

Trinity College Dublin

School of English



Diego Rivera, *Pan-American Unity* (1940), detail

MPhil in Literatures of the Americas

Handbook 2017-18

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INTRODUCTION

Welcome to the School of English, Trinity College Dublin. The School of English in Trinity is one of the oldest in Britain and Ireland, and in 1867 it founded the first Chair in English Literature. We maintain a strong commitment to excellence and leadership in teaching and research—Trinity College Dublin is Ireland’s No. 1 University and ranked in the top 9 in Europe (see <https://www.tcd.ie/research/about/rankings/>). The School of English comprises a total of approximately 500 undergraduates, over 100 visiting students, and about 90 students who are reading for a higher degree. There are around two dozen permanent members of staff whose research and teaching expertise encompasses a wide range of areas and topics, and a substantial number of Teaching Associates and Teaching Assistants. The School's achievements include its long-held international reputation for influential research and publication, the intense demand for its English courses from highly qualified undergraduates and post-graduates, and the internationally-recognized high quality of our graduates. The course committee for the MPhil in Literatures of the Americas welcomes you to Trinity, and we hope you have a productive and enjoyable year in Dublin.

Over the past few decades the scholarly fields of American Studies and Postcolonial Studies have undergone radical transformations. Their core concepts—including identity, race, citizenship, hybridity, and nationhood—have been redefined and reimagined in fundamental ways by writers such as Margaret Atwood, Ana Castillo, Theresa Hak Kyung Cha, Laurence Buell, and Henry Louis Gates, Jr., whose practice has enlarged the conventional sense of what it means to read/write “American” and/or “Postcolonial” literature(s). This course, which started running in 2007, reflects on those changes and provides an opportunity to spend a year studying the literatures of the Americas in detail. The course stimulates fresh analyses of a wide range of American literatures in English and in translation into English, by canonical, mainstream, avant-garde and marginal writers, and by opening up research opportunities in this dynamic field it lays the foundations for further postgraduate (doctoral) research in Postcolonial and American literary studies. Graduates of the course have gone on to pursue PhD research at TCD and elsewhere on a wide range of subjects, including early American travel writing, the construction of diasporic identity in the work of Maeve Brennan, a study of Ted Hughes’s engagements with ideas of America, a comparative reading of Kurt Vonnegut and Ray Bradbury, and a digital mapping of space in the writings of Roberto Bolaño.

Students of the MPhil in Literatures of the Americas interact with literatures in various genres and from different historical periods in the development of a complex sense of the literatures of the Americas. Compulsory core modules provide students with a grounding in the key theoretical and historical debates in the field, and they allow them to explore a range of ideas in relation to established (“major”) and peripheral (“minor”) authors. The MPhil provides ample scope for advanced readings in so-called “classic U.S. American literature,” but it also provides students with an opportunity to challenge conventional categorizations of

writers from across the Americas—and not just in the United States—by fostering transnational and transhistorical perspectives.

This booklet outlines the overall course structure and provides some practical academic information that may be useful for students taking the MPhil in Literatures of the Americas. If you require further information at any point during the year, do not hesitate to contact one of us by email or call in during our office hours, which will be posted at the start of every term. The other members of the course committee, whose names and contact details are given on the next page, will also be happy to help.

Melanie Otto, Course Director (2015-18)

COURSE COMMITTEE (2017-18)

Dr Philip Coleman, Lecturer, English Studies

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TEACHING STAFF (2017-18)

(Abbreviations will be used in descriptions of modules.)

PC	Dr Philip Coleman	<u>philip.coleman@tcd.ie</u>
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MK	Dr Megan Kuster	<u>mekuster@tcd.ie</u>
SM	Prof Stephen Matterson	<u>smttrson@tcd.ie</u>
BM	Dr Bernice Murphy	<u>bernicemurphy55@gmail.com</u>
DM	Dr Dolores McLoughlin	<u>dmmcloug@tcd.ie</u>
MO	Dr Melanie Otto	<u>ottom@tcd.ie</u>
KS	Kate Smyth	<u>smythk1@tcd.ie</u>

OVERVIEW OF COURSE STRUCTURE

In addition to two compulsory core modules, students take two additional 1-term modules from a group of 3 in any given year, depending on staffing arrangements. The core modules are taught in two 2-hour seminars in Michaelmas and Hilary semesters. In addition, students take one option module in the first semester and a compulsory single author module in the second semester. Students also have to complete a dissertation.

