



OLLSCOIL NA GAILLIMHE
UNIVERSITY OF GALWAY

Discipline of English Visiting Students COURSE HANDBOOK 2025-26

Visiting Student Academic Co-ordinator:

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Room 308, Floor 1, Tower 1, Main Arts/Science Building***

Visiting Student Administrative Co-ordinator:

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V.25082025

WELCOME TO UNIVERSITY OF GALWAY!

Dear Visiting Student,

Welcome to the Discipline of English at University of Galway! We hope you enjoy your time here in Galway!

Please note:

- Semester One Lecture Modules will begin on Monday, 8th of September 2025.
- Semester One Seminar Modules will begin on Monday, 15th September 2025.
- Semester Two will begin on Monday 12th January 2026.

Please read the registration details on the next page very carefully

Regards,

Ms Kirry O'Brien
Visiting Student Academic Coordinator

Visiting Student REGISTRATION:

There are **two types of modules** taught within the Discipline of English:

(1) Lectures (large group teaching)

(2) Seminars (small group teaching)

How to Register for an English Lecture module:

1. Once you have registered with the university, log on to your student portal. **Log into your [student portal](#)** when online registration opens on September 8th). Note this link is only live **on or after** your opening date.

You can then choose as many lecture modules as your timetable will allow from the list of modules in the handbook.

Lecture classes begin on Monday, 8th September 2025

How to Register for an English Seminar Module:

All visiting students can choose **ONE** English seminar module in Semester 1, 2025-26. (It is **NOT** compulsory however, to take a seminar module)

Please Note: **You must be VERY CERTAIN that you wish to register for a seminar module.** There are only 3 places per module for visiting students. Once you register for a module you have effectively taken one space. **If you find you no longer need a seminar that you have registered for, you MUST call to room 511, Third Floor, Tower 1 to change your registration.**

Registration forms will be available ONLINE. The link to submit the forms will go live after Orientation.

The form must be submitted by Tuesday noon 9th September.

Seminar classes begin on Monday, 15th September 2025

Discipline of English Guidelines for Visiting Students

Please read the following carefully:

- Each Lecture and Seminar Course is worth 5 ECTS.
- Visiting Students may take as many Lecture Courses from the options available in 2nd Year and 3rd Year English as their timetable allows. ***Please note there are limited spaces in all modules***
- Students have the option of enrolling in a seminar course if they wish. Only **ONE** Seminar Course is allowed to be taken by any student **each semester**. *** Please note there are limited spaces in all seminar modules also (3 visiting student spaces per seminar)***
- Semester 1 Lecture modules commence on **Monday, 8th September**.
- Semester 1 Seminar modules commence on **Monday, 15th September**.
- All lecture courses are assessed by a mid-term essay and a final essay.
- All seminar courses are assessed by continuous assessment and a final essay/portfolio.
- After students have registered online for their modules, they will be able to view all module information on [Canvas](#). Please be patient if you do not see all your modules straight after registering online. It may take 24-48 hours for them to appear. Please note:

List of Available Lecture Modules in Semester 1 and Semester 2:

Semester 1					
	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-10:00			EN3143 Literature in the Digital Age AC002, Anderson Theatre		EN2118: 19th Century British Literature: CSB-1006
10:00-11:00	IS2106: Irish Environmental Studies: CSB-1007		EN2193 Stories Told and Re-Told: MRA201 The Ryan Institute Lecture Theatre		EN2193 Stories Told and Re-Told: AMB-1023 O'Tnuathail Theatre
11:00-12:00				EN3142 North American Literature: AMB-1021 O'hEocha Theatre	
12:00-1:00					
1:00-2:00	IS2106: Irish Environmental Studies: BLE 1006				
2:00-3:00			EN2118: 19th Century British Literature: CSB-1006 (Computer Science Building) Formerly: IT250, IT Building		
3:00-4:00		EN2167 Seduction, Sexuality and Race: SC001, Kirwan Theatre		EN2134 Media, Culture, Society: CSB-1006 (Computer Science Building) Formerly: IT250, IT Building	EN2167 Seduction, Sexuality and Race: AC001, O'Flaherty Theatre
4:00-5:00	EN3142 North American Literature: AC001, O'Flaherty Theatre				

5:00-6:00	EN2134 Media, Culture, Society: AC001, O'Flaherty Theatre	EN3143 Literature in the Digital Age CSB-1006 (Computer Science Building) Formerly: IT250, IT Building			
<i>*Students may also choose <u>ONE SEMINAR</u> online*</i>					

Semester 2					
	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-10:00			EN2312 Old English Poetry: SC001, Kirwan Theatre		
10:00-11:00			EN2303 Genre Studies: SC005, Tyndall Theatre		EN3187 Contemporary Literature: AC001, O'Flaherty Theatre
11:00-12:00				EN4113: Ecology and Literature CSB-1006 (Computer Science Building) Formerly: IT250, IT Building	
12:00-1:00				EN3187 Contemporary Literature: CSB-1006 (Computer Science Building) Formerly: IT250, IT Building	
1:00-2:00					EN3188 Drama and Theatre Studies: AC002, Anderson Theatre
2:00-3:00			EN3188 Drama and Theatre Studies: CSB-1006 (Computer Science Building) Formerly: IT250, IT Building		
3:00-4:00		EN2125 Studies in Medieval Literature: AC001, O'Flaherty Theatre		EN2125 Studies in Medieval Literature: AC002, Anderson Theatre	

4:00-5:00	EN2312 Old English Poetry: AC001 , O'Flaherty Theatre				
5:00-6:00	EN2303 Genre Studies: AMB-1021 , O'hEocha Theatre	EN4113: Ecology and Literature AMB-1021 , O'hEocha Theatre			
** Students may also choose <u>ONE SEMINAR</u> online **					

Lecture Courses Semester 1, 2025-2026

EN2193: STORIES TOLD AND RE-TOLD

The course examines authors' use and adaptation of folkloric and mythological material in their works. The course examines a variety of early modernist and contemporary texts alongside earlier materials alluded to or explored by those texts. Romantic Nationalism and the development of Modernism are major themes. The course considers the writing of W. B. Yeats and other authors of the Irish Revival as well as J.R.R. Tolkien, James Joyce, John Updike, and Kazuo Ishiguro. The course enables students to query the nature of literary production and reception across different time periods. It allows them to explore why authors choose to underpin their works by references to well-known narratives, and, conversely, why authors choose to revive forgotten legends.

Venue/Times: Wednesday 10-11 in MRA201 Ryan Annex Theatre AND Friday 10-11 AMB-1021 Colm O H-EOCHA Theatre

Lecturer: Dr Irina Rupp (Irina.Rupp@universityofgalway.ie)

Texts:

W.B. Yeats, *On Baile's Strand* (1906). In *Collected Works Vol. 2* (Shakespeare Head Press, 1908) (Available online) Henrik Ibsen, *Peer Gynt* (1867). Trans. Geoffrey Hill (Penguin, 2016) Other translations (including those available online) are also acceptable. James Joyce, extracts from *A Portrait of the Artist as a Young Man* (1916) All editions except Wordsworth classics are accepted. James Joyce, *Finnegans Wake* (1939) (Available online) J.R.R. Tolkien, *The Two Towers* (1954) All editions are accepted. John Updike, *The Centaur* (1963) All editions are accepted. Kazuo Ishiguro, *The Buried Giant* (2015) All editions are accepted

Assessment: Continuous Assessment (40%); End-of-Semester Essay (60%)

EN2167: SEDUCTION, SEXUALITY, AND RACE: EARLY MODERN IDENTITIES

This module examines ideas about seduction, sexuality and race, in early modern poetry, drama, and prose. The first half explores texts that grapple with race and ethnic identity in William Shakespeare's *Othello* (and the modern re-imaginings of Shakespeare's characters via Toni Morrison and Rokia Traoré's *Desdemona* and Keith Hamilton Cobb's *American Moor*), and Aphra Behn's *Oroonoko*. The second half explores three great poetic sequences of seduction: William Shakespeare's *Venus and Adonis*, Christopher Marlowe's *Hero and Leander*, and Mary Wroth's *Pamphilia to Amphilanthus*, alongside the shorter 'Come live with me' lyrics.

Debates about erotic versus chaste love, heteronormativity and queerness, will be the focus. The module will introduce students to current critical theories of gender, sexuality, and race. It will also attend to questions around literary genre: poetic form (erotic epyllion, sonnet sequence, answer poetry), drama, and the emerging novel.

Venue/Times: Tuesday 3-4 in SC001 Kirwan Theatre AND Friday 3-4 O'Flaherty Theatre

Lecturer: Prof. Marie-Louise Coolahan (marielouise.coolahan@universityofgalway.ie)

Texts:

William Shakespeare, *Othello*; *Venus and Adonis*
Toni Morrison and Rokia Traoré, *Desdemona*
Keith Hamilton Cobb, *American Moor*
Aphra Behn, *Oroonoko*
Christopher Marlowe, *Hero and Leander*
Mary Wroth, *Pamphilia to Amphilanthus* (selected sonnets)

These texts are available in hard copy from the campus bookshop and Charlie Byrne's bookshop. Where open-access electronic editions are available, these will be uploaded to Canvas.

Assessment: Mid-term essay (40%); End-of-semester Essay (60%)

EN2134: MEDIA, CULTURE, SOCIETY

This course will provide students with an understanding of our contemporary media environment, with attention to both Irish media and international examples. Students will learn about the operation of the media industries, exploring both the structure of the mass media, and the social context within which they operate.

Venue/Times: **Monday 5-6 in AC001 O'Flaherty Theatre AND Thursday 3-4 pm CSB-1006 (Computer Science Building) (Formerly IT250)**

Lecturer: Dr. Andrew Ó Baoill (andrew.obaoill@universityofgalway.ie)

Texts:

A Reading List is available directly from the Library Reading List at:

<https://rl.talis.com/3/nuigalway/lists/3C2F9628-549E-02B9-EAFD-66E941D311DE.html?lang=en>

Assessment: 40% - mid-term assessment; 60% - end-of-semester assessment

EN3142 NORTH AMERICAN LITERATURE

In this module, we will examine a selection of six notable North American novels: I Know Why the Caged Bird Sings by Maya Angelou; Octavia E. Butler's Kindred; Julie Otsuka's When the Emperor was Divine; Willa Cather's My Ántonia; The Grapes of Wrath by John Steinbeck; and Ceremony by Leslie Marmon Silko. We will explore the aesthetic and generic development of North American writing and the way in which these novels reflect and engage with ideas such as identity, belonging, isolation, the 'American Dream', prejudice, and resilience, in different social and historical contexts, and in the context of changing ideas about America and what it means to be – and who gets to count as – American.

