



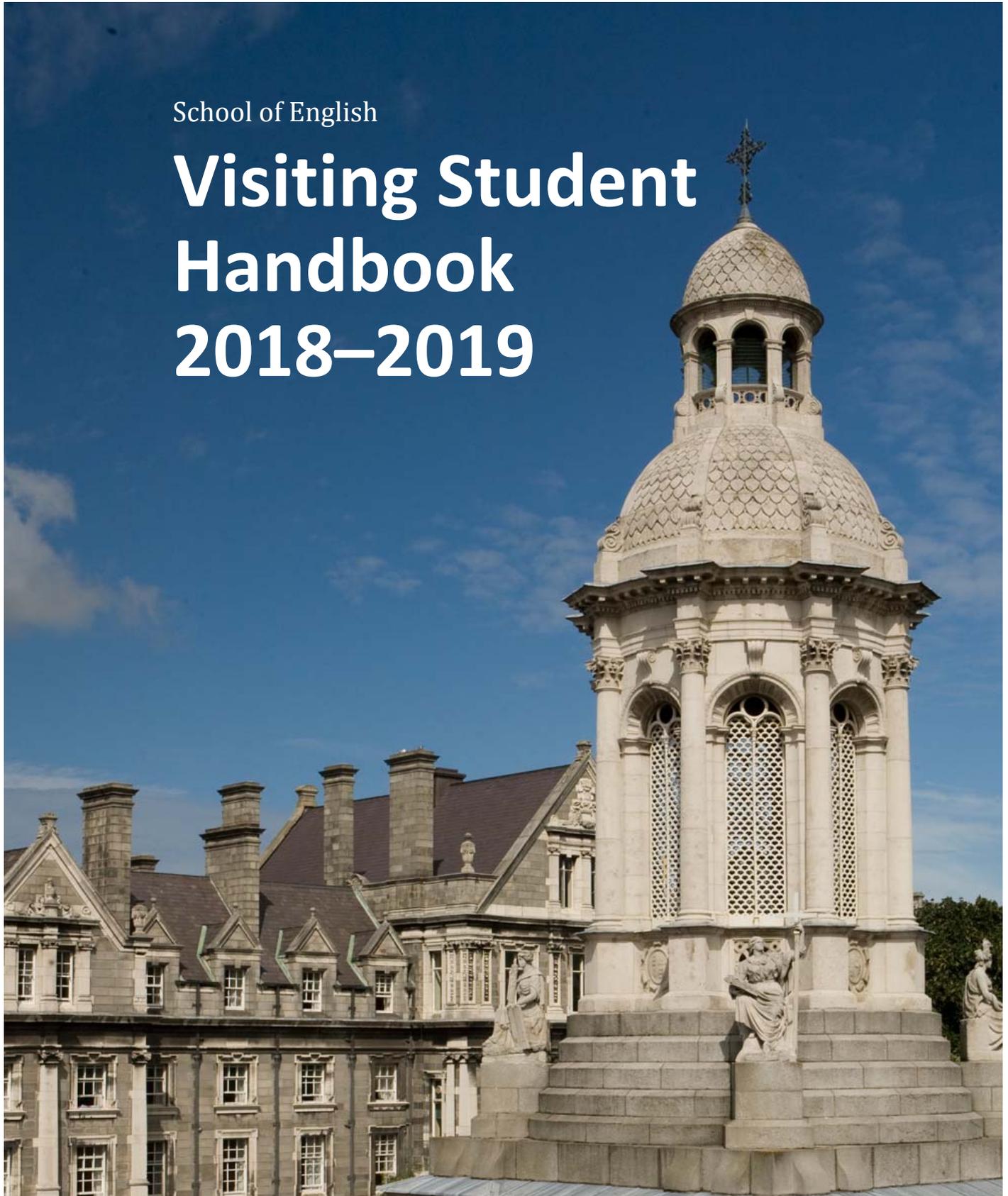
Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

School of English

Visiting Student Handbook 2018–2019



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USEFUL WEBSITES

School of English: <http://www.tcd.ie/English/>

Forms: <http://www.tcd.ie/English/forms>

Examination Papers: http://www.tcd.ie/Local/Exam_Papers/index.html

Oscar Wilde Centre: <http://www.tcd.ie/OWC/>

Welcome Guide:

<http://www.tcd.ie/globalrelations/assets/Resources%20pdf/Welcome%20to%20Trinity.pdf>

New2Dublin is a meet-up group held every Monday night in the Global Room for all students new to the city (Irish and International). You can read all about the group and find links to their social media sites at:

<http://student2student.tcd.ie/meet-ups/>

International Study Abroad Office: <https://www.tcd.ie/study/study-abroad/>

Academic Registry: <http://www.tcd.ie/academicregistry/service-desk/>

Your College Tutor: http://www.tcd.ie/Senior_Tutor/

College Health: <http://www.tcd.ie/collegehealth/>

Admissions: <http://www.tcd.ie/Admissions/>

College Maps: <http://www.tcd.ie/Maps/>

Department of Drama: <http://www.tcd.ie/drama-film-music/>

Disability Services: <http://www.tcd.ie/disability/>

School of Irish/Scoil Na Gaeilge: <http://www.tcd.ie/Irish/>

Student Union website: <http://www.tcdsu.org/>

IT Services: <http://www.tcd.ie/itservices/>

Careers Advisory Service: http://www.tcd.ie/Careers/contact/map_cas.php

Centre for Language and Communication Studies:

<http://www.tcd.ie/slscs/Englishclcsinfo@tcd.ie>

College Calendar: <http://www.tcd.ie/calendar/>

Student Learning Development: https://www.tcd.ie/Student_Counselling/student-learning/

https://www.tcd.ie/TEP/assets/Docs/council_approved_academic_year_structure201819_october1.pdf

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Important - it is the responsibility of students to acquaint themselves with and abide by the contents of this handbook. Failure to do so may affect your results.

General Introduction

The School of English is large, with over twenty full time academic staff members in the current session, five administrative staff, more than thirty teaching assistants, and over six hundred students including many visiting students and postgraduate students. As you are all new entrants, it will take you some time to find your way around. This Handbook is intended to give you necessary information so that you know what to expect. The official regulations for the course are printed in the University Calendar: the Handbook sets out the detailed implementation of those regulations by the School of English.

This general introduction is designed particularly for visiting students and should contain most of the information you need in your first weeks. The rest of the Handbook gives the full account of the courses in each year, with the requirements for assessment and examinations, so it is essential that you consult it as necessary throughout your time in the School of English. **It is your responsibility as a student to make yourself familiar with the requirements listed in the Handbook. You should consult the handbook throughout your time here at TCD.**

A few abbreviations are used throughout the Handbook as follows:

| | | |
|------------------|------|--------------------------------|
| Junior Fresher | = JF | i.e. First year undergraduate |
| Senior Fresher | = SF | i.e. Second year undergraduate |
| Junior Sophister | = JS | i.e. Third year undergraduate |
| Senior Sophister | = SS | i.e. Fourth year undergraduate |
| Michaelmas Term | = MT | 27 August - 14 December 2018 |
| Hilary Term | = HT | 14 January - 19 April 2019 |
| Trinity Term | = TT | 22 April – 01 June 2019 |

How to get information:

Visiting Student Co-ordinator: Weekly Office Hours will be emailed to you and will be posted on the School website.