ECTS summary and calculations

2 core modules at 20 ECTS each	=	40 ECTS
2 additional modules at 10 ECTS each	=	20 ECTS
Dissertation at 30 ECTS	=	30 ECTS
Total	=	90 ECTS

The student time investment for the two core modules is estimated as follows:

Component	Student time investment
Lectures/seminars	44 hours x 2 = 88 hours
Reading for lectures/seminars	100 hours x 2 = 200 hours
Preparation of module paper	78 hours x 2 = 156 hours
Paper writing	78 hours x 2 = 156 hours
Total ECTS credit: 40 overall	300 hours x 2 = 600 hours

The student time investment for each additional module is estimated as follows:

Component	Student time investment
Lectures/seminars	22 hours
Reading for lectures/seminars	40 hours
Preparation of module paper	44 hours
Paper writing	44 hours
Total ECTS credit: 10 per option	150 hours

The student time investment for the dissertation is estimated as follows:

Component	Student time investment
Meetings with supervisor	10 hours
Reading and planning for dissertation	150 hours
Paper writing	215 hours
Total ECTS credit: 30 overall	375 hours

CORE MODULES

The two modules “Reading the Americas I” and “Reading the Americas II” are compulsory for students taking the MPhil in Literatures of the Americas. They are coordinated by the Course Director, who will be able to provide detailed reading lists for each module before the start of Michaelmas and Hilary terms, and they are taught by members of the course committee and some guest lecturers from outside College as outlined in section 3 above (‘Teaching Staff’). **It is every student’s responsibility to make sure that the relevant material is read before each session.**

The classes for these modules will be taught as seminars, where there will be a strong emphasis on participation and discussion, but there will also be **Student Presentation** sessions.

Student Presentation sessions give students an opportunity to respond to key ideas already discussed in class in short (10-minute) presentations. These will be assigned at the start of the year and run throughout both core modules.

READING THE AMERICAS (Core Modules)

Introduction

Informed by developments over the last decade in the fields of American Studies, Inter-American Studies and Postcolonial Studies, *Reading the Americas* will be delivered in two parts throughout the year of the MPhil in Literatures of the Americas programme. The two parts of *Reading the Americas* constitute the core modules of the programme, and they will introduce students to some of the many ways in which the Americas have been theorised and thematised from the fifteenth century to the present. The focus will be on literary, critical and theoretical texts from across the Americas, divided into four regions: South America and the Caribbean in *Reading the Americas* (Part I) and the United States of America and Canada in *Reading the Americas* (Part II).

EN7110 READING THE AMERICAS I (Core module 1)

ECTS allocation:	20
Coordinator:	Course Director
Teaching Staff:	MO, PC, SM, DM, EJ, MK
Contact:	2 x 2 hours/week in Michaelmas semester

Summary: Through close critical readings of selected literary and theoretical texts, as well as visual representations in painting and other forms of graphic art, this module introduces some of the major theoretical and thematic issues involved in the study of the literatures of the Americas with a particular focus on South America and the Caribbean. Theoretical claims and positions will be examined in relation to literary texts and students will have an opportunity to discuss works between South America and the Caribbean in transnational and comparative contexts.

Schedule

Week 1.1	Introductory meeting of students and staff – MO, PC, SM
Week 1.2	Reading the Americas: Introduction (1): José Martí and Winfried Fluck – MO, PC, SM
Section 1	Reading South America
Week 2.1	Visual representations: Frida Kahlo and Diego Rivera – MO
Week 2.2	<i>Popol Vuh</i> – MO
Week 3.1	Sir Walter Raleigh, <i>The Discoverie of the Rich and Bewtiful Empyre of Guiana</i> Wilson Harris, <i>The Palace of the Peacock</i> – MO
Week 3.2	Jorge Luis Borges, selected stories and essays Octavio Paz, selected essays and poems – PC
Week 4.1	Elizabeth Bishop's Brazil – PC
Week 4.2	Clarice Lispector, selected journalism Milton Hatoum, <i>Orphans of Eldorado</i> – MO
Week 5.1	Roberto Bolaño, <i>Amulet</i> – EJ
Week 5.2	José Enrique Rodó, <i>Ariel</i> - EJ
Week 6.1	<i>Bank Holiday – no class</i>
Week 6.2	Student Presentations – MO, PC, SM

Week 7 Study Week

Week 8.1 Postcolonial Perspectives (1): Edward Said and Homi Bhabha – DM

Section 2 Reading the Caribbean

Week 8.2 Caribbean Discourse (1): Antonio Benítez-Rojo – MO

Week 9.1 Caribbean Discourse (2): Édouard Glissant and Kamau Brathwaite – MK

Week 9.2 Reading the Black Atlantic – MK

Week 10.1 Marise Condé, *I, Tituba, Black Witch of Salem* – PC

Week 10.2 Michelle Cliff, *Abeng* – MO

Week 11.1 Claude McKay, selected poems – SM

Week 11.2 Edwidge Danticat, *Butterfly's Way: Voices from the Haitian Diaspora in the United States* – DM

Week 12.1 Student presentations – MO, PC, SM

Week 12.2 *No class*

Aims: The module's main aims are (i) to introduce students to key texts, issues and debates in literary, theoretical and critical engagements with South America and the Caribbean; (ii) to encourage students to recognise continuities and discontinuities in theoretical appropriations across these geo-political regions of the Americas; (iii) to examine the theoretical interventions made by a wide range of theorists from across the Americas in understanding the literatures of the Western hemisphere; (iv) to foster an awareness of the value of comparative reading and analysis of literary texts through a consideration of a range of thematic concerns in writings from across the Americas, with a particular focus on work by Caribbean and Southern American authors and theorists; (v) to evaluate the effectiveness of inter-American studies as a way of reading and understanding the literatures of the Americas.