Venue: **Monday 4-5pm AC001, O'Flaherty Theatre AND Thursday 11-12pm AMB-1021 O'hEoacha Theatre**

Lecturers: Dr Fiona Bateman (fiona.bateman@universityofgalway.ie) and Dr Daniel Cordle (daniel.cordle@universityofgalway.ie)

Texts:

- Maya Angelou, I Know Why the Caged Bird Sings (1969)
- Octavia E. Butler, Kindred (1979)
- Julie Otsuka, When the Emperor was Divine (2002)
- Willa Cather, My Ántonia (1918)
- John Steinbeck, The Grapes of Wrath (1939)
- Leslie Marmon Silko, Ceremony (1977)

Assessment: Continuous Assessment (40%); End-of-Semester Essay (60%)

EN3143 LITERATURE IN THE DIGITAL AGE

Why bother reading literature in our digital age when we have so many other media and entertainments to absorb our time and attention? Given the effects that digital media have had on our concentration and attention spans, is the novel—or, indeed, is literature more generally—doomed? On the contrary: we find ourselves in a potentially golden age for literature. History shows that periods of transition between media are enormously fruitful times for the production of innovative literary forms and for reflection on key questions about the essential nature of literature.

This lecture module exploits our ongoing place in the media shift from print to digital to address a range of these key questions: What is literature? How is it changing, and what is it for? What happens to “the book” in an age of digital culture? By reading contemporary and historical literature, and print and born-digital texts, we will explore themes such as language and communication, form and content, creativity and originality, networks and connections, cognition and artificial intelligence, privacy and surveillance, identity and subjectivity, longevity and obsolescence. In so doing, we will explore how literary forms are transforming in our digital age.

Venue/Times: **Tuesday 5-6pm AC001 O’Flaherty Theatre AND Wednesday 9-10am AC002 Anderson Theatre**

Lecturer: Dr Alexandra Peat

Texts:

E. M. Forster, “The Machine Stops,” available on Canvas

Stephen Marche, Lucy Hardin’s Missing Period (<https://thewalrus.ca/lucy/lucy.html>)

Kate Pullinger, Breathe, Editions at Play/Visual Editions (<https://www.breathe-story.com/>)

R. F. Kuang, Yellowface, Harper Collins ISBN 9780008626372

Kazuo Ishiguro, Klara and the Sun, Faber and Faber ISBN 9780571364909

Various short readings, available on Canvas

Assessment: 40% mid-term essay and 60% end-of-term assignment

EN2118: NINETEENTH-CENTURY BRITISH LITERATURE

This module addresses selected British prose, poetry, fiction, and drama from 1832 until the turn of the century, the period often known as the Victorian Age. Victorian literature grapples with the environmental and psychological impacts of an era of extraordinary industrial and technological development. In this period, the workings of colonial capitalism fundamentally refigure relationships between the individual, society, and labour. The texts on this module engage with changing conceptions of class, gender, sexuality and selfhood; the relationship between evolutionary science, religious faith, and the natural world; and discourses of race, slavery, and the expansion of empire. Above all, these writers ask what it ultimately means to produce art in an age of machines. Students wishing to read ahead should begin with Mary Elizabeth Braddon’s scandalous bestseller Lady Audley’s Secret.

Venue/Times: **Wednesday 2-3 pm CSB-1006 (Computer Science Building), Formerly: IT250 and Friday 9-10am CSB-1006 (Computer Science Building), Formerly: IT250, IT Building**

Lecturer: Dr Muireann O’Cinneide muireann.ocinneide@universityofgalway.ie

Required reading:

Catherine Robson & Rachel Ablow, eds., The Norton Anthology of English Literature: Volume E, The Victorian Age. Gen. Ed. Stephen Greenblatt. 11th edition. Norton, 2024. Mary Braddon, Lady Audley’s Secret (1862). Pref. Oxford UP 2012 edition, ed. Lyn Pykett Charles Dickens, Great Expectations (1860). Pref. Oxford UP 2008 edition eds. Cardwell and Robert Douglas-Fairhurst. Additional readings on Canvas.

Assessment: Continuous Assessment (40%); End-of-term Exam (60%)

IS2106: IRISH ENVIRONMENTAL STUDIES

This module explores how literature has shaped, and responds to, understanding of the natural environment in the Age of the Anthropocene. It traces historical modes of writing about the natural world and examines contemporary ways in which writers and artists shape our understanding of the environment today. The module will focus primarily on Irish environmental literatures in both Irish and English languages, and uncovers connections in the global context of world literatures. Irish language texts will be studied in translation. Key concepts to be considered include environment, anthropocene, climate change, petro-capitalism, sustainability, eco-social justice and decolonial practices.

Venue/Times: **Monday 10-11am in CSB-1007 AND Monday 1-2pm in BLE 1006**

Lecturer: Dr. Nessa Cronin (nessa.cronin@universityofgalway.ie)

Texts:

A Reading List is available directly from the Library Reading List at:

Assessment: 100% Continuous Assessment

Lecture Courses Semester 2, 2025-26

EN2125: STUDIES IN MEDIEVAL LITERATURE

This module introduces students to a diverse range of medieval literary texts, offering insight into the rich and varied culture of the Middle Ages. In the first half of the course, we explore medieval writings including the anonymous lyric 'Ye that Pasen by the Weye', Bede's historical and religious account featuring 'Caedmon's Hymn', and Robert Henryson's fable 'The Cock and the Jasper'. These texts illuminate themes such as spiritual reflection, poetic inspiration, and moral instruction, while also demonstrating the dynamic interplay between oral tradition and written culture.

The second half of the module is devoted to the fourteenth-century alliterative masterpiece 'Sir Gawain and the Green Knight', a key work in the tradition of medieval Arthurian romance. Through close reading and contextual analysis, we will examine central themes such as chivalry, honour, temptation, testing, and Christian piety. Students will consider how the poem engages with the ideals and anxieties of its time, while also highlighting the artistry of Middle English alliterative verse.

By engaging with these texts, students will develop skills in literary analysis, historical contextualisation, and critical thinking, while gaining a broader understanding of the intellectual and imaginative landscape of medieval Britain.

Venue/Time: Tuesday 3-4 in AC001 O'Flaherty Theatre AND Thursday 3-4 AC002 Anderson Theatre

Lecturer: Dr. Clíodhna Carney (cliona.carney@universityofgalway.ie) and Dr Dermot Burns (dermot.burns@universityofgalway.ie)

Texts:

Simpson, J. editor. The Norton Anthology of English literature: The Middle Ages. 11th Edition, Vol. A. Norton, 2024.

ISBN: 978-1-324-06261-5

Assessment: mid-term assignment (40%) and final essay (60%)

EN2303 GENRE STUDIES

Reason and feeling warred for prominence during the eighteenth century, a culturally vibrant time in which many forms and genres of literature flourished against a backdrop of significant global change. Many authors worked in multiple modes of literary expression, producing poetry, drama, and prose during their careers, very often to critique their society's values and practices. This course uses the anchoring concepts of satire and sentiment to explore the various genres of literature consumed by readers during a period that straddles both the Age of Reason and the Age of Sensibility. The expansive nature of this survey of eighteenth-century genres will allow us to chart the development and progression of various key themes within the period and learn about the important political, social, and intellectual contexts out of which these texts emerged.

Venue/Time: Monday 5-6pm AMB-1021, O'hEocha Theatre AND Wednesday 10-11am SC005, Tyndall Theatre

Lecturer: To be confirmed

Texts:

To be confirmed

Assessment: 40% midterm assignment and 60% final examination

EN3187 CONTEMPORARY LITERATURE

In this course, we will examine literary texts through the contemporary lens or “the here and now”, within Ireland but also across other time periods and places. The course shall focus on the imbrications between literary productions and some of the major issues of our time, illustrating the intersections of cultural ideologies, political thoughts, and aesthetic conventions. Throughout the module students will reflect on a range of current and developing ideas in our rapidly changing world, and on the ways in which literary and cultural formations are emerging in response to these changes. Might we then understand these changes not simply in terms of tropes, but instead as the very production of contemporary culture? We will read a selection of texts from across genres—including novels, short stories, poems and plays – and explore a diverse range of critical and theoretical approaches to contemporary literary culture.

Venue/Time: Thursday 12-1pm CSB-1006 AND Friday 10-11 AC001 O’Flaherty Theatre

Lecturer: Dr. Henry Ajumeze

Course texts:

Caroline O’Donoghue, *Scenes of a Graphic Nature*
Sinéad Morrissey, *Between Here and There*. Manchester: Carcanet, 2002
Imbolo Mbue, *How Beautiful We Were*.
J.M. Coetzee, *Disgrace*
Ben Okri, *The Famished Road*
Ella Hickson *Oil*

Secondary Readings:

Brannigan, John. *Race in Modern Irish Literature and Culture*. Upso: Oso University, 2009
Jackson, Jeanne-Marie. *The African Novel of Ideas: Philosophy and Individualism in the Age of Global Writing*, Princeton & Oxford: Princeton University Press, 2021

EN2312: OLD ENGLISH LITERATURE

This course is not only a study of early poetry in English, but a reflection on what we study, how we study it, and why. We’ll explore the poetry in translation with a view to holding scholarly traditions up to scrutiny. We’ll analyse texts that have been classed as wisdom poems, battle poems, riddles, elegies, and even charms, and we’ll consider how useful or appropriate these designations are. While we’ll produce collaborative close readings and experimental translations of texts, we’ll also reflect on our own scholarly practices and the tradition that has shaped the field of study. In doing so, we’ll engage with a range of theoretical perspectives.

Venue/Time: Monday 4-5 in AC001 O’Flaherty Theatre AND Wednesday 9-10 SC001 Kirwan Theatre

Lecturer: Dr. Frances McCormack ([frances.mccormack @universityofgalway.ie](mailto:frances.mccormack@universityofgalway.ie))

Texts:

Primary Sources, will be available on Canvas

Assessment: mid-term essay (40%) and final essay (60%)

EN3188 DRAMA AND THEATRE STUDIES

NB: Students who have already take this module in a previous 2nd year iteration should NOT register for this module.