Administrative Staff

The Visiting Students Executive Officer, Brenda Brooks, will be available in Room 4013 to answer questions and provide information **Monday - Friday from 9.30 to 12.30 and 2pm to 4pm. If you have difficulty accessing the office please email Brenda to arrange a suitable time. brooks@tcd.ie**

College Email

Students MUST check their TCD email regularly for important information, lecture/tutorial cancellations/reschedules, reminders etc. **Before you email Brenda Brooks and Dr Mark Faulkner with a query, check to see if the answer is contained in the Handbook (most will be).**

Problems

You will be getting a lot of information in your first few weeks and you may find difficulty dealing with it all. **Your College Tutor**, who may not be in the School of English, is your main adviser on both academic and personal matters.

http://www.tcd.ie/Senior_Tutor/

Ensure that you know who your College tutor is and make contact. You can get help with problems specifically relating to courses in English from the Visiting Student Co-ordinator, Dr Faulkner. The Head of School of English Dr Aileen Douglas is also available at posted office hours in room 4016.

Teaching

Teaching is in the form of lectures for everybody at once and tutorials, or, (at sophister level), seminars for smaller groups. Students are expected to attend lectures; seminars and tutorials are compulsory. If you are unable to attend a tutorial or seminar you must inform the teaching assistant or lecturer concerned in advance.

Lectures

Lectures last 50 minutes, starting on the hour. You should use lectures to help you in your reading and understanding of literature and of English studies. End of year examinations are based on the lecture courses, although this does not mean that you have to write down all the lecturer says.

Tutorials

Tutorials meet weekly in small groups and last 50 minutes, starting on the hour. Each Fresher lecture course, except for the Senior Fresher options, has a set of tutorials related to it in the term it is given. **Tutorials run in weeks 3, 4, 5, 6, 8, 9, 10. Note that there are no tutorials in weeks 1, 2, 7, 11 and 12 of Michaelmas and Hilary terms. Please note EN1024 Early English Language tutorials start in week 2 and end in week 12. Week 7 is Study Week, which is to allow students to concentrate on reading. There are no lectures or tutorials in Study Week.** Some of the tutorials are taught by members of the full-time teaching staff, some by teaching assistants, who are most often advanced research students with special expertise in the area taught. You must be properly prepared for tutorials by doing all the reading assigned by the tutorial teacher and by bringing the relevant text(s) to class. **It is your responsibility to check your TCD email for possible changes.** Tutorials give you an opportunity to try out your own ideas and enter into discussions about texts. Attendance at tutorials is compulsory. You cannot attend a tutorial group unless you are registered in that group. Each Fresher lecture course has tutorials attached UNLESS it is a senior Fresher option.

Teaching at Sophister Level

Teaching in the Sophister years is by seminar except for the lecture module, The Book. Seminars are conducted for 2 hours each week. They may take place in one continuous 2-hour session, or two one-hour sessions on two different days.

Timetable

The timetable of lectures, tutorials, and seminars will be posted on the TCD portal. If you have timetable problems within the School of English, please see Brenda in Room 4013.

Books

It is essential to equip yourself with books and you must bring copies of the relevant texts to tutorials and seminars. You will not be able to depend on the library for such texts. For each of the modules, one of the main local bookshops has received a copy of the prescribed reading-list so that the essential texts should be readily available. Hodges Figgis on Dawson Street next to College should have many of your course texts. Reading lists for each module are available on the School website and you should start reading the texts that figure on it in the early weeks or as soon as possible. Check with your home university if they require reading lists as once the current academic year is updated on the School website they will no longer be available. For more information about texts contact the lecturer concerned. <http://www.tcd.ie/English/undergraduate/>

Blackboard

Many of our lectures and seminar courses have some online content accessible through your TCD web portal on the platform called Blackboard. If you have a problem accessing Blackboard in the first week of term, it will be because your registration for that module hasn't been processed yet by Academic Registry. In that case you should ask to get the relevant materials from one of the other students in the module or directly from the lecturer. If the problem persists to the end of the second week, you should contact the lecturer in charge of the module. Regrettably, neither Brenda nor the Visiting Student Co-ordinator can do anything about this, so please do not contact them.

Libraries

The main library for English students is the Ussher, but you will also need to use other parts of the library. The library staff will organise an introduction to the use of the library and we encourage you to use this session.

There is also a Departmental Library in room 4019 containing a small collection of texts, many of them in the area of Medieval and Renaissance English. These books may be consulted in the library. Unfortunately, during term time, room 4019 is used for teaching purposes so it will not be free much of the time; however, you may find the Departmental Library a useful place to work if you are preparing essays in the vacations.

Exams

If students decide to enrol for a course that is assessed by exam, they are required to be in College for the examination periods. Michaelmas Term 10 – 15 December 2018 and Hilary Term 22 April – 3 May 2019.

Reading lists

If you require reading lists for your Home University they are on the School website. When they are removed from the School website they are no longer available.

Visiting Students

The School of English welcomes visiting students from many different countries. In 2017-2018 over two hundred visiting students took English modules with us. The needs of such students are very diverse, and while the School of English tries to meet those needs as far as possible, it may not always be feasible to offer places in the student's preferred courses. The courses available to visiting students on a regular basis (listed below) are those which most visiting students in the past have found appropriate and rewarding.

Course Registration and attendance

All visiting students are required to complete a **Module Enrolment Form**. Bring the original form when signed off by the School of English Co-ordinator to Brenda in Room 4013. She will copy it and keep the copy on file in the School of English office. Students must submit the original sheet to the Academic Registry by the required date which is on the form. It is very important that you note any changes to your course selection on this form and also inform Brenda. Students should also be aware that they are required to attend for the duration of their selected courses, even if all relevant assessed work has been submitted.

Changing Modules

It is the responsibility of the student to inform Brenda in Room 4013 and the Academic Registry of any changes made to the Module Enrolment Form after the student has submitted it to the Academic Registry (see date on form).

Courses available to Visiting Students

Fresher Courses

The following courses of weekly lectures are for terms as specified. Each lecture course (apart from Senior Fresher option courses) has a set of tutorials related to it in the term or terms it is given. These tutorials meet in weeks 3, 4, 5, 6, 8, 9, 10 in small groups. You will meet your tutor at the first tutorial and they will set out the programme of classes.

MICHAELMAS TERM Fresher Courses

Assessment for Michaelmas Term Fresher courses is by essay, exam or exercises as stated below. Each course is worth 5 ECTS.

All assessment must be submitted by 12 noon before or on the relevant date to Brenda in Room 4013, Arts Building.