Working methods: The topics of the module are presented in 2 2-hour seminars per week in Michaelmas term.

Learning outcomes: When they have successfully completed this module, students will have a clear sense of some of the major texts in the fields of South American and Caribbean literary studies. They will also have a sound grasp of the ways that these regions have been engaged with in a wide range of theoretical and critical texts. This module will prepare students for further research in relation to literary and theoretical appropriations of South America and the Caribbean within a broadly inter-American critical context.

Syllabus: In addition to the consideration of a range of primary texts drawn from the fields of Caribbean and South American literature, postcolonial theory and South American studies, the module will include discussion sessions on writers from the Americas as well as sessions

especially set aside for student presentations. In these types of sessions, students are encouraged to apply the theoretical concepts explored to some key texts/authors.

Assessment: Students will be required to submit 2 essays of 2,000 words each exploring aspects of the course in detail. These essays will be focussed on the texts discussed in seminars and will be required to show engagement with literary, theoretical and critical material.

EN7111 READING THE AMERICAS II (Core module 2)

ECTS allocation:	20
Coordinator:	Course Director
Teaching Staff:	MO, PC, SM, KS
Contact:	2 x 2 hours/week in Hilary semester

Summary: Through close critical readings of selected literary and theoretical texts, as well as visual representations in painting and other forms of graphic art, this module introduces some of the major theoretical and thematic issues involved in the study of the literatures of the Americas with a particular focus on the United States of America and Canada. Theoretical claims and positions will be examined in relation to literary texts and students will have an opportunity to discuss works between the United States of America and Canada in transnational and comparative contexts.

Section 1 Reading the USA

Week 1.1	The Puritan Origins of the American Self: John Winthrop and Anne Bradstreet – SM
Week 1.2	Emerson and Whitman – PC
Week 2.1	The New American Studies: Lawrence Buell, Donald Pease, Wai Chee Dimock – PC
Week 2.2	Reading Race (1): Phillis Wheatley, Frederick Douglass, Harriet Jacobs – SM
Week 3.1	Reading Race (2): Henry Louis Gates, Jr. and Toni Morrison – SM
Week 3.2	Reading the Frontier (1): Frederick Jackson Turner, Theodore Roosevelt, James Fenimore Cooper – SM
Week 4.1	Reading the Frontier (2): Gloria Anzaldúa, <i>Borderlands/La Frontera: The New Mestiza</i> – MO
Week 4.2	Reading Regions: Southern Narratives (1): Kate Chopin and Flannery O'Connor – SM
Week 5.1	Reading Regions: Southern Narratives (2): J. D. Vance, <i>Hillbilly Elegy</i> – SM
Week 5.2	Reading Native American Literatures: Leslie Marmon Silko and N. Scott Momaday – SM
Week 6.1	Claudia Rankine, <i>Citizen</i> – PC
Week 6.2	Student presentations – MO, PC, SM
Week 7	Study week

Section 2 Reading Canada

- Week 8.1 Inuit Writing in English Selections from Penny Petrone, *Northern Voices: Inuit Writings in English* – PC
- Week 8.2 Theorising Canadian Identity: Margaret Atwood, Robert Kroetsch, Northrop Frye – MO
- Week 9.1 Contemporary Canadian Short Fiction: Mavis Gallant – KS
- Week 9.2 Contemporary Canadian Short Fiction: Alice Munro – KS
- Week 10.1 Bank Holiday – no class**
- Week 10.2 Inventing Canadian Poetry – SM
- Week 11.1 Michael Ondaatje, *In the Skin of a Lion* – MO
- Week 11.2 Margaret Atwood, *Wilderness Tips* – SM
- Week 12.1 Bank Holiday – no class**
- Week 12.2 Student Presentations – PC, MO, SM

Aims: The module's main aims are (i) to introduce students to key texts, issues and debates in literary, theoretical and critical engagements with the United States of America and Canada; (ii) to encourage students to recognise continuities and discontinuities in theoretical appropriations across these geo-political regions of the Americas; (iii) to examine the theoretical interventions made by a wide range of theorists from across the Americas in understanding the literatures of the Western hemisphere; (iv) to foster an awareness of the value of comparative reading and analysis of literary texts through a consideration of a range of thematic concerns in writings from across the Americas, with a particular focus on work by US American and Canadian authors and theorists; (v) to evaluate the effectiveness of inter-American studies as a way of reading and understanding the literatures of the Americas.

Working methods: The topics of the course are presented in 2 2-hour seminars per week in Hilary term.

Learning outcomes: When they have successfully completed this module, students will have a clear sense of some of the major texts in the fields of US American and Canadian literary studies. They will also have a sound grasp of the ways that these regions have been engaged with in a wide range of theoretical and critical texts. This module will prepare students for further research in relation to literary and theoretical appropriations of the United States of America and Canada within a broadly inter-American critical context.