This course offers students an introduction to theatre history and dramatic writing. The first half explores medieval and early modern drama, the second half focuses on modern and contemporary theatre. We pay special attention to the modes in which meanings are produced by theatre as a performance medium and to the various ways in which the theatre functions as a social institution.

Venue/Times: Wednesday 2-3 pm CSB-1006 (Computer Science Building), Formerly: IT250 and Friday 1-2pm AC002, Anderson Theatre

Lecturers: Dr Dermot Burns (Dermot.burns@universityofgalway.ie) and Dr Patrick Lonergan (patrick.lonergan@universityofgalway.ie)

Required reading:

The York Play of the Crucifixion. Available at:

<https://d.lib.rochester.edu/teams/text/davidson-play-35-crucifixiochristi> and

<https://pls.artsci.utoronto.ca/wp-content/uploads/2015/09/York35.html>

Gorboduc, Thomas Sackville and Thomas Norton. Available at:

https://archive.org/stream/cu31924013133834/cu31924013133834_djvu.tx

t and <http://www.luminarium.org/renascenceditions/gorboduc.html> and

[https://resources.warburg.sas.ac.uk/pdf/emh68b2456709.p df](https://resources.warburg.sas.ac.uk/pdf/emh68b2456709.pdf)

King Lear, William Shakespeare. Oxford World Classics. Ed. Stanley Wells. ISBN 0199535825

Macbeth, William Shakespeare. Oxford World Classics. Ed. Nicholas Brooke. ISBN 0199535833.

The Rover, Aphra Behn, <https://www.gutenberg.org/files/21339/21339-h/21339-h.htm> or on Canvas.

Tennessee Williams, A Streetcar Named Desire. London: Penguin, 2009 (available in hard copy in the library). Students should also watch the live recording of the production on the National Theatre Collection via the library website.

Caryl Churchill, Far Away (Drama Online link) and Escaped Alone (available via Drama Online)

Tony Kushner, Angels in America Part One (hard copies available in university library).

Students should also watch the live recording of the production on the National Theatre Collection on the library website.

Anne Washburn, Mr Burns (available via library website)

Assessment: Continuous Assessment (40%) and a Final Assignment (60%)

EN4113 ECOLOGY AND LITERATURE

Venue/Time: Tuesday 5-6pm, AMB-1021 O'hEocha Theatre AND Thursday 11-12noon IT250 IT Building

Lecturers: Prof. Sean Ryder

Using an ecocritical approach, this course examines how literary texts have represented and interpreted the relationship of humans to "nature" and to environmental change, from early mythological writings to present-day fiction. Among the texts to be studied are the ancient *Epic of Gilgamesh*, Roman pastoral poems, Romantic landscape poetry, American environmental writing, Irish nature poetry, and contemporary ecological fiction.

Learning Outcomes:

1. Gain knowledge of a wide range of representations of nature and environmental change in literary history.
2. Be able to analyse and evaluate texts relating to literature and ecological themes.

3. Understand a variety of theoretical, critical and historical arguments relating to the course material.

Required texts:

- *PDF Course Anthology* – downloadable from Canvas.
- Margaret Atwood, *Oryx and Crake* (Virago, 2003) [ISBN 9780349004068]
- Richard Powers, *The Overstory* (Norton, 2018) [ISBN 9781784708245]

Assessment:

Midterm assignment (40%)

Final Essay (60%).

LIST OF SEMINARS FOR Semester 1 and Semester 2.

****WHEN REGISTERING ON THE DEPARTMENT FORM, PLEASE SELECT VERY CAREFULLY THE MODULE YOU WISH TO REGISTER FOR, AS SOME MODULES HAVE VERY SIMILAR TITLES****

Semester 1 Seminars:

EN2197 Exploring Shakespeare A (VS S1)
EN2300 Shakespearean Comedies A (VS S1)
EN2310 Renaissance Drama (VS S1)
EN2192 Eighteenth-Century Writing (VS S1)
EN2194 Creative Writing (VS S1)
EN2307 History of the English Language (VS S1)
EN2177 Postcolonial Literature (VS S1)
EN3197 The Sonnet (VS S1)
EN2183 Special Topic (VS S1)
EN2119 Media Studies (VS S1)
EN3176 20th Century Children's Fiction (VS S1)
EN3189 Poetry of the First World War A (VS S1)
EN3190 Poetry of the First World War B (VS S1)
EN3185 Empire Writing (VS S1)
EN3193 The Hero's Quest Monomyth in Medieval and Modern Literature (VS S1)
EN3174 Transformation of the Novel (VS S1)
EN3162 Autism Fictions, Autistic Writing (VS S1)
EN3182 Special Theme (VS S1)
EN2216 Nineteenth Century Writing (VS S1)
EN3119 Technology and Culture (VS S1)
EN3159 Twentieth-Century Writing by Women (VS S1)
EN3150 Historical Fiction (VS S1)
EN4341 Twentieth Century Fiction (VS S1)
EN3154 Literature, Empathy and Estrangement (VS S1)
EN3113 Modernist Fiction (VS S1)
EN2217 Literature and Ideas (VS S1)
EN4111 Print Publishing: The Author, the Book, and the Marketplace

Semester 2 Seminars:

EN2198 Exploring Shakespeare B (VS S2)
EN2302 Shakespearean Comedies (VS S2)
EN2311 Renaissance Drama (VS S2)
EN2180 19th-Century Detective Fiction (VS S2)
EN2188 Jane Austen (VS S2)
EN2195 Creative Writing (VS S2)
EN2199 Exploring Shakespeare C (VS S2)
EN2178 Postcolonial Literature (VS S2)
EN2782 Milton's Poetry (VS S2)
EN2184 Special Topic (VS S2)
EN3192 Poetry of the First World War (VS S2)
EN3200 Technology and Culture B (VS S2)
EN3179 African Fiction (VS S2)
EN3175 Transformation of the Novel (VS S2)
EN3186 Empire Writing (VS S2)
EN3183 Special Theme (VS S2)
EN3163 Autism Fictions, Autistic Writing (VS S2)
EN3167 World Literature (VS S2)
EN3194 Literature and Environmental Crisis B (VS S2)
EN3156 Twentieth-Century Writing by Women (VS S2)
EN3151 Historical Fiction (VS S2)
EN4342 Twentieth Century Fiction (VS S2)
EN3155 Literature, Empathy and Estrangement (VS S2)
EN3114 Modernist Fiction (VS S2)
EN2118 Literature and Ideas (VS S2)
EN4116 Twentieth Century Poetry (VS S2)

LIST OF SEMINAR DESCRIPTIONS (SEMESTER 1 AND SEMESTER 2)

You may choose ONE seminar in Semester 1, and one in Semester 2.

Assessment for Seminar courses is 30% Continuous Assessment and 70% Final Assignment, usually a final research essay.

Code	Seminar Title	Semester available	Venue
EN2310/ EN2311	RENAISSANCE DRAMA <u>Lecturer:</u> Ms. Kirry O'Brien This course explores four plays by four different writers from the Renaissance period: Christopher Marlowe's <i>The Jew of Malta</i> , William Shakespeare's <i>The Merchant of Venice</i> , Kyd's <i>The Spanish Tragedy</i> and Jonson's <i>Volpone</i> . We will examine the development of theatrical drama during this era and invigilate many of the concerns of the day that were addressed by said theatre: power, race, gender, revenge etc. <u>Assessment:</u> 10% for participation, 10% for the class presentation write up, 10% for a mid-term essay and 70% for the final essay.	1 and 2	Monday 11-1 TB306, Tower 2 (same venue both semesters)
EN2300/ EN2302	SHAKESPEAREAN COMEDIES <u>Lecturer:</u> Ms. Kirry O'Brien This seminar will examine, in detail, four of Shakespeare's Comedies. Shakespeare's comedies end in heterosexual marriage: however, many trials and obstacles have to be overcome along the way. We shall explore the complex issues raised on the journey towards a so-called happy ending. <u>Texts:</u> <i>As You Like It, Twelfth Night, All's Well that Ends Well, Measure for Measure.</i> <u>Assessment:</u> 10% for participation, 10% for the class presentation write up, 10% for a mid-term essay and 70% for the final essay.	1 and 2	Tuesday 11-1pm TB306, Tower 2 (same venue both semesters)
EN2177/ EN2178	POSTCOLONIAL LITERATURE Lecturer: Dr. Henry Ajumeze This course will explore the intersecting histories of colonialism and literary texts from the postcolonial worlds. Drawn mostly from former colonies of European empires, the texts examined in the course will deal with issues of political-economic and cultural domination of indigenous peoples. It looks at the body of literature by colonized peoples which emerged following the historic struggle against European colonialism and the consequent rise of new political and cultural actors on the world stage from the second half of the twentieth century onwards. These writers are concerned with colonialism and anticolonial struggles, self-determination and liberation, historical reclamation and cultural revivalism, social justice and equity, memorialization and remembering, and the restoration of the dignity of oppressed peoples. Adopting different narrative traditions and styles, the	<u>1 and 2</u>	Thursday 4-6pm TB301 (Semester 1) Wednesday 3-5pm CSB-1008 (Semester 2)

