp of issues and methods; factual errors; poor presentation

Oral Examination

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

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

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

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

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

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

Part-time Pathway

Part-time students must pass taught modules carrying 40 credits, including the compulsory module Core Module Remembering, Reminding and Forgetting (20 credits), in their first year in order to progress to the second year, and pass taught modules carrying 20 credits in the second year and submit the dissertation by 31st August of the second year. Part-time students should discuss their pathway through the course with the course co-ordinator.

College requires that you take 40 ECTS in the first year, and 50 ECTS in the second year.

Year 1: (From 2024-25)

	Michaelmas	Hilary
Compulsory Elements	Core Module (10 ECTS)	Practitioner Workshop (5 ECTS) & Field Trip (5 ECTS) Or Internship (10 ECTS)
Optional Elements	1 Optional Module (10 ECTS)	1 Optional Module (10 ECTS)

Year 2: (from 2025-26)

	Michaelmas	Hilary
Compulsory Elements	Research Design (10 ECTS)	Dissertation (30 ECTS) Plus 1 Other 10 ECTS element Depending on what option you took in Year 1 (PW and FT or Internship), you will take the other option this year

Distinctions, prizes and grants

A distinction for the M.Phil. shall require at least 70% in the dissertation and at least 70% in the final aggregated mark for the course.

For further information seek advice from the M.Phil. Co-ordinator.

Transcripts

If you need a copy of your transcript, please email pghishum@tcd.ie with your student number, full course title, year of graduation and whether you need a paper or electronic copy. Please allow 3 weeks to generate this transcript and note that we are unable to courier transcripts so please allow enough time for the transcript to reach its destination by ordinary post.

Important dates

9 Sept 2024   Michaelmas Term (Semester 1) teaching begins

For details about Term Dates, Reading Weeks, public holidays and college closures click on the following link.

For a printable PDF see; https://www.tcd.ie/calendar/academic-year-structure/academic-year-structure.pdf

Student Learning and Development

At postgraduate level an even greater emphasis is placed on self-directed learning and the acquisition of academic skills. SLD helps students to continue improving these skills. It offers a range of workshops and individual appointments, including individual consultations in the Academic Writing Centre.

https://student-learning.tcd.ie/postgraduate/

Centre for English Language Learning and Teaching

CELT provides in-sessional English language support classes tailored to the needs of all academic disciplines in the university. Places are allocated on a first-come, first-served basis. For more details see https://www.tcd.ie/slscs/english/trinity_in-sessional_programme/in-sessional_eap/index.php

Student Counselling Services

https://www.tcd.ie/Student_Counselling/

Support groups and online support programmes, including 'Grad chats' and 'International chats', are available to postgraduate students.

Student to Student (S2S) is a student-led initiative designed to ensure any student in Trinity can get information and support from another student, find a friendly face to have a chat, talk things through or just ask a few questions when you're not sure who to approach - https://student2student.tcd.ie/about/index.php

Counselling services are available by appointment and emergency/urgent appointments are available every weekday with the duty counsellor. Email student-counselling@tcd.ie. There are after-hours urgent and emergency services, such as Niteline and the Crisis Text line (during term time) and the Samaritans. For more details see https://www.tcd.ie/Student_Counselling/support-services/after-hours/index.php

The Postgraduate Advisory Service

What?

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.

Why?

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.

 Who?

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.

How?

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

TCD Disability Service
https://www.tcd.ie/disability/current/
Postgraduate students who have a disability are encouraged to apply to the Disability Service for reasonable accommodation. An application can be made through my.tcd.ie via the 'My Disability Service' tab. Additional information is available in this step-by-step How to apply for Reasonable Accommodations guide:
https://www.tcd.ie/disability/current/RAApplication.php

Students can also contact the Disability Service to informally discuss their needs prior to making a formal application. Please email askds@tcd.ie . There is also daily drop in service during term time https://www.tcd.ie/disability/current/ds-solutions-drop-in/

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

International Students
International students may want to get involved in the New2Dublin activities organised by the The Global Room team. For more information visit the Global Room https://www.tcd.ie/study/international/student-experience/global-room/. For immigration registration queries email the Global Room at tcdglobalroom@tcd.ie.

Health Service
Please see the website for details of general practice and specialised clinics available to students https://www.tcd.ie/collegehealth/

Clubs and Societies
For a full list of TCD societies and clubs see https://www.tcd.ie/students/clubs-societies/

IT Services
On registration, students will be provided with a username and password to access their TCD computer account. Students will then be able to access computer facilities throughout College subject to the IT Services code of conduct. Please click on the link for IT Services 'Getting Started' guide - https://www.tcd.ie/itservices/getting-started/
Many modules on the M.Phil. programme will provide class materials and make announcements through Blackboard, TCD's online learning environment. Your TCD username and password allow you to access Blackboard. Blackboard is available here https://tcd.blackboard.com/webapps/login/

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

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

Trinity Inclusive Curriculum Project (Trinity-INC)

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

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

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

Useful Contacts and College Postgraduate Services

Service	Website
Department of History	www.tcd.ie/history
School of Histories and Humanities	http://www.histories-humanities.tcd.ie/
Accommodation Advisory Service	http://www.tcdsuaccommodation.org/
Alumni Office	www.tcd.ie/alumni
Careers Advisory Service	http://www.tcd.ie/careers/
Centre for English Language Learning and Support	https://www.tcd.ie/slscs/english/trinity_in-sessional_programme/in-sessional_eap/index.php
Chaplaincy, House 27	http://www.tcd.ie/Chaplaincy/
Clubs & Societies	http://www.tcd.ie/students/clubs-societies/
College Health Centre	http://www.tcd.ie/collegehealth/
Counselling Service	www.tcd.ie/student_counselling e-mail: student-counselling@tcd.ie
Day Nursery, House 49	http://www.tcd.ie/about/services/daynursery/
TCD Disability Service	https://www.tcd.ie/disability/current/
Graduate Studies Office	https://www.tcd.ie/Graduate_Studies/

International Students	https://www.facebook.com/TrinityGlobalRoom/
IT Services, Áras an Phiarsaigh	http://www.tcd.ie/itservices/
Mature Students Office, Room M36, Goldsmith Hall	http://www.tcd.ie/maturestudents/index.php
Orientation	http://www.tcd.ie/orientation/
Postgraduate Advisory Service	www.tcd.ie/Senior_Tutor/postgraduate
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