Syllabus: In addition to the consideration of a range of primary texts drawn from the fields of US American and Canadian literature, American Studies and postcolonial theory, the module will include discussion sessions on writers from the Americas as well as sessions especially

set aside for student presentations. In these types of sessions, students are encouraged to apply the theoretical concepts explored to some key texts/authors.

Assessment: Students will be required to submit 2 essays of 2,000 words each exploring aspects of the course in detail. These essays will be focussed on the texts discussed in seminars and will be required to show engagement with literary, theoretical and critical material.

ADDITIONAL MODULES

Three additional modules will be offered in 2017-18. All questions related to individual modules should be directed to the relevant coordinators in the first instance, as indicated below. They will also be able to provide preliminary reading lists.

The following modules will be offered in 2017-18:

Michaelmas

Students choose **ONE** of the following:

EN7038	<i>Creole Literatures</i> [MO]	10 ECTS
EN7095	<i>Seeing 'New Englandly'</i> [PC]	10 ECTS

STUDENTS MUST NOTIFY THE COURSE DIRECTOR OF THEIR CHOICE OF OPTIONS IN WRITING BEFORE THE END OF WEEK ONE IN MICHAELMAS SEMESTER.

Hilary

Compulsory module – single author in context:

EN7112	<i>Mark Twain's Americas</i> [SM]	10 ECTS
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Module Title: EN7038 CREOLE LITERATURES
ECTS allocation: 10
Coordinator: Melanie Otto
Contact: 1 x 2 hours/week in Michaelmas term

Summary: This module seeks to investigate the cross-cultural connections of literature produced in the creole cultures of the Americas. In linking the Caribbean, Louisiana and Latin America, it rethinks definitions of national literatures along regional and continental lines. Writers discussed include a wide range of authors from the hemisphere. We will also look at key theories of creolisation and investigate texts by writers from the hemisphere who are not creole in the narrow sense of the word but whose work can be classed as “creolised,” thus extending the discussion of creolisation beyond its West Indian focus and reading it as a hemispheric phenomenon.

Schedule:

1. Introduction
2. Kate Chopin, *The Awakening*
3. Lafcadio Hearn, *Two Years in the French West Indies*
4. Patrick Chamoiseau (et al), “In Praise of Creoleness,” *Callaloo* 13:4 (1990): 886-909
Édouard Glissant, from *Poetics of Relation*:
 - i. “Closed Place, Open Word,” pp. 63-76
 - ii. “Transparency and Opacity,” pp. 111-120
 - iii. “Open Circle, Lived Relation,” pp. 195-204
5. Jean Rhys, *Wide Sargasso Sea*
6. Pauline Melville, “Erzulie,” in *The Migration of Ghosts*
- 7. Study Week**
8. Student presentations
9. Antonio Benítez-Rojo, “Creolization and Nation Building in the Hispanic Caribbean”; Oswald de Andrade, “The Cannibalist Manifesto” (handouts provided)
10. Gabriel García Márquez, *Of Love and Other Demons* (trans. from Spanish)
11. José Eduardo Agualusa, *Creole* (trans. from Portuguese)
12. Conclusion

Aims: This module has the following aims: (i) to introduce students to a range of texts produced by writers from creole cultures; (ii) to examine theories of creolisation; (iii) to apply the concept of creolisation to works written by authors from other regions of the Americas; (iv) to interrogate the links between creolisation and globality.

Working methods: The topics of the module are presented and discussed in 1 2-hour seminar per week in Michaelmas term. The module is seminar-based with a strong focus on class discussion. In week 8 students present papers on a topic of their choice relating to the module theme.

Learning outcomes: By the end of the module students will be familiar with the theoretical debates on creolisation, and have a good knowledge of texts that thematise and/or exhibit traits of “creoleness.” They will have a clear sense of how creole cultures relate to issues of migration, race, class and gender, and of the relation between the texts discussed and the historical development of creole cultures. Students who successfully complete this module will

also be prepared to engage in advanced study of a particular topic related to creole literatures and creolisation.

Syllabus: Specific themes addressed in the module include: theories of creolisation; regional varieties of creole cultures inside and outside the Caribbean; the historical development of creole communities; writers from non-creole communities whose work shows traits of creolisation.

Assessment: Students will be required to write 1 essay of between 6,000 and 8,000 words exploring some aspect of the module in detail.

Module Title: EN7095 SEEING 'NEW ENGLANDLY'
ECTS allocation: 10
Coordinator: Philip Coleman
Teaching Faculty: PC with guest lecturers to be confirmed
Contact: 1 x 2 hours/week in Hilary term

Summary: Taking its title from Emily Dickinson's enigmatic statement of regional identity in her poem beginning 'The robin's my criterion for tune', in this option we will explore some of the key figures in the articulation of the sense of self and place that has given New England a special status in the historical, political and cultural development of the United States. New England's exceptionalism in narratives of US American literary history and culture will be questioned, and there will be scope for students to engage in detailed study of individual authors as well as comparative readings of the works of poets, novelists, and other figures in classroom discussion and assessment essays. Some of the themes and topics to be discussed in seminars will include: migration and (re)settlement; the sense of place; regionalism and 'local color' writing; faith and rebellion; violence and trauma; history and the burden of the past; the experience of guilt; ghosts; landscape; gender; ideas of home in a hostile environment.