	<p>texts reveal the intrinsic violence, dehumanization, and paradoxes associated with colonisation and imperialism.</p> <p>Required Texts:</p> <p><i>Death and the King's Horseman</i>, Wole Soyinka Amitav Ghosh, <i>Sea of Poppies</i> Tayeb Salih, <i>Season of Migration to the North</i> Okot P'Bitek, <i>Song of Latino and Song of Ocol</i></p> <p>Secondary Readings:</p> <p>Aimé Césaire, <i>Discourse on Colonialism</i> Frantz Fanon, <i>The Wretched of the Earth</i> Edward Said, <i>Orientalism</i> Neil Lazarus, <i>The Postcolonial Unconscious</i></p> <p>Assessment Type:</p> <p>30% continuous assessment and 70% end-of-term assignment</p>		
EN3197	<p>THE SONNET <u>Lecturer:</u> Dr. Justin Tonra</p> <p>One of the most recognisable of poetic forms, the sonnet is also one of the most varied. Within its short fourteen lines, strict rhyming pattern, and specific structure, poets have contrived to address the sonnet to a wide range of themes: comic, dramatic, erotic, personal, public, religious, romantic, satiric, and many more. In this module, we will read poems in English from the Renaissance to the present day, with a view to examining the sonnet's unique features as well as more common poetic devices. Class activities will include lots of group work and a sustained focus on close reading. In the course of the semester, students will compile a practical and diverse toolbox of methods for reading and writing about sonnets and other poetic forms.</p> <p>Required Book: Stephanie Burt & David Mikics, eds. <i>The Art of the Sonnet</i></p> <p><u>Assessment:</u> 30% Continuous Assessment and 70% Final Assessment.</p>	<u>1 only</u>	Tuesday 1-3pm TB306, Tower 2
EN2197/ EN2198	<p>EXPLORING SHAKESPEARE <u>Lecturer:</u> Ms Kirry O'Brien</p> <p>This seminar explores in detail some of the diversity of genres to be found with Shakespeare's Plays. Engaging with four very diverse plays it will examine an extensive range of (sometimes overlapping) themes. These will be examined in the context of the time of their construction and how they are read/performed today.</p> <p><u>Texts:</u> <i>Romeo and Juliet</i>, <i>A Midsummer Night's Dream</i>, <i>Henry V</i>, <i>The Winter's Tale</i></p> <p><u>Assessment:</u> 10% for participation, 10% for the class presentation write up, 10% for a mid-term essay and 70% for the final essay.</p>	1+2	Monday 9-11am TB306, Tower 2 (Semester 1) Monday 9-11am TB306, Tower 2 (Semester 2)

EN2183/ EN2184	<p>SPECIAL TOPIC Literature of Migration and Displacement Lecturer: Dr Alexandra Peat</p> <p>The twentieth and twenty-first centuries have witnessed a wealth of literary production that responds to and reflects shifting ethnic and national communities, and a modern world put in motion by — among other things — global conflict, the effects of decolonization, and the climate crisis. In this course, we will consider representations of migration from the beginning of the twentieth century to the present day and from writers across the world. We will explore questions of displacement (both forced and voluntary), exile, border crossing, diasporic community, and changing definitions of home. As we examine the narrative strategies and forms that displaced writers use to represent their experiences, we will discuss whether writing by and about immigrants is a transnational literary movement that requires new frameworks of analysis that extend beyond the study of national cultures and languages.</p> <p>Texts: Andrea Levy, <i>Small Island</i>, Tinder Press ISBN 978-0755307500 Moshin Hamid, <i>Exit West</i>, Penguin ISBN 978-0241979068 Thi Bui, <i>The Best We Could Do</i> ISBN 978-1419718786 Colm Toibín, <i>Brooklyn</i>, Penguin ISBN 978-0241972700</p> <p>Selected short texts provided on Canvas, including: Viet Thanh Nguyen, “Black Eyed Women” Hannah Arendt, “We Refugees” Anne Enright, “The Hotel” Selected Poems</p> <p>Assessment: 15% participation, 15% mid-term assignment and 70 % end-of-term assignment</p>	1 and 2	Wednesday 1-3 AC203, Arts/Science Building (Semester 1) Tuesday 10-12pm ODC Seminar Room 1 (Semester 2)
EN2307	<p>HISTORY OF THE ENGLISH LANGUAGE Lecturer: Dr Frances McCormack</p> <p>Or perhaps not. The idea of “the English language” doesn’t manage to capture the richness and variation of <i>Englises</i> that we’ll encounter and may come to appreciate over the course of the semester. It presupposes a “correct English”, a “proper English” – something that is fundamentally at odds with the diversity and dynamism of language itself.</p> <p>Over the course of this semester, we’ll think about language change and variation, working backwards from our own point in time to the prehistory of English. We’ll think about regional and social variations of English with particular attention to Hiberno-English. We’ll explore some general linguistic principles, examine our own attitudes to linguistic difference, and try to untangle some of the peculiarities of English (not least its apparently unfathomable spelling rules!). And we’ll ponder what might happen to Englises in the future.</p> <p>Reading: TBC</p> <p>Assessment: 30% continuous assessment and 70% final essay</p>	1 only	Tuesday 9-11 TB306, Tower 2

EN2192	<p>EIGHTEENTH-CENTURY WRITING <u>Lecturer:</u> Maureen DeLeo</p> <p>The eighteenth century, a period when notorious rakes, libertines, and saucy jades indulged their appetites with seeming abandon, is remembered for its freedom of sexual expression. Narratives of courtship and seduction, marriage and estrangement, as well as voyeurism and assault abounded. In this module, students will consider the ways in which this transformative age has influenced modern attitudes towards sexuality, and gender, and discuss the complicated legacy of eighteenth-century literature regarding issues such as the construction of gender, the commodification of the female body, the shifting definition of consent, the disruptive potential of the erotic, and the power relations between the sexes. Far from being a straightforward celebration of sex, these texts reveal the complex negotiations of agency and identity that characterise eighteenth-century literature.</p> <p><u>Texts:</u> All texts marked with an asterisk * below will be provided on Canvas. Lady Mary Chudleigh, "To the Ladies"* Anne Finch, "The Unequal Fetters"* Alexander Pope, <i>The Rape of the Lock</i>* Eliza Haywood, <i>Fantomina</i> (Online, UPenn Digital Library) Jonathan Swift, "The Lady's Dressing Room"* Lady Mary Wortley Montagu, "The Reasons that Induced Dr. Swift to write a Poem called 'The Lady's Dressing Room'"* Elizabeth Griffith, <i>The Platonic Wife</i> (Online, U of Michigan Library Digital Collections)</p> <p><u>Assessment:</u> 30% continuous assessment and 70% final essay.</p>	<u>1 only</u>	Tuesday 12-2 TB303, Tower 2
EN2188	<p>JANE AUSTEN <u>Lecturer:</u> Dr. Muireann O'Cinneide</p> <p>This seminar explores the writings of Jane Austen (1775-1817), one of the best-loved and most critically admired novelists in English literature. Associated in today's popular consciousness with comedic romance, Austen's writing in fact offers a blistering ethical commentary on the power dynamics of early-nineteenth-century British society and Britain's colonial territories. The module considers some of Austen's earliest work, tracing her transition from gleeful parody to pointed social satire and to a distinctive psychological complexity. We also discuss two of Austen's mature novels, examining how her satire develops into a powerfully ironic narrative mode. Seminars will also address the twentieth- and twenty-first century production of Jane Austen as an authorial brand through examination of media adaptations, literary pastiches, and cultural tourism.</p> <p><u>Required Texts:</u> "Love and Friendship" (~1790); <i>Northanger Abbey</i> (1818); <i>Mansfield Park</i> (1814); <i>Emma</i> (1815). Oxford University Press editions of the 3 novels preferred.</p>	<u>2 only</u>	Thursday 1-3 TB306, Tower 2

	<p><u>Assessment</u>: 30% continuous assessment (20% individual presentation and in-class activities; 10% participation & engagement activities); 70% final essay.</p>		
EN2180	<p>NINETEENTH-CENTURY DETECTIVE FICTION <u>Lecturer</u>: Dr. Coralline Dupuy</p> <p>19th-century detective fiction The focus of this course is a selection of the Sherlock Holmes stories by Arthur Conan Doyle. Through this course, the students will appraise each text individually and look at the global issues pervading the Sherlock Holmes corpus. Learning outcomes: 1. analysing the themes of power, family dynamics, gender politics, post-colonial anxiety, and social inequality in 19th-century detective fiction; 2. Becoming familiar with the paradigms of the genre of detective fiction. 3. Identifying the main themes of fin-de-siècle anxiety in Doyle's writings. 4. constructing a coherent and well-informed textual analysis of the primary texts; 5. interpreting and exploiting secondary sources in relation to the final essay topic.</p> <p><u>Required Texts</u></p> <ul style="list-style-type: none"> • Doyle, Arthur Conan. A Study in Scarlet. 1887. Oxford: OUP, 2008. • Doyle, Arthur Conan. The Adventures of Sherlock Holmes. 1891. Oxford: OUP, 1999. • Doyle, Arthur Conan. The Hound of the Baskervilles. 1901. Oxford: OUP, 2008. • Doyle, Arthur Conan. 'The Final Problem.' The Memoirs of Sherlock Holmes. 1893. Oxford: OUP, 2009 <p><u>Assessment</u>: continuous assessment 30% and final essay 70%.</p>	<u>2 only</u>	Tuesday 1-3, TB306, Tower 2
EN2194/ EN2195	<p>CREATIVE WRITING <u>Lecturer</u>: John Paul McHugh</p> <p>This seminar will introduce students to the fundamentals of creative writing in prose fiction. Through close-readings of prescribed texts and discursive in-class conversations, the seminar will examine the foundational mechanics of creative writing and introduce students to a range of writing techniques and ideas. Writing exercises animated by prior discussion will also be used to allow students to explore these ideas. The seminar will explore how creative writing can inform and improve our critical skills and evaluations, our scholarly appreciation of literature, and it will also seek to improve our writing skills on a creative and academic level. Reading list: No set text for this seminar, though there will be a short story/novel-extract required to be read and considered before each class.</p> <p><u>Assessment</u>: 10% in-class participation, 20% 500 to 750 words midterm creative piece, and 70% end-of-term piece of prose fiction (max 3,500 words)</p>	1 and 2	<p>Wednesday 1-3pm TB306, Tower 2 (Semester 1)</p> <p>Wednesday 1-3pm TB306, Tower 2 (Semester 2)</p>