End of week 6, 19 October 2018

End of week 12, 30 November 2018

End of week 14, 14 December 2018

The Following Fresher Courses are taught by lectures and tutorials:

EN1020 Theories of Literature

Dr Björn Quiring

Assessment: 2 hour exam

This module serves as an introduction to the more prominent varieties of literary theory and criticism practised since the late 19th century. Starting with the emergence of English literature as a field of study within the university, the course will cover Formalism, Structuralism, Psychoanalysis, Marxist criticism, Deconstruction, Feminism, Post-Colonial studies, and Popular Culture studies.

EN1024 Early English Language

Dr Alice Jorgensen

Exercise 1: A translation of c. 15 lines, plus grammar commentary, submitted end of week 6. (50%)

Exercise 2: A literary translation of a passage of the student's choice (around 20 lines), plus commentary on their approach, submitted end of week 12. (50%)

This module lays the foundations for the study of Old English texts. The module focuses on the Old English language, using a series of simple readings in prose and poetry. The lectures supply contextual material on early English culture and on the course texts plus additional support for language learning. Teaching is through lectures and through **twice-weekly classes that run throughout the semester (starting in the second week of term).**

EN1029 Writing the Body 1690-1800

Dr Amy Prendergast

Assessment: Exercises

Exercise 1: A close reading exercise of c. 1000 words end of week 6 (50%)

Exercise 2: An essay of c. 1000 words end of week 12 (50%)

This course explores the eighteenth century's fascination with the body and constructions of the self by considering literary representations of the body. Slavery, sexuality, and the body in pain are particular concerns in writing from this period, and theories engaging with gender, class and race will inform our analysis of various relationships and power structures. The module will investigate the eighteenth-century body across

a range of genres, engaging with novels, poetry, and a play, as well as discussing examples of life writing, including letters and biography.

EN1016 Genre: The Novel

Dr Jarlath Killeen

Assessment: Essay (1,500 – 2,000 words) end of week 14

This module will introduce the novel as a modern literary genre, tracing its history from its emergence in the seventeenth century through to contemporary understandings of the form. It will offer an initial survey of the novel from the early-seventeenth to late-twentieth century, and consider the ways in which novelists, theorists, and historians of the genre have understood and assessed its development.

EN1017 The Gods in Literature

Dr Brendan O'Connell

Assessment: 2 hour exam

This module will offer essential reading in the classical and Judeo-Christian belief systems that underpin literary writing in the Old English, medieval and early modern English traditions. It will engage with a series of canonical texts from these periods to provide a knowledge base for a culturally sensitive reading of early materials.

EN1018 American Genres

Prof Stephen Matterson

Assessment: Essay (1,500 – 2,000 words) end of week 14

This module provides an introduction to American literature by focussing on specific generic areas: prose non-fiction; poetry; fables, tales, romances; novels; short stories. Centring on writing in the United States of America from the early stages of the nation's development in the pre- and early Colonial periods to the end of the nineteenth century, the course will relate the emergence of distinctive American forms and styles of writing to broader cultural, political, and historical contexts. It will also describe the ways that American writers have addressed a range of thematic concerns over the course of the nation's emergence – from their preoccupation with origins to the representation of place, the sense of the past, constructions of selfhood, gender, class, and race.

EN2044 Victorian Literature

Dr Jarlath Killeen

Assessment: Exercises

Exercise 1: Close reading exercise (1,250 words) end of week 6 (50%)

Exercise 2: Comparative essay (1,250 words) end of week 12 (50%)

This module will explore the Victorian period through the close study of important Victorian novels, of some of the poetry, and of some non-fictional prose of the period. It is envisioned that the texts studied will change on a regular basis, but will most likely include writing by the Brontës, Dickens, Hardy, Tennyson, the penny dreadful writers, Hopkins, Swinburne, Wilde, and some popular writers.

EN2047 Realism and the Novel

Course Convener: Professor Eve Patten (epatten@tcd.ie)

Co-lecturers: Dr Amy Prendergast, Dr Margaret Robson

Assessment: 2 hour exam

This module explores the relationship between Realism and the Novel in texts ranging from the C18th to the late C19th century. It covers the intellectual and philosophical origins of literary Realism, the conventions associated with Realist fiction, the ideological contexts of the Realist genre and the connections between

Realism and other literary or aesthetic modes. Writers discussed include Daniel Defoe, Jane Austen, George Eliot, Thomas Hardy and George Gissing.

EN2062 Single Author: Charles Dickens

Dr Margaret Robson

Assessment: Exercises

Exercise 1: Comparison exercise (1,250 words) end of week 6 (50%)

Exercise 2: Mini-essay (1,250 words) end of week 12 (50%)

Charles Dickens (1812-1870) is the most important English novelist. His works both reflected and shaped the nineteenth century world from which they emerged.

Growing exponentially in population across the nineteenth century, London became the biggest city in the history of the world, and its centre of commerce, finance and power.

Dickens is incomparably the greatest writer of London. Although he might primarily be viewed as a social novelist, whose work takes aim at a variety of establishment institutions, from the law to banks, the penal system and education, Dickens is also the creator of some of English literature's most memorable characters, like Ebenezer Scrooge, Oliver Twist or Miss Havisham.

As a journalist, as well as a novelist, Dickens both imagines and criticises his world. He is fundamental to any study of English literature.

In this module we will read a range of his works from journalistic essays to the longer novels and look at some of the ways in which his books have been adapted.

EN2031 Shakespeare: Text, Stage, Screen

Dr Ema Vyroubalova

Assessment: 2 hour exam

The aim of this course is to examine five selected plays of Shakespeare, an early comedy and history, two of the tragedies and a late romance, to illustrate the nature of the original theatrical texts, and the ways they have been reconceived in later stagings and in the modern cinema.

EN2050 Fables

Dr Ema Vyroubalova

Assessment: Essay (2,000 – 2,500 words) by end week 14

This module explores the diversity of the fable tradition, introducing students to a selection of texts from the medieval and Renaissance periods to the early nineteenth century. Attention will be paid to literary modes such as beast fable, allegory, parody and satire, while studied authors will include Chaucer, Skelton, More and Coleridge.

Senior Fresher Options Michaelmas Term 2018-2019

Lectures only, no tutorials. Outlines and reading lists for these courses are now on the School of English website.

Duration: 1 term

Contact hours per week: 1 lecture (no tutorial)

Word Length: 2,000 – 2,500

Assessment: 1 essay submitted Friday 14th December 2018 by 12 noon (end of week 14)

Weighting: 5 ECTS

EN2060 American Identities: Harlem Renaissance to the Present

Prof Stephen Matterson and Dr Bernice Murphy

This course examines 20th century and contemporary US writing in a variety of genres, interrogating the changing ideas of national literature and exploring the emergence of a variety of voices laying claim to being

American. While texts will vary from year to year, they will be drawn from the main genres of prose fiction, drama and poetry, with some consideration also of the short story, the essay and film. The course starting with the Harlem Renaissance is both a historical marker and a cultural statement, taking Langston Hughes's 'I, too, sing America' as one of its core themes.