Schedule:

*** Many of the primary texts in the first few weeks of the module are available in the Norton Anthology of American Literature or online**

- 1 Introduction: Seeing 'New Englandly' in Early Maps, Drawings and Documents
 - i. John White, maps and drawings from Kim Sloan, ed. *A New World: England's first view of America* (2007) [pdf will be circulated]
 - ii. Excerpts from John Smith, *A Description of New England*; William Bradford, *Of Plymouth into the Wilderness* [texts available in the Norton Anthology of American Literature]
- 2 'The Puritan Origins of the American Self': John Eliot, Cotton Mather, Jonathan Edwards (lecturer to be confirmed)

John Eliot, *A late and further manifestation of the progress of the gospel amongst the Indians in New-England* (1655) [EEBO]

Cotton Mather, 'A narrative of Hannah Swarton', in *Magnalia Christi Americana: The great works of Christ in America* (1702; rpt Edinburgh: Banner of Truth 1979), ii. 357-61.

—, 'A Notable exploit: *Dux Faemina Facti*', in *Magnalia Christi Americana: The great works of Christ in America* (1702; rpt Edinburgh: Banner of Truth 1979), ii. 634-636

Jonathan Edwards, *A Faithful Narrative of the Surprising Work of God* (1737) in Edwards, *Works*, vol 4 (Yale UP, 1972), pp. 144-211
- 3 Selected Writings of Roger Williams, Anne Bradstreet, Edward Taylor, and Michael Wigglesworth

Williams, 'To My Dear and Well-Beloved Friends and Countrymen, in Old and New England'

Bradstreet: 'A Dialogue Between Old England and New', 'In Honor of that High and Mighty Princess Queen Elizabeth of Happy Memory', 'To Her Father with Some Verses', 'The Flesh and the Spirit', 'The Author to Her Book', 'Before the Birth of One of Her Children', 'A Letter to Her Husband, Absent upon Public Employment', 'Here Follows Some Verses upon the Burning of Our House'

Taylor: from God's Determinations ('The Preface', 'The Soul's Groan to Christ for Succor', 'Christ's Reply', 'The Joy of Church Fellowship Rightly Attended'), 'Upon Wedlock, and Death of Children', 'Upon a Wasp Chilled with Cold'

Wigglesworth: excerpts from *The Day of Doom*

[Texts available in the Norton Anthology of American Literature]
- 4 Nathaniel Hawthorne: selected tales and *The Scarlet Letter*

In addition to *The Scarlet Letter* you should read the following tales by Hawthorne: 'Young Goodman Brown', 'The May-Pole of Merrymount', 'The Minister's Black Veil', 'My Kinsman, Major Molineux'
- 5 Ralph Waldo Emerson and Henry David Thoreau: selected essays

Emerson: *Nature*, 'Thoreau', 'Experience'
Thoreau: 'Autumnal Tints', 'Civil Disobedience'

- 6 Sarah Orne Jewett and Mary Eleanor Wilkins Freeman: selected short stories

Jewett: *Tales of New England* (1890)

Freeman: 'A New England Nun', 'The Revolt of "Mother"'

7 **Study Week**

- 8 Robert Frost and Wallace Stevens: selected poems

To be circulated

- 9 Robert Lowell and Donald Hall: selected poems

Lowell: selected poems from *Lord Weary's Castle* (1947), *Life Studies* (1959), and *For the Union Dead* (1964)

Hall: selected poems from *White Apples and the Taste of Stone* (2006)

- 10 Shirley Jackson, 'The Lottery' (1948) and Stephen King, '*Salem's Lot*' (1975) (BM)

- 11 Arthur Miller, *The Crucible* (1953)

- 12 Paul Harding, *Tinkers* (2009)

Assessment: Students will be required to write 1 essay of between 6,000 and 8,000 words exploring some aspect of the course in detail.

Teaching: This is a seminar-based module that will involve presentations (by staff and students) and informed discussion based on close reading of primary and secondary texts. Students will be expected to present short written responses in addition to the final paper.

Learning Outcomes: On successful completion of this module a student should be able to:

1. Identify and describe the key historical moments in the development of Anglophone literature in New England;
2. Employ a highly developed range of interpretive strategies, using appropriate critical vocabulary and theory, to analyse the literature of New England from the Colonial period to the present;
3. Examine US American literary culture with specific reference to New England writing and the themes of migration and (re)settlement; the sense of place; regionalism and 'local color' writing; faith and rebellion; violence and trauma; history and the burden of the past; the experience of guilt; ghosts; landscape; gender; ideas of home in a hostile environment.
4. Generate research questions through the applied techniques of literature review, bibliographic inquiry, database and archive research;
5. Evaluate the works of New England writers and their interactions with others (in national and transnational contexts) in sophisticated written and oral presentation.