EN2216	<p>NINETEENTH-CENTURY WRITING Lecturer: Prof Eamon Doggett</p> <p>This module will involve class discussions of selected poems and other texts from the Romantic period of the early 19th century (1780-1830). Writers of the Romantic period established important ways of thinking that still shape our debates today about issues such as political justice; our relationship with the natural world; ideas of the “supernatural”; race and gender identities; and the nature of the creative process. The focus of the seminar will be on close reading and discussion.</p> <p><u>Learning Outcomes:</u></p> <table><tr><td>LO1</td><td>Skills in close reading and analysis of 19th-century literary texts.</td></tr><tr><td>LO2</td><td>Advanced understanding of the cultural contexts for 19th-century literature</td></tr><tr><td>LO3</td><td>Advanced skills in oral and written communication.</td></tr></table> <p><u>Required Texts/Resources:</u> A <i>PDF Course Anthology</i> containing all texts to be discussed will be available for download from Canvas.</p> <p>Writers to be studied include: Anna Laetitia Barbauld, Olaudah Equiano, William Blake, Charlotte Smith, William Wordsworth, Samuel Taylor Coleridge, Percy Shelley, Lord Byron, John Clare and Mary Shelley.</p> <p><u>Assessment:</u> 30% continuous assessment 70% final essay</p>	LO1	Skills in close reading and analysis of 19th-century literary texts.	LO2	Advanced understanding of the cultural contexts for 19th-century literature	LO3	Advanced skills in oral and written communication.	<u>1 only</u>	Wednesday 4-6pm AMB-G010
LO1	Skills in close reading and analysis of 19th-century literary texts.								
LO2	Advanced understanding of the cultural contexts for 19th-century literature								
LO3	Advanced skills in oral and written communication.								
EN3174/ EN3175	<p>TRANSFORMATIONS OF THE NOVEL Semester 1: Dr Maureen De Leo Semester 2: TBC</p> <p>Tobias Smollett defines the novel as “a large diffused picture, comprehending the characters of life.” When Smollett set down these words, the novel was still in its formative years. Those studying this period regularly describe the novel as having “risen” in the eighteenth century, as if its development was a smooth and effortless process. As students on this module will learn, however, the birth of the novel was messy and complicated, and early examples of the form are far more experimental than the three-volume novels of the nineteenth century would have us expect. Reflecting the attitude of the rollicking eighteenth century, when the ideas of the Enlightenment, the birth of consumer culture and the discoveries of medical science were remaking what it meant to</p>	<u>1 and 2</u>	Thursday 9-11, TB306, Tower 2 (Semester 1) Tuesday 9-11 TB306, Tower 2 (Semester 2)						

	<p>be human, the texts on this module reveal a world of shifting constructions of gender, power, and the individual.</p> <p>Required text: Text TBC</p> <p>Assessment: Continuous assessment 30% and final essay 70%.</p>		
EN3193	<p>THE HERO'S QUEST MONOMYTH IN MEDIEVAL AND MODERN LITERATURE Lecturer: Dr. Dermot Burns</p> <p>A lone hero embarks on a sudden and unexpected journey. Peril and adventure await. His courage, resolve, and skill are tested before the ultimate battle takes place. Finally, he returns home in triumph, having saved the day and undergone an important personal transformation. Sound familiar? The narrative archetype, known as the quest, has framed countless adventure narratives, from Beowulf to Bond. It has been termed the 'monomyth', or 'hero's journey'. This module employs narratology and close reading/analysis to examine literature and film ranging from Old English epic poetry to modern adventure novels and science fiction movies. We will attempt to answer the questions: how and why does this narrative archetype resonate so profoundly throughout the history of English story-telling?</p> <p>Texts</p> <p>Seamus Heaney 2001, <i>Beowulf (Bilingual Edition)</i>, W. W. Norton & Company [ISBN: 0-393-32097-9] John Ronald Reuel Tolkien 2012, <i>The Hobbit, Or, There and Back Again</i>, Harper Collins publishers [ISBN: 9780007458424] J. D. Salinger 2010, <i>The Catcher in the Rye</i>, Penguin Books Limited [ISBN: 0241950430] Peter Benchley 2012, <i>Jaws</i>, Pan Publishing [ISBN: 9781447220039]</p> <p>Assessment: 30% continuous assessment and 70% final essay.</p>	<u>1 only</u>	Wednesday 3-5 AC203, Arts/Science Building
EN3176	<p>TWENTIETH-CENTURY CHILDREN'S FICTION Dr. Coralline Dupuy</p> <p>The focus of this course is an in-depth analysis of modern texts for children and young adults written in the last three decades. Through this course, the students will appraise each text individually and to look at the global issues pervading the genre. The proposed method of study is comparative analysis.</p> <ul style="list-style-type: none"> • Dahl, Roald. <i>The Witches</i>. London: Puffin, 1988. • Sachar, Louis. <i>Holes</i>. London: Bloomsbury, 1998. • Said, S. F. <i>Varjak Paw</i>. 2003 London: Corgi, 2014. • Crossan, Sarah. <i>The Weight of Water</i>. London: Bloomsbury, 2011. <p>Assessment: continuous assessment 30% and final essay 70%.</p>	<u>1 only</u>	Wednesday 11-1 TB306, Tower 2

EN3162/ EN3163	<p>AUTISM FICTIONS, AUTISTIC WRITING Dr. Frances McCormack</p> <p>This course examines cultural artefacts, both fiction and non-fiction, that tell and purport to tell stories about Autism/Autistic experiences, and how these narratives construct and respond to changing and contested understandings of the same. Examining fiction and non-fiction from medical texts to "autiebiography," Autistic-authored texts and allistic-authored works, we will think about epistemics, rhetoricity, audience, identity and typology, normativity, and alterity, in order to consider how Autism is represented, defined, and categorised, and for whose benefit.</p> <p><u>Texts:</u> <u>Required:</u> Anand Prahlad, <i>The Secret Life of a Black Aspie</i>, 2017 Elizabeth Moon, <i>Speed of Dark</i>, 2003 Viktoria Lloyd-Barlow, <i>All the Little Bird Hearts</i>, 2023 Mark Haddon, <i>The Curious Incident of the Dog in the Nighttime</i>, 2004</p> <p>Additional texts will be made available online.</p> <p><u>Assessment:</u> 30% continuous assessment; 70% final essay.</p>	<p><u>1 and 2</u></p>	<p>Friday 9-11 TB306 Tower 2 (Semester 1)</p> <p>Monday 1-3 TB306 Tower 2 (Semester 2)</p>
EN3189/ EN3192	<p>POETRY OF THE FIRST WORLD WAR Ms Kirry O'Brien</p> <p>The approach of this seminar will be thematic. We engage with a wide variety of material by both poets who have only one poem of substance, to others whose body of work from this very short time period is remarkable. We begin with some of the poetry that helped create the climate for war. We also look at the (now all but forgotten) poetry that was written and read during the war by both combatants and non-combatants, both male and female. Male soldier poets examined include, amongst others, Rupert Brooke, Siegfried Sassoon, Ivor Gurney, Edward Thomas, Issac Rosenberg, and Wilfred Owen. Female writers to be studied include, amongst others, Jessie Pope, Vera Brittain and May Wedderburn Cannan.</p> <p>Assessment: 10% for participation, 10% for the class presentation write up, 10% for a mid-term essay and 70% for the final essay.</p>	<p><u>1-2</u></p>	<p>Monday 2-4pm TB306 Semester 1</p> <p>Monday 2-4 Seminar Room 1, O'Donoghue Centre for Drama, Theatre & Performance (Semester 2)</p>
EN3190	<p>POETRY OF THE FIRST WORLD WAR Ms Kirry O'Brien</p> <p>The approach of this seminar will be thematic. We engage with a wide variety of material by both poets who have only one poem of substance, to others whose body of work from this very short time period is remarkable. We begin with some of the poetry that helped create the climate for war. We also look at the (now all but forgotten) poetry that was written and read during the war by both combatants and non-combatants, both male and female. Male soldier poets examined include, amongst others, Rupert Brooke, Siegfried Sassoon, Ivor Gurney, Edward Thomas, Issac Rosenberg, and Wilfred Owen. Female writers to be studied include, amongst others, Jessie Pope, Vera Brittain and May Wedderburn Cannan.</p>	<p><u>1 only</u></p>	<p>Tuesday 3-5pm TB306 (Semester 1)</p>

	Assessment: 10% for participation, 10% for the class presentation write up, 10% for a mid-term essay and 70% for the final essay.		
EN3185/ EN3186	<p>EMPIRE WRITING Dr. Muireann O'Cinneide</p> <p>This seminar explores the relationship between Britain and India as represented in nineteenth-century fiction. India, often hailed as the 'Jewel in the Crown' of the British Empire, came to symbolise in the Victorian popular imagination the deepest desires and fantasies of imperial conquest. In the aftermath of the Indian Uprising of 1857-58, however, it also came to represent the terrifying possibilities of imperial overthrow. British writers projected cultural anxieties about civilisation, race, and knowledge into narratives about Indian mystery and violence, even as Indian writers turned fiction in English into complex expressions of national, colonial and/or anti-colonial identity. The texts on this module include a sensational Orientalist bestseller; one of the first detective novels in English literature; short stories promising intimate revelations from the Indian home; and an imperial bildungsroman of adventure and espionage from the writer whose work became emblematic of British India.</p> <p>Texts:</p> <ul style="list-style-type: none"> • Wilkie Collins, <i>The Moonstone</i> (1868) (pref. 2019 Oxford UP ed. O'Gorman); • Rudyard Kipling, <i>Kim</i> (1901) (pref. 2008 Oxford UP ed. Alan Sandison) • Cornelia Sorabji, extracts from <i>Love and Life Behind the Purdah</i> (1901); • Flora Annie Steel, extracts from <i>The Flower of Forgiveness</i> (1894); • Philip Meadows Taylor, extracts from <i>Confessions of a Thug</i> (1839). <p>Online versions of all texts will be available via the Library catalogue and/or Canvas. Students are recommended to purchase the Collins and Kipling editions specified; those wishing to read ahead should start with Collins's <i>The Moonstone</i></p> <p>Assessment: 30% continuous assessment (20% individual presentation and class exercises; 10% written assignment(s)); 70% final essay.</p>	<u>1 and 2</u>	<p>Thursday 1-3 TB306, Tower 2 (Semester 1)</p> <p>Thursday 9-11 TB303, Tower 2 (Semester 2)</p>
EN3119/ EN3200	<p>TECHNOLOGY AND CULTURE Dr. Andrew Ó Baoill</p> <p>This module will use the example of Generative AI (e.g. ChatGPT, DALL'E 2) to explore the interplay of technology and culture. We will engage with an exciting set of critical thinkers, who explore a range of questions key to understanding the challenges and opportunities offered by this moment, from Walter Benjamin to Zeynep Tufekci, Donna Haraway to Mar Hicks, Michel Foucault to Raymond Williams. Our explorations and discussions will offer a range of perspectives on these radical technologies, and how we can (and should) respond to them.</p> <p>Text: Readings available through library reading list service and Canvas.</p> <p>Assessment: 30% Continuous Assessment, 70% Final Assignment.</p>	<u>1+2</u>	<p>Wednesday 3-5pm TB306, Tower 2 (Semester 1)</p> <p>Wednesday 3-5pm TB306, Tower 2 (Semester 2)</p>