EN2057 Contemporary Irish Fiction

Dr Rosie Lavan and Dr Paul Delaney

This one-semester module explores some of the most important Irish writers of the last twenty years. The module engages with work in a variety of literary forms (poetry, drama, fiction and non-fiction), and includes discussion of Seamus Heaney, Eavan Boland, Brian Friel, John McGahern, Anne Enright, Colm Tóibín and Marina Carr amongst others.

EN2025 ANGLO-SAXON IDENTITY

Dr Alice Jorgensen

This course addresses questions of how the Anglo-Saxons viewed themselves, their language and their world. It is also designed to provide further practice and help in reading Old English texts in the original language. It is aimed at **students who already have some knowledge of Old English.**

The Anglo-Saxon period is the time in which the very idea of the 'English' emerged. The Germanic settlers who colonised Britain in the fifth and sixth centuries came from multiple peoples of the North Sea litoral; the kingdoms they founded in England were not politically unified until well into the tenth century. Bede, writing in the early eighth century, speaks of three groups, the 'Angles', 'Saxons' and 'Jutes', and yet he presents these peoples as having a common history. In this module we'll read texts that show the English imagining themselves into being – through the stories they told about the past, through their sense of difference from neighbours and enemies such as the Welsh and the Vikings, and through their stock of shared cultural lore. We will read four core texts in Old English and some further materials in translation.

Teaching will be by a weekly class, during which we will translate and discuss passages from the primary texts.

EN2056 The Discourse of Discovery in English Renaissance Writing 1500-1630

Dr Mark Sweetnam

The sixteenth century was a period of dramatic technological change. New discoveries in geography, astronomy, and science radically altered the understanding of the universe, the race, and the individual. New technologies transformed the way in which people made sense of the world and of each other. Only the twentieth century has seen such a dramatic paradigm shift in knowledge. This course will look at the major territorial and technological discoveries of the sixteenth century, and will examine the ways in which the discourse of discovery shaped the literature of the English renaissance.

HILARY TERM Fresher Courses

Assessment for Michaelmas Term Fresher courses is by essay, exam or exercises as stated below.

Each course is worth 5 ECTS.

All assessment must be submitted by 12 noon before or on the relevant date to Brenda in Room 4013, Arts Building.

End of week 6, 1 March 2019

End of week 12, 12 April 2019

End of week 14, 26 April 2019

The Following Fresher Courses are taught by lectures and tutorials:

EN1021 Romanticism

Dr Clare Clarke

Assessment: Essay (1,500-2,000 words) end of week 14.

With its complete renegotiation of literary aesthetics to focus on self-expression, Romanticism is perhaps the great cultural mode of modernity, without which all subsequent literature would be inconceivable. This course will examine the major flowering of British Romantic writing from c.1780-1840, taking in its relationship with Enlightenment thinking and culture, political radicalism, women and the novel, and some of the greatest poetry ever written. Authors discussed will include Austen, Mary Shelley, Blake, Wordsworth, Coleridge and Keats.

EN1022 Irish Writing 1890-1945

Dr Paul Delaney

Assessment: Exercises

Exercise 1: A close reading of a passage from a text (up to 1,000 words) end of week 6 (50%)

Exercise 2: A short critical essay (up to 1,000 words) end of week 12 (50%)

This module introduces students to key concerns in Irish writing from the early years of the Literary Revival to the end of the Second World War. The course covers literature in a variety of forms (poetry, drama, novels and short fiction), and engages with a range of concerns, including nationalism, the politics of representation, and class, religious and gender identification. Writers on the course include W.B. Yeats, George Bernard Shaw, J.M. Synge, James Joyce, Sean O'Casey, Elizabeth Bowen, Patrick Kavanagh and Kate O'Brien.

EN1026 Stages of Theatre

Dr Julie Bates

Assessment: Exercises

Exercise 1: A commentary on a passage from a text (1,000 words) end of week 6 (50%)

Exercise 2: A short critical essay (1,000 words) end of week 12 (50%)

The aim of this course is to introduce students to some of the major periods in the development of theatre from the classical period to the twentieth century and to show how specific theatrical practices came to shape different dramatic forms. After a general introduction, lectures on successive theatrical periods from the ancient Greeks to the modern period will alternate with lectures on individual plays. We will discuss a range of dramatists spanning European theatre history, including Sophocles, Marlowe, Kyd, Wycherley, Sheridan, Ibsen, Strindberg, Beckett, and Brecht.

EN1027 Poetry

Prof Stephen Matterson

Assessment: 2 hour exam

The aim of this module is to introduce students to various poetic forms, to the language of poetry and to ways of reading poetry. It will cover various relevant topics including forms of verse; metaphor and metonymy; symbol and image. Through the analysis of individual poems we will discuss issues of interpretation, tradition, intentionality and the role of the reader.

EN1025 Beginnings of English Poetry

Dr Brendan O'Connell

Assessment: Essay (1,500-2,000 words) end of week 14.

In this course students read a selection of Old and Middle English poetic texts, including major monuments of early literature such as *Beowulf* (extract) and *Pearl*. The course introduces metres, genres and themes of medieval poetry and allows for connections to be traced across the long middle ages. Teaching is through lectures and tutorials.

EN 1019 Medieval and Renaissance Romance

Dr Brendan O’Connell

Assessment: 2 hour exam

This module concentrates on one of the most significant and influential European genres through selected texts, representing its variety from the Medieval to the Renaissance period. We will cover a number of texts, paying attention to the historical factors affecting the development of the Romance mode, the major thematic concerns of Romance (such as human perfectibility, love and conflict, fate and free-will), and the common motifs of the tradition.

EN2043 Introduction to Postcolonial Literature and Theory

Dr Melanie Otto

Assessment: 2 hour exam

This module introduces students to the key texts/authors/concepts in postcolonial studies and provides them with a critical vocabulary that enables them to read and engage with literature from the postcolonial world. It is designed to introduce students to English literature as a global rather than a national phenomenon and to encourage them to explore links between literature and wider cultural and political debates.

EN2048 Popular Literature

Dr Bernice M. Murphy

Assessment: Exercises

Exercise 1: A bibliographic exercise (1,000- 1,250 words) end of week 6 (50%)

Exercise 2: A short critical essay (1,000-1,250 words) end of week 12 (50%)

This module will explore the growth and development of Popular Literature from the post-World War Two era up to the present day. Students will be introduced to key themes and theories of the popular as well as texts and contexts from a wide range of popular genres and sub-genres, detective fiction, fantasy, horror, ‘domestic noir’ and science fiction amongst them. Each text will be situated within the context of its particular genre as well as the historical/social context of the time at which it was written. Areas of popular literature which have been critically neglected until fairly recently such as comic books culture and ‘Chick Lit’ will be discussed also. Students will be encouraged to think about ideas of “popularity” and “canonicity” and to interrogate the reasons why certain genres seem to dominate the bestseller lists and the popular imagination at different times.

EN2032 Introduction to Modernism

Dr Philip Coleman

Assessment: Exercises

Exercise 1. Close reading exercise (1,000-1,250 words) end of week 6.