Module Title: EN7112 MARK TWAIN'S AMERICAS
ECTS allocation: 10
Coordinator: Stephen Matterson
Contact: 1 x 2 hours/week in Hilary term

the writer whom we like to think of as the carrier of our national soul (E. L. Doctorow)

This option provides an opportunity to follow the remarkable career of Samuel Clemens and in so doing, to engage with key developments in American Literature from the 1870s until the early twentieth century. At various times Twain was a teller of tall tales in the frontier tradition, a romantic, a realist, a biographer, an editor, a futurist writer, a writer of detective stories, a naturalist, a writer for children and someone who challenged existing literary conventions in his writing for adults and in his candid autobiography (published 100 years after his death). He was also an orator and an essayist, frequently addressing key social and political concerns in the period of US expansion from manifest destiny to the founding of imperial America following the Spanish-American war.

The option will cover most of Twain's major fiction published from 1876 to 1916. We will explore a wide range of themes, including: representations of race; the double; the function of humour; the West; the development of vernacular; representations of manhood; the South. We will also reflect on the extraordinary changes in the US in this period and Twain's engagement with these.

Texts will likely include: *The Adventures of Tom Sawyer*; *The Adventures of Huckleberry Finn*; *A Connecticut Yankee in King Arthur's Court*; *The Tragedy of Pudd'n'head Wilson*; *The Man that Corrupted Hadleyburg*; *The Mysterious Stranger*; and a selection of short fiction and essays, including 'The United States of Lyncherdom', 'Fenimore Cooper's Literary Offenses', 'The Private History of a Campaign that Failed', and 'To the Person Sitting in Darkness' and extracts from *Roughing It*, *The Innocents Abroad* and *Life on the Mississippi*. Classes will be mostly based on key texts, and there will be a special session on Twain and the Philippines. We will also look at significant critical approaches to Twain, such as essays by Lionel Trilling, T. S. Eliot, E. L. Doctorow and Toni Morrison, examining generational differences in the reception of his work from the 19th century to the present.

Assessment Students will be required to write an essay of between 6,000 and 8,000 words exploring some aspect of the course in detail.

Teaching This is a seminar-based course, usually introduced by a brief paper followed by discussion; students are required to have read the set texts and any recommended secondary literature. In sessions 10, 11 and 12 students will present papers on writers, genres or other aspects of Twain's influence.

Learning Outcomes On successful completion of this module a student should be able to

1. Identify and describe what characterizes Twain's work fiction and to contextualize this appropriately.
2. Employ a highly developed range of interpretive strategies using appropriate critical vocabulary and theory.
3. Examine US culture and history and literary history as contexts for specific Twain works.
4. Generate research questions through the applied techniques of literature review, bibliographic enquiry, database and archive search.
5. Evaluate the work of Twain and his interactions with others in sophisticated written and oral presentation.

ASSESSMENT / DISSERTATION

There are no examinations. Students submit two essays of 2,000 words for each core module, and one essay of between 6,000 and 8,000 words for each additional module taken. For purposes of aggregation, only the three highest core module marks will count, but students must submit all written work. Essay titles will be provided before each module ends, but **students are encouraged to propose their own titles for essays and to discuss these with the coordinators before beginning their research.** Students must complete and pass all assessment elements to pass the course. (The pass mark is 40%.) The essays taken together count for 60% of the final mark and the dissertation counts for 40%. Failed work may be resubmitted with the approval of the Course Committee.* Further details about College regulations pertaining to postgraduate study are available in the *College Calendar*, Part 2.

**In the event that a student fails one core/option module, they are permitted to resubmit the piece of assessment. The deadline for the resubmission will be determined by the course committee and the mark will be capped at 40%. Students will only be able to resubmit work once. If a student fails more than one module, they will have failed the course and will not be permitted to proceed with their studies. If a student fails the dissertation element of the course, there is no option to resubmit and s/he will leave with the award of a postgraduate diploma, subject to all other coursework being completed satisfactorily.*

Distinction

The MPhil is not a classified degree (i.e., with bands of II.1, II.2 etc). However, an *MPhil with Distinction* may be awarded to students who achieve a dissertation mark of 70% or above, having satisfactorily completed all the other elements of the course and having achieved an overall average mark of at least 68%.

Dissertations

Students will begin discussing topics for their dissertations with course coordinators in Hilary semester, and supervisors will be assigned then. Given the extensive expertise of staff in the School, they will be able to discuss a wide variety of topics. Students will be expected to complete preliminary bibliographies and dissertation outlines before the end of Hilary term. Dissertations of 15,000-18,000 words in length will be due for submission on or before the 31st of August 2018. Students will be expected to submit 2 copies of the dissertation, which should be typed and bound in accordance with the University guidelines, available from the Graduate Studies Office or Course Administrator. Degrees will be awarded to successful candidates at the Spring Commencements in 2019.

The dissertation is an independent research project and a central element of the MPhil. Students will receive detailed supervision throughout the dissertation process. Students and supervisors should agree a writing-up plan early on that will take account of the particular demands of the project and that will allow for adequate time for both parties to write, read, and revise draft materials as appropriate. Students are expected to ensure that draft material is submitted in line with the schedule agreed with the supervisor. Substantive feedback will not normally be available after mid-August.