EN3179	<p>AFRICAN FICTION Dr. Fiona Bateman</p> <p>This seminar is an introduction to African writing. The continent of Africa has a long tradition – or, more precisely, many distinct traditions – of epics, praise songs, riddles, and proverbs, in some cases committed to memory and recited by generations of carefully trained bard/historians known as griots. The written literature is, however, mostly a 20th century phenomenon. This literature is influenced by both western literature and Africa's own oral traditions.</p> <p>The focus will be on writing from Africa but will include reference to some texts written about Africa by non-Africans to demonstrate the contrast in style, context and representation. The main texts are from Nigeria, Zimbabwe and Kenya and, through reading and discussion, we will consider issues of postcoloniality, language, the oral tradition, and access to publishing, as well as thematic issues which recur such as the clash of tradition and modernity, gender, landscape, childhood and politics.</p> <p>The core texts are: Chinua Achebe, <i>Things Fall Apart</i> (1958) Ngugi wa Thiong'o, <i>The River Between</i> (1965) Tsitsi Dangarembga, <i>Nervous Conditions</i> (1988) Chimamanda Ngozi Adichie, a selection of short stories from <i>The Thing Around Your Neck</i> (2009) to be confirmed</p> <p>Assessment: 10% Participation 20% Continuous assessment 70% Final assignment</p>	<u>2 only</u>	Friday 11-1pm TB306, Tower 2
EN3182/ EN3183	<p>SPECIAL THEME Printing Dissent: Protest on the Page Dr Alexandra Peat</p> <p>Printing and publishing has long been associated with protest and activism. In this course, we will explore some key examples of protest in print culture in order to study how print has been used to document, explain, and disseminate dissatisfaction with the status quo and to push for change. We will engage with a variety of material, from the suffragette newspapers and ephemera of the nineteenth century to Riot Grrrl zines and from modernist "little" magazines to the anti-apartheid underground press of South Africa. The course focuses particularly on historical moments where technological developments in print culture coincided with or, indeed, enabled the growth of dissenting ideas, and adopts a broad definition of print culture, encompassing periodicals, newspapers, chapbooks, books, zines, and ephemera.</p> <p>Texts: Claudia Rankine, <i>Citizen: An American Lyric</i>, Penguin ISBN 978-0141981772 Madeleine Thien, <i>Do Not Say We have Nothing</i>, Granta ISBN 978-178378266 Margaret Atwood, <i>The Handmaid's Tale</i>, Vintage ISBN 978-0099740919</p>	<u>1 and 2</u>	<p>Tuesday 1-3 CSB-1003 Computer Science Building (Formerly IT207, IT Building)</p> <p>Tuesday 1-3pm Bridge Seminar Room THB- 1001 (Semester 2)</p>

	<p>We will also be reading a variety of material available through digital archives, as well as short texts available via Canvas.</p> <p>Assessment: 30% continuous assessment; 70% final project</p>		
EN3194	<p>LITERATURE AND ENVIRONMENTAL CRISIS B Professor Sean Ryder</p> <p>Using a selection of texts ranging from ancient flood narratives, to poetry of the Irish famine, to contemporary climate fiction, this seminar explores what literature can tell us about human attitudes to environmental crisis, globalisation, ethics and science, and the role literature may play in shaping environmental consciousness.</p> <p><u>Learning Outcomes:</u></p> <ol style="list-style-type: none"> 1. Identify and analyse recurring tropes, narrative structures, images and metaphors used in writing about environmental crisis 2. Compare different kinds of discourses on the subject of environmental change, including literary, mythic, scientific and polemic discourse 3. Compare and contrast the ways environmental issues have been treated in differing historical periods 4. Synthesise relevant information and critical views on the course texts, and express critical arguments in both oral and written forms. <p><u>Required texts:</u></p> <ul style="list-style-type: none"> • <i>PDF Course Anthology</i> – downloadable from Canvas. • Additional texts to be announced in September. <p><u>Assessment:</u> 30% continuous assessment, 70% final essay</p>	<u>2 only</u>	Thursday 9-11 Seminar Room 1, O'Donoghue Centre for Drama, Theatre & Performance
EN3167	<p>WORLD LITERATURE Lecturer: Dr Henry Ajumeze</p> <p>This course will examine some of the most influential debates in world literature guided by texts that map our worlds and our cultural landscapes. We will seek to complicate the ways in which conventional categories of “worldliness” are imagined and conceived as we explore these texts in their local and global contexts. We shall question the modes of writing and reading that have historically privileged such literary worlding, aiming to contest the normative literary practice that it authorises; and we shall, consequently, re-articulate alternative systems of “world-thinking” that consider plurality and planetarity in the configuration of world literary register. The course will foreground three different trajectories of world-system discourse: translatability, globalisation, and migration; and using a range of texts— novels, poems and plays — that demand a reorientation in the critical dimensions of world literary practice.</p> <p>Required texts. Rabindranath Tagore, <i>Home and the World</i>, (Penguin Classic) Amos Tutuola, <i>The Palmwine Drinkard</i> Shailja Patel <i>Migritude</i></p>	<u>2</u>	Thursday 1-3 AMB-G043, Psychology Building (Semester 2)

	<p>Secondary Readings: Pascale Cassanova, <i>The World Republic of Letters</i>. Cambridge: Harvard University Press, 2004 David Damrosch, <i>What is World Literature?</i> Franco Moretti. "Conjectures on World Literature." <i>New Left Review</i> 1 (2000): 54-68.</p> <p>Assessment: 30% continuous assessment; 70% final essay.</p>		
EN2119	<p>Media Studies Andrew O Baoill</p> <p>How do issues of ownership, funding, and organisation shape our media environment? This course will provide an introduction to study of media industries, through a critical political economic lens. We will examine a variety of models, including commercial, political economic and alternative; identify the institutional pressures shaping media texts; and discuss the role of a number of interventions aimed at disrupting 'business as usual' in the mass media.</p> <p>Reading List: Full reading list on library reading list System. Likely to have additional changes in advance of semester.</p> <p>Assessment Type: 10% Participation, 20% Group Project, 10% Collegiality Activities, 60% Final Paper</p>	<u>1 only</u>	Monday 11-1pm CSB-1003
EN3159/ EN3156	<p>Twentieth-Century Writing by Women Dr Emily Ridge</p> <p>This seminar module will explore representations of metropolitan spaces and experiences in twentieth-century women's writing. The figure of the flâneur – a term used to define a male wanderer and observer of urban life – has long been integral to critical explorations of modernity, from Charles Baudelaire's 'The Painter of Modern Life' through to James Joyce's <i>Ulysses</i> (1922).</p> <p>However, students on this module will be introduced to the contrasting feminine figure of the flâneuse – a female wanderer and observer of urban life – across the twentieth century, drawing attention to the many re-evaluative efforts to bring matters of gender as well as the centrality of women's writing and experience to the forefront of studies of modern literature. It will offer a critical and historical framework for approaching the figure of the flâneuse, reading primary texts alongside key critical works, and further incorporating discussions of space, spectacle, urban geography, mobility, consumer culture and labour. The module will be organised in two parts; each part will follow a broadly chronological trajectory, drawing on examples from novels, short fiction, life writing, and poetry by a diverse range of British and North American writers.</p>	<u>1+2</u>	<p>Thursday 9-11am, TB305 (Semester 1)</p> <p>Wednesday 3-5pm, AC203 (Semester 2)</p>

	<p>Reading List:</p> <p>Ø Hope Mirrlees's 'Paris: A Poem' (1920) – to be circulated</p> <p>Ø Nella Larsen's Passing (1929) Penguin ISBN 9780241472712</p> <p>Ø Virginia Woolf's 'Street Haunting: A London Adventure' (1930) – to be circulated</p> <p>Ø Doris Lessing's 'In Defence of the Underground' (1992) – to be circulated</p> <p>Ø Djuna Barnes's Nightwood (1936) – Faber ISBN 9780571322862</p> <p>Ø Jean Rhys's Good Morning, Midnight (1939) – Penguin ISBN 9780141183930</p> <p>Ø Joan Didion 'Goodbye to All That' (1967) – to be circulated</p> <p>Ø Margaret Drabble 'A Day in the Life of a Smiling Woman' (1973) – to be circulated</p> <p>Assessment:</p> <p>30% continual assessment and 70% final essay</p>		
<p>EN3150/</p> <p>EN3151</p>	<p>Historical Fiction</p> <p>Prof. Marie-Louise Coolahan</p> <p>This module examines the genre of the historical novel: a work of contemporary fiction set in a specific historical period. In fact, the genre designation captures a wide range of fictional possibilities: our primary texts include a detective thriller, a ghost story, and a staging of classical drama. Their historical contexts range from Henry VIII's dissolution of the monasteries to the impacts of slavery in the US to war in ancient Greece. We will analyse these novels on their own terms as contemporary fiction, but also in terms of (sometime ethical) questions of historiographical representation. For example, how can the inner life of a protagonist from a different era be represented? Does historical fiction act as revisionist history? We will also examine the contemporary literary marketplace, in particular the role of literary prizes, in shaping the reception of historical fiction. How does the market positioning of a historical novel locate it in relation to popular or elite culture?</p> <p>Reading List:</p> <p>C. J. Sansom, Dissolution (2003)</p>	<p><u>1+2</u></p>	<p>Thursday 2-4pm CA002 (Semester 1)</p> <p>Thursday 9-11am, TB304 (Semester 2)</p>