Exercise 2. Contextual commentary (1,000-1,250 words) end of week 12.

This team-taught module provides an introduction to literary Modernism through a discussion of some of its major writers and themes. Beginning with a consideration of various critical definitions of Modernism, the module will explore the emergence of Modernism in relation to its early twentieth-century contexts. It will go on to explore a number of recurring questions by focussing on central texts by a wide range of anglophone authors from Ireland, Great Britain, New Zealand and the United States. Considering questions of representation, identity, aesthetics and politics, the module will also assess the achievement of Modernism in the context of key developments in modern science and culture. Authors discussed will include W.B. Yeats, Ezra

Pound, Virginia Woolf, James Joyce, T.S. Eliot, Katherine Mansfield, Samuel Beckett, Jean Toomer and Gertrude Stein.

EN2033: Non-Realist Writing

Dr Dara Downey (downeyd@tcd.ie)

Assessment: 2 hour exam

This course examines the development, from the late nineteenth through to the early twentieth century, of a branch of literature broadly understood as 'non-realist'. Often overtly distinguishing itself from 'realism' (a term the interpretations and significance of which we will be discussing throughout the module), non-realist fiction and drama tends to push against notions of 'consensus reality'. In other words, it challenges the limits of what we know to be true, possible, normal, and logical and, due to its oppositional stance to conventional notions of what is 'real', can also be somewhat tricky to pin down and define. This module therefore explores a wide variety of texts from Britain and the United States that seek to unsettle our sense of what can and does happen in our everyday lives. More importantly, many of these texts also question who 'we' are, by engaging with issues surrounding class, race and ethnicity, sexuality, and memory. In doing so, these texts also employ a range of generic strategies, from gothic and ghost stories, through postmodern experimentation, to science fiction and dystopia, while also making use of folklore, urban legends, and earlier literary texts as tools for presenting alternate version of 'reality' and history, or for suggesting that our own may not be as stable or as knowable as it might appear.

EN2049 The Making of Sixteenth Century Identities

Dr Björn Quiring

Assessment: Essay (2,000-2,500 words) end of week 14.

This module interrogates the creation of early modern texts c.1490-1603, focussing on the means by which texts in different genres communicate with the reader. It also seeks to create context, so there will be some interdisciplinary material, especially in terms of science and philosophy. The aim is to demonstrate the generic breadth of writing in this period, and the way in which the investigation and articulation of individual identity is informed by society, literature and the sciences. What makes us what we are? What informs the ways in which we express ourselves?

Senior Fresher Options Hilary Term 2018-2019

Lectures only, no tutorials. Outlines and reading lists for these courses are now on the School of English website.

| | |
|-------------------------|--|
| Duration: | 1 term |
| Contact hours per week: | 1 lecture (no tutorial) |
| Word Length: | 2,000 – 2,500 |
| Assessment: | 1 essay submitted Friday 26 th April 2019 by 12 noon (end of week 14) |
| Weighting: | 5 ECTS |

EN2052 Beginning Old English

Dr Alice Jorgensen

For students who have not had the opportunity to take the JF SH modules Early English Language and Beginnings of English Poetry, this module offers the chance to learn some Old English. We will start with basic grammar and go on to read selected simple prose texts and one much-admired poem, *The Dream of the Rood*. Textbook: Peter Baker, *Introduction to Old English* (2nd edition)

EN2055 Northern Irish Literature and the Troubles

Dr Tom Walker

This module looks at the relationship between Northern Irish Literature and the Troubles from the late 1960s to the mid-1990s. It will cover poetry, fiction and drama, setting works within their historical and cultural contexts. Focussing on the relationship between literature, politics and conflict, it will also cover Northern Irish theatrical and periodical culture, and debates surrounding the use of various literary modes including realism, formalism, elegy, history, myth, translation and postmodernism.

EN2058 Children's Literature

Dr Jane Carroll and Dr Pádraic Whyte

This introductory module facilitates the exploration of a wide range of children's literature – published across several centuries - from picture books through to adolescent novels to young adult literature. Discussions will be positioned within the context of broader literary and cultural debates and will incorporate a number of theoretical approaches specific to the study of children's literature. Students will be introduced to a series of subject areas including adventure, folklore, child-adult power-relations, education, national identity, narrative voice, gender, and sexuality.

EN2061 Cities in Literature

Dr Ema Vyroubalova

This is a module about the interconnections between cities and literature. We will read prose fiction, poetry, and drama, exploring how various cities, including Dublin, Belfast, London, Chester, Paris, Prague, New York, and San Francisco, figure in these writings and how the writers themselves interacted with the cities they lived and worked in. Because the authors and texts on the module represent a variety of historical periods, from medieval to the present, we will also examine the relationship between history, politics, and the changing trends in literary representations of urban locations.

Fresher Courses Assessment

Assessment for Fresher courses is as stated for each module. Essay topics will be provided by the end of week 6 by the Course Co-ordinator on Blackboard or in hard copy.

Submission of Essays

You may only choose an essay title from the list provided by the Course Co-ordinator. A **word count** must be included at the end of the written work. Students are advised to respect the word limit. Penalties will apply to essays which do not meet or exceed the word count. If an essay or dissertation exceeds the prescribed word count by 10% or more, five marks will be deducted. Where the word limit is expressed as a range (e.g. 2000-2500 words), the penalty will be applied if the upper limit has been exceeded by 10% or more. **The word count includes footnotes and endnotes and excludes the bibliography.** All essays should be submitted by 12 noon on or before the relevant dates to Brenda in Room 4013. **Do not give essays to the lecturer of the course.** Please attach a **Visiting Student Essay Cover Sheet** available on the School website to each essay.

<http://www.tcd.ie/English/forms>

Style Guide is available on the School of English website.

<http://www.tcd.ie/English/assets/pdf/style-sheet-update-2018-19.pdf>

Visiting Students are required to keep copies of all assessment submitted.

Notification for collection of marked essays from Brenda will be emailed to students. Students who are registered for **MICHAELMAS TERM ONLY** may have their marked essays posted if requested by email to Brenda (brooksb@tcd.ie) giving a mailing (postal) address.

General Courses available to all Visiting Students

Broad Curriculum

BCENG – [Understanding Literature](#)

Michaelmas Term. School of English

Module Director: Dr Pádraic Whyte

What do we understand by the term ‘literature’? How do we go about interpreting literary works of the past and the present? Drawing upon the expertise of the School of English across a wide range of literatures in English, this module will offer to students from outside the discipline an opportunity to develop as informed and alert readers, as well as the chance to study a diverse group of stimulating texts. The module is organised thematically. The current theme is ‘appetites’, with two sub-headings: ‘love and desire’ and ‘hunger, addiction and need’. How do texts of different dates and genres expose, explore, construct or indeed satisfy human appetites? What can they tell us about changing views of appetites for (for example) sex, love or food – as sin, as fundamental to personhood, as thwarted or facilitated by social forces? And how can tracing the theme of appetites help us to understand the particular skills of different authors, on the one hand, and the different approaches available to readers, on the other?