CAREERS ADVISORY SERVICE

Graduates from MPhil degrees offered by the School of English often go on to do further research. If you are interested in doing further research in an area related to your MPhil studies you should talk to the Course Director as early as possible in Hilary term, after you have decided on a possible research topic. You should also discuss your options with the School's Director of Postgraduate Teaching and Learning and the Head of School, both of whom will be able to provide additional advice. Graduates with MPhil degrees often take a further course of study – a professional course or a higher research degree – before developing a career, and the choice of available careers is very wide. Recent graduates have careers in publishing, law, journalism, management, teaching, lecturing, researching, arts administration, human resources and editing, as well as in academia.

TCD Careers Advisory Service helps students and recent graduates of the College make and implement informed decisions about their future. Useful information and advice is available at www.tcd.ie/Careers.

MESSAGE FROM GRADUATE STUDENTS' UNION

'Located on the second floor of House Six, the Graduate Students' Union is an independent body within College that represents postgraduate students throughout College. Upon registration, all postgraduates are automatically members. It is run by two full-time sabbatical officers; this year they are the President, Shane Collins, and the Vice-President, Elisa Crespo Miguel. As the head and public face of the Union, Shane is responsible for strategy and policy formulation, whilst sitting on a wide range of committees. Elisa is the Union's Education and Welfare Officer and advises students on matters such as academic appeals and supervisor relationships. She's also here to help on more personal matters, such as financial concerns, illness and bereavement. Any discussions about such concerns are treated with the strictest confidentiality. Contact us at either: president@tcdgsu.ie or vicepresident@tcdgsu.ie'



The Postgraduate Advisory Service is a unique and confidential service available to all registered postgraduate students in Trinity College. It offers a comprehensive range of academic, pastoral and professional supports dedicated to enhancing your student experience.

Who?

The Postgraduate Advisory Service is led by the Postgraduate Support Officer who provides frontline support for all Postgraduate students in Trinity. The Postgrad Support Officer will act as your first point of contact and a source of support and guidance regardless of what stage of your Postgrad you're at. In addition each Faculty has three members of Academic staff appointed as Postgraduate Advisors who you can be referred to by the Postgrad Support Officer for extra assistance if needed.

Contact details of the Postgrad Support Officer and the Advisory Panel are available on our website: https://www.tcd.ie/Senior_Tutor/postgraduateadvisory/

Where?

The PAS is located on the second floor of House 27.

We are open from 9.00 – 4.30, Monday to Friday.

Appointments are available 9.30am – 4.00pm.

Telephone: (01) 896 1417

E-mail: pgsupp@tcd.ie

What?

The PAS exists to ensure that all Postgrad students have a contact point who they can turn to for support and information on college services and academic issues arising during their time in College. Representation assistance to Postgrad students is offered in the area of discipline and/or academic appeals arising out of examinations or thesis submissions, supervisory issues, general information on Postgrad student life and many others. If in doubt, get in touch! All queries will be treated with confidentiality. For more information on what we offer see our website.

GENERAL INFORMATION

General regulations

Students should note that announcements relating to the course are made by email to the students' TCD email address.

Library

The course is structured to allow students to spend a good deal of time in the library. It is conceived very much as a reading course which directs students in various aspects of the field. Reading lists should not be treated simply as lists of texts but as guides to individual and general subject areas. The main University library with significant holdings for students of literature is the Ussher Library (Level 1), but many volumes not included in the Ussher are stored in stacks and can be called up on request. It is important to get to know the various catalogues and library resources as early as possible in the year. Library tours are arranged in the first week of Michaelmas term and introductions to specific collections and resources are given. Students on this course have postgraduate borrowing rights and are therefore entitled to borrow 10 books at a time. Check exact entitlements in the Library. Students may also find the School of English library useful. It is located in room 4019, the Arts building.

Computer Access

Students may use any of the Public Access computers throughout College. For full details consult IT Services, Áras an Phiarsaigh, College: <http://www.tcd.ie/itservices/>

Timetabling

The course timetable will be circulated by email in advance of each term.

Illness

Please inform the Course Director of absence due to illness. The University Health Centre is located beside the Samuel Beckett Theatre which is on the Pearse Street side of the campus.

Graduation

It is the individual student's responsibility to contact the Proctor's Office about the process of graduation. The Proctor's Office is in House 5, Front Square, College, telephone 896 1218. See also <http://www.tcd.ie/academicregistry/graduation/>

Residence

The Accommodation Office is located in Regent House. There may be some College accommodation available: for further details see: <http://www.tcd.ie/accommodation/StudentsandStaff/>. **Please inform the Course Director of any change of address or telephone number during the year.**

Students' Union and Graduate Students' Union

The Students' Union represents all students in College, having five full-time officers (President, Communications Officer, Education Office, Welfare Office, and Entertainments Officer). It is located in House 6. For more information see <https://www.tcdsu.org/>

The Graduate Students' Union, also located in House 6, represents postgraduate students' interests, having representatives on relevant College committees and working closely with the Graduate Studies Office. It organises frequent social events aimed specifically at graduate students in College. Visit <https://www.tcdgsu.ie/> for more information.