	<p>Toni Morrison, <i>Beloved</i> (1987)</p> <p>Ferdia Lennon, <i>Glorious Exploits</i> (2024)</p> <p>Assessment Type:</p> <p>30% continuous assessment and 70% end-of-term assignment (including an option to create your own work of historical fiction)</p>		
<p>EN4341/</p> <p>EN4342</p>	<p>Twentieth Century Fiction</p> <p>Dr Daniel Cordle</p> <p>In this module we look at texts from both sides of the Atlantic that give a flavour of some of the formal innovations and thematic preoccupations of twentieth-century literature. The first, F. Scott Fitzgerald's <i>The Great Gatsby</i> (1925), is an example of American Modernist writing, and introduces themes of commercialisation, identity and alienation. To some extent, this last concern is also the subject of our second novel, Ralph Ellison's <i>Invisible Man</i> (1952), which is a noted articulation of the existentialist philosophy that became important in the middle of the century. It's also a powerful, entertaining and moving depiction of American society, of African American experience, and of the growing commodification of identity and culture. Commodification and the coming age of advanced capitalism are also themes of our final text, Angela Carter's <i>Nights at the Circus</i> (1984), a playful and exuberant novel, telling the story of Fevvers, a circus aerialiste at the turn of the century, who might (or might not) actually have wings. The novel's 'magical realism' allows us to see how the experimentalism of Modernism morphs into postmodern forms. Set at the cusp of the century, it also takes the twentieth century itself as a theme.</p> <p>Assessment</p> <p>30% continuous assessment and 70% end-of-module assignment</p> <p>Set texts:</p> <p>F. Scott Fitzgerald, <i>The Great Gatsby</i> (1925)</p> <p>Ralph Ellison, <i>Invisible Man</i> (1952)</p> <p>Angela Carter, <i>Nights at the Circus</i> (1984)</p>	<p><u>1+2</u></p>	<p>Thursday 2-4pm CA003</p> <p>(Semester 1)</p> <p>Tuesday 3-5pm CA002</p> <p>(Semester 2)</p>
EN4116	<p>Twentieth Century Poetry</p> <p>Dr Adrian Paterson</p>	<p><u>2 Only</u></p>	<p>Tuesday 2-4pm CSB-1002</p> <p>(Semester 2)</p>

	<p>‘Literature’, said the American poet Ezra Pound, ‘is news that STAYS news’. This course reverberates with the shock of the new in poetry and poetics, examining the different ways</p> <p>poetry stays news from the revolutionary beginning of the century onwards. Poems are considered as formal artefacts, as agonized personal responses, and as radical symptoms of (or interventions into) changing times. Poets who ‘make it new’ are especially scrutinized: American poets like Pound, Hilda Doolittle (H.D.) and William Carlos Williams, English poets like W.H. Auden and Stevie Smith, alongside a range of other less radical voices like Thomas Hardy and Edward Thomas. The exciting plurality and diversity in poetry leads to a chance to examine a (limited) choice of long poems and authors for special study. The course demands attention to close reading and class participation and encourages individual research projects.</p> <p>Reading List:</p> <p>ALL required reading texts must be READ IN PRINT FORM, so borrowed from the library or purchased.</p> <p>The Bloodaxe Book of Twentieth Century Poetry from Britain and Ireland ed. Edna Longley</p> <p>see also Twentieth Century Poetry ESSENTIALS and EXTRAS available online</p> <p>Assessment Type:</p> <p>Assessment will take into account the quality of reading & participation by means of shorter written assignments (30%) and a longer final essay (70%).</p>		
<p>EN3113/ EN3114</p>	<p>Modernist Fiction Dr Adrian Paterson</p> <p>This seminar course considers the radical prose of two of the twentieth century’s finest writers, Katherine Mansfield and Virginia Woolf. Their innovations in technique and in perception revolutionized the short story while their rivalry and mutual influence spurred Woolf to conceive a new shape for the novel. While reading closely and conducting a detailed analysis of the fictions’ narrative form and prose style, we attempt to consider key influences such as aesthetics, war, ego, science, time, sex, gender, audience, and empire, and their effect on the modernist revolution in the arts more generally. We also consider the place of genre in bringing about change in modernist fiction, and the role of short stories, essays, and diaries in forming new kinds of narrative. Active class participation is encouraged and demanded.</p> <p>Reading list: ALL required reading texts must be READ IN PRINT FORM, so borrowed from the library or purchased.</p>	<p><u>1+2</u></p>	<p>Thursday 1-3pm in O’Donoghue Centre – Seminar room 1 (SEMESTER 1)</p> <p>Monday 3-5pm in TB306 (SEMESTER 2)</p>

	<ul style="list-style-type: none"> • Katherine Mansfield, <i>Selected Stories</i> (Norton) [preferred, or look at Collected Stories (Penguin)] • Virginia Woolf, <i>To The Lighthouse</i> (Oxford), • Virginia Woolf, <i>Orlando</i> (Oxford) <p>see also Modernist Fiction ESSENTIALS and EXTRAS available online</p> <p>Assessment Type: Assessment will take into account the quality of reading & participation by means of continuous assessment (30%) and a longer final essay (70%).</p>		
EN3154/ EN3155	<p>Literature, Empathy and Estrangement Dr Emily Ridge</p> <p>How and why do literary texts draw readers into forms of emotional identification with their subjects and characters? By contrast, what are the effects of a deliberate withholding of identification? This seminar course will introduce and contextualise critical debates on the moral efficacy of empathy as this pertains to the question of narrative approach. Can an empathetic reading process foster more ethical modes of engagement within the real world or does the experience of catharsis lead to a withdrawal from greater responsibility? Are distancing effects an alternative response to empathy's failure? The course will consider representations of and perspectives on empathy and estrangement within a selection of literary and critical texts, demonstrating the often complicated co-existence of these conflicting impulses across literary history more broadly and even within a single text. We will examine techniques both for closing the gap between reader and character (free indirect discourse, stream of consciousness) and for creating distance (frame narratives, exteriority, irony). We will further explore the ways in which such techniques can be mapped onto genre, from sentimental literature to satire, and how expectations, on the level of genre and emotional response, can also be radically overturned.</p> <p>Reading List: Joseph Conrad's 'Amy Foster' (1901) – to be circulated Katherine Mansfield's 'The Garden Party' (1922) – to be circulated Claire Keegan's <i>Small Things Like These</i> (2021) – Faber ISBN: 9780571368686 Naomi Mitchison's <i>Memoirs of a Spacewoman</i> (1962) – Kennedy and Boyd ISBN: 9781849210355 Muriel Spark's 'The Girl I Left Behind Me' (1957) – to be circulated James Baldwin's 'Previous Condition' (1948) – to be circulated Ottessa Mosfegh's <i>My Year of Rest and Relaxation</i> (2019) – Vintage ISBN: 9781784707422</p>	<u>1+2</u>	<p>Thursday 11am-1pm</p> <p>TB306 (Semester 1)</p> <p>Monday 2-4pm AMB-G036 (Semester 2)</p>

	<p>Charles Yu's Interior Chinatown (2020) – Vintage ISBN: 9780307948472</p> <p>Viet Thanh Nguyen's 'Fatherland' (2017) – to be circulated</p> <p>Assessment Type: 30% continual assessment and 70% end-of-term assignment</p>		
<p>EN2217/ EN2218</p>	<p>Literature and Ideas Dr Daniel Cordle</p> <p>In this module we explore philosophical, political (in a broad sense) and scientific ideas in, and approaches to, literature. Working with three books - Jon McGregor's <i>Lean, Fall, Stand</i> (2021) about a disaster befalling a scientific expedition in Antarctica, Ursula Le Guin's utopian depiction of a future northern California in <i>Always Coming Home</i> (1985), and Robert Macfarlane and Stanley Donwood's strange contemporary myth, <i>Ness</i> (2019), set in the ruins of an atomic testing facility off the English coast - we focus on texts as places where the relations between self, text and world are developed and interrogated. Ideas discussed include those of language, selfhood, mind, history, environment and utopia/dystopia. In addition to the primary reading, there is a textbook for the course, Andrew Bennett and Nicholas Royle's <i>An Introduction to Literature, Criticism and Theory</i>, from which we will read short excerpts each week; while you're recommended to get your own copy of this book, you may also be able to use copies from the library.</p> <p>Set texts: Jon McGregor, <i>Lean, Fall, Stand</i> (2021) Ursula Le Guin, <i>Always Coming Home</i> (1985) Robert Macfarlane and Stanley Donwood, <i>Ness</i> (2019)</p> <p>Andrew Bennett and Nicholas Royle, <i>An Introduction to Literature, Criticism and Theory</i> (the latest edition is 2023, but earlier editions are also fine)</p> <p>Assessment: 30% continuous assessment and 70% end-of-module assignment</p>	<p><u>1+2</u></p>	<p>Tuesday 1-3pm CSB-1008 (Semester 1)</p> <p>Thursday 9-11am TB303 (Semester 2)</p>
<p>EN2782</p>	<p>MILTON'S POETRY <u>Lecturer:</u> Prof Marie-Louise Coolahan</p> <p>This module focuses on a canonical work of literature in English: John Milton's biblical epic, <i>Paradise Lost</i> (1667). But it was not canonical when first published. It was written in the aftermath of the civil wars, by a committed (and defeated) republican activist, who was facing up to the realities of a restored monarchy. The poem tells the story of Adam and Eve, their fall from innocence to humanity in the Garden of Eden, and the conflict between Satan and God. We will explore the poem's treatment of character and motivation, its investigations of good and evil, free will versus fate, republicanism and royalism. Questions of gender and literary form will also be central. For the purposes of comparison, we will also be reading short extracts from the King James Bible (1611) and Lucy Hutchinson's contemporary poem, <i>Order and Disorder</i></p>	<p><u>2 only</u></p>	<p>Wednesday 2-4pm ODC-G010 O'Donoghue Centre</p>

	<p>(1679), to explore alternative ways of telling this foundational story.</p> <p><u>Assessment:</u> continuous assessment (30%), end-of-term assignment (70%).</p> <p><u>Primary texts:</u></p> <ul style="list-style-type: none"> • John Milton, <i>Paradise Lost</i>. Any unabridged edition will be fine. • Extracts from the <i>King James Bible</i> (1611) and Lucy Hutchinson's <i>Order and Disorder</i> (1679) will be supplied. 		
EN2199	<p>EXPLORING SHAKESPEARE <u>Lecturer:</u> Ms Kirry O'Brien</p> <p>This seminar explores in detail some of the diversity of genres to be found with Shakespeare's Plays. Engaging with four very diverse plays it will examine an extensive range of (sometimes overlapping) themes. These will be examined in the context of the time of their construction and how they are read/performed today.</p> <p><u>Texts:</u> <i>Romeo and Juliet</i>, <i>A Midsummer Night's Dream</i>, <i>Henry V</i>, <i>The Winter's Tale</i></p> <p><u>Assessment:</u> 10% for participation, 10% for the class presentation write up, 10% for a mid-term essay and 70% for the final essay.</p>	<u>2 only</u>	Tuesday 4-6pm TB306, Tower 2
EN4111	<p>Print Publishing: The Author, the Book and the Marketplace</p> <p>Lecturers: Dr Lindsay Reid, Brenda Luis and Ian Wong</p> <p>This course will provide students with a practical introduction to the study of print culture, or 'book history' – from the impact of technological, cultural, and social change on textual and digital knowledge formation, production, transmission, and reception, to the relationship of economics, gender, race, ethnicity, and law to the meanings and effects of manuscript, print, and digital media. We will not only work with foundational and recent theories of print culture and the critics self-consciously employing those theories, but also attend to earlier movers and shakers who were doing print culture before it was called 'print culture' – the William Caxtons, Richard Smyths, William Morris, Walter Benjamins, James Baldwins, Elizabeth Pickerings, Marshal McLuhans, Mary-Ann Shadds, and Roland Barthes of the world.</p> <p>Reading List: All readings for the course will be provided on Canvas in advance of each session.</p> <p>Assessment Type: 10% participation, 20% continuous assessment and 70% end-of-term assignment</p>	<u>1 only</u>	Monday 10-12pm, TB303 (Semester 1)

Referencing and Plagiarism

A good English essay should take into consideration a range of possible interpretations of the primary text, using these to develop an argument that shows independent critical thinking. It is always a good thing, therefore, to read widely, and can be really valuable to bolster your interpretation of the text by reacting to other people's ideas.