Who to contact:

All queries in relation to enrolment and administration should be directed to the Academic Registry Service Desk through ASK AR button my.tcd.ie for attention of the Broad Curriculum staff.

Module Administrator, School of English: Diane Sadler, Room 4024. Email: diane.sadler@tcd.ie

Any questions related to the academic content should be directed to individual lecturers or Module Director Dr Pádraic Whyte (whytepa@tcd.ie).

https://www.tcd.ie/Broad_Curriculum/

https://www.tcd.ie/Broad_Curriculum/cross-faculty-modules/outlines.php

https://www.tcd.ie/Broad_Curriculum/cross-faculty-modules/ahss_credit_regulations.php

[English Broad Curriculum](#)

IE 4001: Imagining Ireland IV [10 ECTS]

Michaelmas Term 10 ECTS

This module applies the interdisciplinary approach explored in Imagining Ireland I, II and III to a specific topic: the Troubles in Northern Ireland. A variety of perspectives and skills from political scientists, historians, literary scholars, geographers, art historians and others are examined in detail.

Module Co-ordinator: Dr. Mark Hennessy (mhennesy@tcd.ie)

Also contact Micheál Ó Siochrú in the History Department (m.osiochru@tcd.ie)

The following are not offered by the School of English and to register for these modules students must contact Caoimhe ní Bhraonáin, Room 4055, Department of Irish, Trinity College Dublin, Dublin 2

Phone: +353 1 896 1450

nibhraoc@tcd.ie

IR1014/15 Irish Language and Literature (<http://www.tcd.ie/Irish/assets/pdf/IR101415.pdf>)

<http://www.tcd.ie/gaeloifig/en/international.php>

<http://www.tcd.ie/Irish/>

<http://www.tcd.ie/gaeloifig/>

Sophister Courses

The Sophister courses in the School of English are taught at a more advanced level than the Fresher courses. A list of sophister options on offer this year is available at:

<http://www.tcd.ie/English/undergraduate/sophister/module-descriptions-2018-19.php>

Sophister options are usually taught by seminar only. They are worth 10 ECTS and involve two hours of teaching contact each week.

Students should note that there is a very limited number of places available on many Sophister option courses, and that we cannot guarantee that you will be able to take your first (or even second) choice classes. Places are assigned on a first-come, first-served basis only and cannot be reserved in advance of your individual registration meeting with the School Co-ordinator. It is not possible to audit sophister options.

Lecture Sophister course available to visiting students:

The Book (JS) (Not compulsory for Visiting Students)

Course director Michaelmas Term: Dr Mark Sweetnam (mark.sweetnam@tcd.ie)

Course director Hilary Term: Dr Eve Patten (epatten@tcd.ie)

This module can be either taken separately for one term (5 ECTS) or as a two-term unit (10 ECTS).

Year-long EN4350 The Book (10 ECTS)

MT EN3459 The Book A: from Manuscript to Novel: the Book, the Bible and the Dictionary (5 ECTS)

HT EN4373 The Book B: Authorship, Censorship and Serialisation: from Paperbacks to Hypertext (5 ECTS)

These two team-taught courses will introduce JS students to the origins and evolutions of the material, conceptual and virtual objects we know as 'books'. Course lectures will move chronologically to account for relevant technological and cultural developments, including the rise of literacy and the invention of a popular press. Each lecture will be supported by readings from *The Book History Reader*, eds D. Finkelstein and A. McCleery (Routledge, second edition, 2006). This text is available for purchase in Hodges Figgis.

Assessment: The Book A or B is assessed by 3,000-4,000 word essay.

Note: Students who take both A and B MUST sit the exam at the end of the year.

E-learning: Some lectures in this course will draw upon resources made available to students on BLACKBOARD. Blackboard is the virtual platform used by the College. You can access it through my.tcd.ie.

Full course descriptions will be provided at the first lecture and may also be found on BLACKBOARD.

Special Sophister Option: Reading Ireland

EN4916 Reading Ireland A Michaelmas Term only. 10 Credits.

Assessment: Two 3,000 word essays. Submit the first essay by 12 noon on **Friday 19th October 2018**. Submit the second essay by 12 noon on 14th December 2018.

EN4917 Reading Ireland B Hilary Term only. 10 Credits.

Assessment: Two 3,000 word essays. Submit the first essay by 12 noon on **Friday 1st March 2019**. Submit the second essay by 12 noon on **26th April 2019**.

Submit all essays in **hard copy** to Brenda in room 4013, Arts Building.

Year-long students may take both Reading Ireland A and B.

EN4916 Reading Ireland A

Michaelmas Term 2018

10 ECTS

Course description

This team-taught course introduces students to a range of texts, authors, and issues in Irish writing. Students will work across genres and forms, encountering both canonical and less often studied works. This is an innately comparative course which proposes and encourages various ways of thinking about Irish texts, while at the same time providing a sound knowledge of the social, cultural, and political conditions in which these texts were written and read.

Course convenors: Dr Rosie Lavan and Dr Paul Delaney (lavanro@tcd.ie / delanep@tcd.ie)

EN4917 Reading Ireland B

Hilary Term 2019

10 ECTS

Course description

This team-taught course introduces students to a range of texts, authors, and issues in Irish writing. Students will work across genres and forms, encountering both canonical and less often studied works. This is an innately comparative course which proposes and encourages various ways of thinking about Irish texts, while at the same time providing a sound knowledge of the social, cultural, and political conditions in which these texts were written and read.

Course convenor: Dr Brian Cliff (bcliff@tcd.ie)

Full module details and reading list can be found on the School website.

Submission of Essays:

Essay topics will be made available by the lecturer of the option. A **word count** must be included at the end of the written work. Students are advised to respect the word limit. Penalties will apply to essays which do not meet or exceed the word count. If an essay or dissertation exceeds the prescribed word count by 10% or more, five marks will be deducted. Where the word limit is expressed as a range (e.g. 2000-2500 words), the penalty will be applied if the upper limit has been exceeded by 10% or more. **The word count includes footnotes and endnotes and excludes the bibliography.** All essays should be submitted by 12 noon on or before the relevant dates to Brenda in Room 4013. **Do not give essays to the lecturer of the course.** You must attach a visiting student cover sheet (available on the School website) to each essay. <http://www.tcd.ie/English/forms>
Notification for return of marked essays from Brenda will be emailed (TCD email) to students.

Please note that all essay lengths and deadlines in Sophister Options for visiting students are the same as for Trinity students. Details will be given by individual lecturers.

Style Guide is available on the School of English website.

<http://www.tcd.ie/English/assets/pdf/style-sheet-update-2018-19.pdf>

Visiting Students are required to keep copies of all assessment submitted.

Please refer to the School of English website and check the following link for all Sophister Option assessment. If you are unsure of the assessment confirm with the lecturer of the option, do not contact Dr Faulkner or Brenda as different options have different assessment formats and lengths.