Course Texts

Individual core and module coordinators are responsible for distributing readings lists and bibliographies for courses. Many course texts are available to borrow from the library, but students may also have to purchase books online or in one of the many other bookshops in Dublin. Books Upstairs in D'Olier Street offers a fast and friendly ordering service to students of TCD and discounts may be available on some purchases. Various course texts are also available online. Handouts of stories, essays, and poems for some individual sessions will be made available either by email or on Blackboard.

Map of College

A detailed map of College is available at: http://www.tcd.ie/Maps/tcd_campus.html.

Disclaimer

Every effort will be made to provide courses as announced. However, changes may have to be made at short notice. The University and Course Director will not be liable if this occurs.

COLLEGE REGULATIONS ON PLAGIARISM

Calendar Statement on Plagiarism for Postgraduates - Part III, 1.32

1. General

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

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

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

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

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

2. Examples of Plagiarism

Plagiarism can arise from actions such as:

- (a) copying another student's work;
- (b) enlisting another person or persons to complete an assignment on the student's behalf;
- (c) procuring, whether with payment or otherwise, the work or ideas of another;
- (d) quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format, including websites and social media;
- (e) paraphrasing, without acknowledgement, the writings of other authors.

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

- (i) fail to distinguish between their own ideas and those of others;
- (ii) fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;
- (iii) fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement;

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

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

3. Plagiarism in the context of group work

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

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

4. Self-Plagiarism

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

5. Avoiding Plagiarism

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

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

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

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

(a) Level 1: Student receives an informal verbal warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised ele-

ments. 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.

For more information visit this website: <http://tcd-ie.libguides.com/plagiarism>

Examples for citation in the Arts and Humanities can be found here: <https://www.citethisforme.com/guides>

Please be aware that all students must complete the online tutorial on avoiding plagiarism 'Ready, Steady, Write', located at <http://tcd-ie.libguides.com/plagiarism/ready-steady-write>

MPhil in Literatures of the Americas (2017-18)

Core Module Essay: 1 2 3 4

(Circle as appropriate)

Student Name: _____

Student ID: _____

Question/Title: _____

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 'Ready, Steady, Write', located at <http://tcd-ie.libguides.com/plagiarism/ready-steady-write>

For Official Use Only:

Date Essay Received: _____

Marker: _____

Mark: _____

MPhil in Literatures of the Americas (2017-18)

Option Essay: 1 2

(Circle as appropriate)

Student Name: _____

Student ID: _____

Question/Title: _____

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 'Ready, Steady, Write', located at <http://tcd-ie.libguides.com/plagiarism/ready-steady-write>

For Official Use Only:

Date Essay Received: _____

Marker: _____

Mark: _____

SCHEDULES AND DEADLINES 2017-18

Michaelmas Term 2017

25 September Teaching term starts: MPhil classes begin this week

6 October Students must notify Course Director and Diane Sadler of Option choices in writing by this date

30 October *Bank holiday*

6-10 Nov *Study week*

13 November Submission of Michaelmas core module essay 1 (2,000 words)

15 December Michaelmas term ends

18 December Submission of Michaelmas core module essay 2 (2,000 words)

Hilary Term 2018

15 January Teaching term starts

22 January Submission of Michaelmas option module essay (6,000-8,000 words)

26 Feb-2 Mar *Study week*

March Preliminary discussions about dissertation topics with Course Director

5 March Submission of Hilary core module essay 1 (2,000 words)

19 March *Bank holiday*

30 March *Bank holiday*

2 April *Bank holiday*

6 April Hilary term ends

Trinity Term 2018

9 April Submission of second Hilary core module essay 2 (2,000 words)

April-June Meetings with supervisors about dissertations

14 May Submission of compulsory Hilary module essay (6,000-8,000 words)

June/July	Further consultations with dissertation supervisors <u>by arrangement</u> .
August	Dissertation writing. <i>Substantive feedback will not normally be available after mid-August.</i>
31 August	Deadline for submission of dissertations

SUMMARY OF DEADLINES

MT Core Module Essay 1	2,000 words	13 November 2017
MT Core Module Essay 2	2,000 words	18 December 2017
MT Option Module Essay	6,000-8,000 words	22 January 2018
HT Core Module Essay 1	2,000 words	5 March 2018
HT Core Module Essay 2	2,000 words	9 April 2018
HT Compulsory Module Essay	6,000-8,000 words	14 May 2018
Dissertation	15,000- 18,000 words	31 August 2018
Core Module Presentations	1	Week 6, session ii in MT
	2	Week 12, session i in MT
	3	Week 6, session ii in HT
	4	Week 12, session ii in HT

All written work must be submitted by the stated deadlines. One hard copy with a completed cover sheet is to be handed in to Diane Sadler's office. One electronic copy with a completed cover sheet is to be emailed to lit.of.Americas@tcd.ie. Requests for extensions must be addressed to the Course Director in writing and will only be granted in exceptional circumstances.