<http://www.tcd.ie/English/undergraduate/sophister/>

Notification for collection of marked essays from Brenda will be emailed to students. Students who are registered for **MICHAELMAS TERM ONLY** may have their marked essays posted if requested by email to Brenda (brooksb@tcd.ie) giving a mailing (postal) address.

Marking System:

School of English uses the following marking system.

| Class | Numerical Mark |
|-------|----------------|
| I | 70 - 100% |
| II.1 | 60 - 69% |
| II.2 | 50 - 59% |
| III | 40 - 49% |
| F.1 | 30 - 39% |
| F.2 | 0 - 29% |

Your final mark will normally be translated according to the system used by your home university. You are encouraged to discuss your essays with the tutor concerned. Dr Faulkner will not discuss your essay grade with you unless you have already met with the person who marked it to discuss your result. If after such discussion you believe the mark is inappropriate, you should contact the Visiting Student Co-ordinator, who may arrange for a reassessment by another marker (in which case the mark may go up or down).

All marks are provisional until the final examiners' meeting.

Results will be forwarded to home institutions by the Academic Registry. The Executive Officer and the Visiting Student Co-ordinator in the School of English do not give out final results. Contact the Academic Registry.

<http://www.tcd.ie/academicregistry/service-desk/transcripts/>

Results will be available on My.TCD.ie portal.

Failing Essay Grades:

If you fail a School of English essay, you have the right to contact the VS Co-ordinator to ask for the chance to re-submit. **However, you must contact him as soon as possible with this request - no later than two weeks after the formal release of essay marks. If your essay has already been remarked in accordance with the procedures outlined elsewhere in this handbook and has still failed to achieve a passing grade, you can also ask for a chance to resubmit. In this instance, you need to contact Dr Faulkner with this request no later than one week after receiving notice of your revised grade.** Please note also that marks for re-submitted essays are capped at 40% maximum, and that students must select a title/question that differs from the one they have previously submitted for this module. Students will have a maximum of two weeks in which to write and submit their new essay.

Failing Exam Grades:

If you fail an exam, you have the right to submit a supplemental essay for that module. Again, the mark will be capped at 40% maximum mark. Essay topics and details regarding word count will be provided by the course Co-ordinator of the module in question. Students must contact the VS Co-ordinator with their written request **(via email) within two weeks of being informed of their grade through the online student record system, and will have a limited time period (decided by the VS Co-ordinator) in which to write and submit their supplemental essay.**

Extensions:

An extension can only be granted by the Visiting Student Co-ordinator and not by teaching assistants or lecturers. Extensions will not be granted retrospectively (i.e. after the submission date has

passed). Students should note that extensions are normally only granted in cases of illness (with medical certificate) or serious personal difficulties, such as death or illness in the family. Plan ahead. Extensions for academic reasons e.g. difficulty with the material, lack of access hours will not be granted. An essay submitted without an extension at any time during the first week after the due date will automatically have its mark reduced by **five marks**. An essay submitted at any time during the second week after the due date will automatically have its mark reduced by **ten marks**. **Essays submitted after the second week will not be accepted and a fail mark will be recorded. Please contact Dr Faulkner if you need an extension. Mark.Faulkner@tcd.ie**

Examinations:

Examinations take place 10 - 15 December in Michaelmas Term 2018 and 22 April – 3 May 2019 in Hilary Term for all courses which are assessed by exam.

Prize:

A School of English prize is awarded to the visiting student who achieves the highest individual mark in either an essay or an examination.

Plagiarism:

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

University regulations on plagiarism

Plagiarism is interpreted by the University as the act of presenting the work of others as one's own work, without acknowledgement.

Plagiarism is considered as academically fraudulent, and an offence against University discipline. The University considers plagiarism to be a major offence, and subject to the disciplinary procedures of the University.

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.

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) quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format;
- (d) paraphrasing, without acknowledgement, the writings of other authors.

Examples (c) and (d) 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.

Students should 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, work submitted which is the product of collusion with other students may be considered to be 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.

Avoiding plagiarism

Students should ensure the integrity of their work by seeking advice from their lecturers, tutor or supervisor on avoiding plagiarism. A general set of guidelines for students on avoiding plagiarism is available on <http://tcd-ie.libguides.com/plagiarism>.

If plagiarism is suspected, in the first instance, the Director of Teaching and Learning (Undergraduate), or their designate, will write to the student, and the student's tutor advising them of the concerns raised. The student and tutor (as an alternative to the tutor, students may nominate a representative from the Students' Union) will be invited to attend an informal meeting with the Director of Teaching and Learning (Undergraduate), or their designate, and the lecturer concerned, in order to put their suspicions to the student and give the student the opportunity to respond. The student will be requested to respond in writing stating his/her agreement to attend such a meeting and confirming on which of the suggested dates and times it will be possible for them to attend. If the student does not in this manner agree to attend such a meeting, the Director of Teaching and Learning (Undergraduate), or designate, may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under conduct and college regulations.

If the Director of Teaching and Learning (Undergraduate), or designate, 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 attending the informal meeting must state their agreement in writing to the Director of Teaching and Learning (Undergraduate), or designate. If the facts of the case are in dispute, or if the Director of Teaching and Learning (Undergraduate), or designate, 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 college procedures.

If the offence can be dealt with under the summary procedure, the Director of Teaching and Learning (Undergraduate), or designate, 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.

Provided that the appropriate procedure has been followed and all parties are in agreement with the proposed penalty, the Director of Teaching and Learning (Undergraduate) 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 Senior Lecturer must be notified and requested to approve the recommended penalty. The Senior Lecturer will inform the Junior Dean accordingly. The Junior Dean may nevertheless implement college procedures.

If the case cannot normally be dealt with under the summary procedures, it is deemed to be a Level 4 offence and will be referred directly to the Junior Dean.

E-mail Protocol School of English for students

Every student in the School has a TCD email address. You should check your college email daily during teaching term as your lecturers and tutors will use it to communicate important information. If away from Trinity on Erasmus or on an exchange you should still check your TCD mail periodically.

Sending emails

Email is a useful way of contacting lecturers and administrators with queries re course work, to arrange an appointment, or to request a letter of recommendation. Email within college is essentially work related, and it is appropriate to be relatively formal.

Subject Lines

When sending email, please fill in the subject line so as to indicate the purpose of the email. This will help the recipient to answer your query and to recover the email subsequently if necessary.

Forms of address

As a courtesy, emails should address recipients by name. If you are using titles (Ms.; Mrs.; Mr.; Dr.; Professor) these should be accurate. If you are unsure as to a name or title this can be checked on the school website.

Introduce yourself

If you are writing to a member of staff for the first time, make sure your complete name appears somewhere in the email.

Expectations re response

Responses to email should only be expected during normal working hours (that is, 9-5.00 Monday to Friday).

Requests for Transcripts/Letters of Recommendation

If you are emailing a request for a transcript or a letter of recommendation please allow at least ten days for your request to be processed. Such requests will be expedited if you include your student number in your email.

Be secure

Beware of phishing; never divulge account details and do not click on links from unknown sources.

Timetable for the Academic Year 2018-2019

| | |
|---|---|
| 03 Sept. - 07 Sept. 2018 | Freshers' Week. Meetings with VS Co-Ordinator Dr Mark Faulkner |
| 5 September 2018 (Wednesday) | Orientation Meeting for School of English Visiting/Erasmus Students in Mháirtín Uí Chadhain Theatre (2041B). Time: 12pm |
| 10 September 2018 | Start of Michaelmas Term. Lectures begin. |
| 24 September 2018 | Tutorials begin. |
| 22 October 2018 | Study Week. No lectures or tutorials this week. |
| 30 November 2018 | End of Michaelmas Term. |
| 03 December 2018 | Revision Week |
| 10 - 14 December 2018 | Assessment Week |
| 10 - 15 December 2018 | Examination Period |
| ----- | |
| 21 January 2019 | Start of Hilary Term. Lectures begin. |
| 04 February 2019 | Tutorials begin. |
| 04 March 2019 | Study Week. No lectures or tutorials this week. |
| 12 April 2019 | End of Hilary Term. |
| 15 April 2019 | Revision Week. |
| 22 - 26 April 2019 | Assessment Week |
| 22 April - 3 May 2019 | Examination Period |

Academic Staff: School of English

| Name | Position | Email | Room | Phone |
|--------------------------|---|--|---------|-------------|
| Dr Julie Bates | Assistant Professor; Co-ordinator Evening Lectures MT 2018 | batesj@tcd.ie | C6.009 | 1179 |
| Professor Terence Brown | Professor Emeritus | tbrown@tcd.ie | OWC | 1400 |
| Dr Jane Carroll | Assistant Professor; Director M.Phil. in Children's Literature | jane.carroll@tcd.ie | 4002 | 4023 |
| Dr Valeria Cavalli | Lecturer (Adjunct) | cavalliv@tcd.ie | | |
| Dr Clare Clarke | Assistant Professor; Co-ordinator Capstone Projects | clare.clarke@tcd.ie | 4004 | 1934 |
| Dr Brian Cliff | Assistant Professor (From HT 2018) | bcliff@tcd.ie | C6.009 | 1179 |
| Harry Clifton | Assistant Professor (Adjunct) | cliftonh@tcd.ie | c/o OWC | |
| Dr Philip Coleman | Associate Professor; Director Teaching and Learning Postgraduate; Structured PhD Co-ordinator | pmcolema@tcd.ie | 4020 | 1907 |
| Dr Paul Delaney | Associate Professor; Head of Discipline (2017-2020) | delanep@tcd.ie | 4025 | 3841 |
| Professor Aileen Douglas | Professor; Head of School (2016-2019) | adouglas@tcd.ie | 4016 | 2322 |
| Dr Dara Downey | Lecturer (Adjunct) | downeyd@tcd.ie | | |
| Dr Mark Faulkner | Assistant Professor; Visiting Student Incoming Co-ordinator | mark.faulkner@tcd.ie | 4026 | 3982 |
| Dr Carlo Gébler | Assistant Professor (Adjunct) | carlogebler@gmail.com | c/o OWC | 2885 |
| Professor Nicholas Grene | Professor Emeritus | ngrene@tcd.ie | | |
| Professor Darryl Jones | Professor; Dean of Faculty of Arts, Humanities and Social Sciences (2014-2019) | drjones@tcd.ie | 2015 | 1200 |
| Dr Carlo Gébler | Adjunct Assistant Professor | c/o OWC | | 2885 |
| Dr Alice Jorgensen | Assistant Professor; Director of Teaching and Learning (Undergraduate) | jorgena@tcd.ie | 4006 | 2475 |

| Name | Position | Email | Room | Phone |
|-------------------------------------|---|--|-------------|----------------------------|
| Dr Ben Keatinge | Lecturer (Adjunct) | keatinb@tcd.ie | | |
| Dr Jarlath Killeen | Associate Professor; Academic Liaison Officer (On leave HT 2019) | killeej@tcd.ie | 4005 | 2337 |
| Dr Rosie Lavan | Assistant Professor; Literary Arts Officer | lavanro@tcd.ie | 4079 | 1185 |
| Dr Deirdre McFeely | Lecturer (Adjunct) | mcfelyd@tcd.ie | | |
| Deirdre Madden | Assistant Professor; Director M.Phil. in Creative Writing | dmadden@tcd.ie | 3160 OWC | 4397 2885 |
| Professor Stephen Matterson | Professor; Director of TSM | smttrson@tcd.ie | 4008 | 1879 |
| Professor Chris Morash | Seamus Heaney Professor of Irish Writing; Vice - Provost (2016-2021) | morashc@tcd.ie | | |
| Professor Andrew Murphy | (On leave HT 2019) | Andrew.murphy@tcd.ie | 4007 | 3984 |
| Dr Bernice Murphy | Assistant Professor; Head of Sophisters | murphb12@tcd.ie | 4010 | 2547 |
| Professor Eilean Ní Chuilleanáin | Professor Emerita | enchl1nn@tcd.ie | OWC | 1360 |
| Dr Brendan O'Connell | Assistant Professor; Co- ordinator of M.Phil. Programmes | oconneb2@tcd.ie | 4039 | 2597 |
| Dr David O'Shaughnessy | Associate Professor; (On research leave 2017-2019) | doshaug@tcd.ie | 5090 | 4721 |
| Dr Melanie Otto | Assistant Professor; Study Abroad Co-ordinator Outgoing; | ottom@tcd.ie | 4009 | 1355 |
| Professor Eve Patten | Professor; Director M.Phil. Irish Writing; Acting Director Trinity Oscar Wilde Centre; Acting Director of Research (MT 2018) | epatten@tcd.ie | 4023 | 1299 |
| Kevin Power | Assistant Professor | | OWC | |

| | | | | |
|--------------------|--|--|-------------|--------------|
| Dr Amy Prendergast | Teaching Fellow | amprende@tcd.ie | 5090 | 4721 |
| Name | Position | Email | Room | Phone |
| Dr Björn Quiring | Assistant Professor; Head of Freshers (HT) | quiringb@tcd.ie | 4021 | 1346 |
| Dr Margaret Robson | Lecturer (Adjunct) | robsonm@tcd.ie | | |
| Dr Sam Slote | Associate Professor; Director of Research; Fire Officer (On leave MT 2018) | slotes@tcd.ie | 4022 | 1319 |
| Dr Mark Sweetnam | Assistant Professor; Head of Freshers (on leave HT 2019) | sweetnms@tcd.ie | 4110 | 3694 |
| Dr Ema Vyroubalová | Assistant Professor; Evening Lectures HT 2019 | vyroubae@tcd.ie | 5089 | 4722 |
| Dr Tom Walker | Assistant Professor; Director of Postgraduate Professional Development | walkerto@tcd.ie | 5016 | 4353 |
| Dr Pádraic Whyte | Associate Professor; Co-Director M.Phil. in Children's Literature; Broad Curriculum Co-ordinator | whytepa@tcd.ie | 4083 | 1224 |