You are encouraged therefore to use to use other sources and other authors to inform and develop your own thinking about what it is you are writing: in English, this often means using sources in literary criticism or other sources to help you comment on a select group of primary text(s).

This means there's actually only a huge advantage in showing that you've done this, and done it thoughtfully, by making clear what these ideas are, where they come from, and how they contribute to your argument.

Simply put, when employing ideas created by other authors, you should credit them. Not only is there a moral and legal imperative to doing this, it can only help your writing.

There are many ways to do this. When using text directly, this is most easily done by quoting them directly and accurately, and providing a source. You can also do this by summarizing arguments, indirectly, showing where you agree or disagree, and how this helps us, and again providing a source. – viz. Carney in the University of Galway English Final Year Handbook argues convincingly that referring to others' ideas is not only the right thing to do, it makes for good writing (Carney 2023).

Providing a source requires some system of referencing, to acknowledge an what you are relying and to refer the reader to where to find these sources. Although refencing systems vary depending on context, subjects, and likely audiences, providing this has become standard academic practice, and indeed is good practice for any piece of writing. Guidelines on a major standard system of referencing from the MLA (Modern Language Association) appear below.

Plagiarism occurs when sources are used without being adequately acknowledged. That can be because there is no reference; it can be when the reference is incomplete or inaccurate – or it can be where a reference is provided but your own views are not sufficiently differentiated from the source.

This usually happens through a lack of understanding about academic practice, although it can also be a deliberate attempt to deceive. All students should inform themselves of how to reference and what plagiarism is - if you are at all unclear about what constitutes plagiarism, do consult the extensive help and resources on the James Hardiman Library guides and tutorials website:

[Guides and tutorials](#)

[Citing and referencing](#)

[Quick referencing course](#)

University of Galway Plagiarism Code of Practice

English follows the university's plagiarism code, which means any instances of plagiarism are kept on permanent record and can result in severe sanctions. A summary appears below – and more is available in the [Academic Integrity Policy](#)

“Plagiarism is the act of copying, including or directly quoting from the work of another without adequate acknowledgement, in order to obtain benefit, credit or gain. Plagiarism can apply to many materials, such as words, ideas, images, information, data, approaches or methods. Sources of Plagiarism can include books, journals, reports, websites, essay mills, another student, or another person.

Self-Plagiarism, or auto-Plagiarism, is where a student re-uses work previously submitted to another course within the University or in another Institution.

All work submitted by students for assessment, for publication or for (public) presentation, is accepted on the understanding that it is their own work and contains their own original contribution, except where explicitly referenced using the accepted norms and formats of the appropriate academic discipline.

Plagiarism can arise through poor academic practice or ignorance of accepted norms of the academic discipline. Schools should ensure that resources and education around good academic practice is available to students at all levels. Cases in which students facilitate others to copy their work shall also be subject to the procedures outlined in the University's [Academic Integrity Policy](#)

Students will be penalised for unauthorised use of artificial intelligence (AI) programmes in their assessments

Is It Plagiarism? A Quick Guide for Students

EXAMPLE	IS IT PLAGIARISM?	NOTES
<p>In an article called “‘Thy State Is the More Gracious’: Courtly Space and Social Mobility in <i>Hamlet</i> and Early Modern Culture’, Peter Sillitoe argues:</p> <p><i>Hamlet</i> (1601) depicts hierarchy and social mobility because the play focuses its attention onto a royal court. Clearly, this approach could be applied to many plays but <i>Hamlet</i> takes things much further with its emphasis on role-play and confused social identities. Crucially, the major characters are either nobles or the socially mobile, and the play highlights the workings of courtly power and the social challenge of the revenger in light of this.</p> <p>Sam writes an essay that says:</p> <p><i>Hamlet</i> portrays chains of command and social movement because the drama focuses its concentration onto an imperial court. Evidently, this approach could be useful to numerous plays but <i>Hamlet</i> takes belongings much further with its highlighting on role-play and perplexed community-based identities. Vitally, the chief characters are either aristocracy or the socially itinerant, and the drama showcases the machinery of courtly authority and the social test of the revenger in illumination of this.</p>	Yes!	<p>This phenomenon has recently become known as ‘Rogeting’ (in fact, you can read a humorous article about this phenomenon here: http://www.theguardian.com/education/shortcuts/2014/aug/08/rogeting-sinister-buttocks-students-essays-plagiarising-thesaurus). It is not acceptable to cut and paste from a source and then use a thesaurus to simply insert synonyms for the words. Moreover, the results are often nonsensical when students do this!</p>
<p>A blog post found online at http://warustudiotk.blogspot.ie/2011/04/political-and-social-themes-in-hamlet.html says:</p> <p>The men throughout the play fall into two categories. There are those like Claudius and Polonius, as Hamlet states about Polonius, which is true also for Claudius, “A man of words.” And then there are those like Hamlet, Fortinbras and Laertes who are men of action. Claudius is more of a politician king, he has a way with words. This is vastly apparant through out the play, but more so at the beginning and also near the end.</p> <p>[Note that this blog post contains words that are spelled incorrectly and that Sam inadvertently improves the quality of the writing.]</p> <p>Sam writes an essay that says:</p> <p>There are two categories of men in <i>Hamlet</i>: men of words (as Hamlet describes Polonius) and men of action. Claudius and Polonius fall into the first group, whereas Hamlet, Fortinbras and Laertes all fall into the second. It is apparent throughout the play—particularly at the beginning and near the end—that Claudius is a political creature who has a way with words.</p>	Yes!	<p>It is never acceptable to cut, paste and then slightly reword online (or any other) materials in your essays—even if it is ‘just’ plot summary that you are using. Even if Sam lists blog post as a source on his Bibliography/Works Cited page, his failure to cite this material correctly in the body of his essay still means that he has plagiarised.</p>

EXAMPLE	IS IT PLAGIARISM?	NOTES
<p>Ann Thompson and Neil Taylor's introduction to the Adren edition of <i>Hamlet</i> says:</p> <p>Unsurprisingly, feminist critics have expressed difficulties with the play, deploring both the stereotypes of women depicted in it and the readiness of earlier critics to accept Hamlet's view of the Queen and Ophelia without questioning whether the overall view taken by the play (or its author) might be different.</p> <p>Sam writes an essay that says:</p> <p>Unsurprisingly, feminist critics have expressed difficulties with the play, deploring both the stereotypes of women depicted in it and the readiness of earlier critics to accept Hamlet's view of the Queen and Ophelia without questioning whether the overall view taken by the play (or its author) might be different (Thompson and Taylor 35).</p>	Yes!	Whenever you take sentences and phrases directly from a source, you must indicate that the words are not your own by using quotation marks. Even if Sam includes a parenthetical citation at the end of a sentence or paragraph that he has reproduced from another source (as in this example), this is not enough on its own!
Sam is a good student who has high marks in all of his other courses, but was found plagiarising just three sentences in one essay that he submitted this year.	Yes!	When plagiarism cases are being considered, it is impossible for lecturers to take into account a student's overall academic performance or marks in other courses.
Sam and Charlie are good friends who are taking the same course. They submit two copies of the same essay, on which they collaborated.	Yes!	This is a type of plagiarism called 'collusion', which means that students are collaborating in an unauthorised manner on work that they are both submitting for credit.
Sam and Charlie are good friends who are taking the same course. They submit essays that have distinct arguments, yet incorporate many of the same sentences, phrases, or paragraphs.	Yes!	This is still collusion, even if the entire essay is not identical (see the example above).
Sam hires Charlie to write his essay for him.	Yes!	Any essays you submit must be your own work.
Charlie writes an essay for his English seminar and reuses portions that he earlier wrote for an essay due in one of his lecture courses.	Yes!	This is called 'self-plagiarism' or 'auto-plagiarism'. It is forbidden to reuse materials that you have already (or simultaneously) submitted for credit in another course.
Last year, Charlie submitted a number of essays that incorporated passages of reworded information that he'd cut and pasted from online sources, but he's never been accused of 'plagiarising' before.	Yes!	If you have been doing this sort of thing habitually but never lost points for it, count yourself lucky that you haven't been caught yet, and change your writing habits immediately!

EXAMPLE	IS IT PLAGIARISM?	NOTES
Turnitin says that Charlie's essay is only 3% 'unoriginal'.	Maybe, maybe not!	Turnitin is merely a guide that your lecturers use to help identify problematic essays. The number that it produces is not really meaningful in and of itself. It is possible to have a low number returned for an essay that does, in fact, plagiarise sources.
Turnitin says that Charlie's essay is 46% 'unoriginal'.	Maybe, maybe not!	It is possible to have a high number returned on Turnitin for an essay that does not, in fact, plagiarise any sources and has properly credited all quotations.
Charlie writes an essay in which he uses quotation marks appropriately and cites everything parenthetically. However, he does not attach a Bibliography/Works Cited page, as required in MLA format.	Perhaps not exactly, but it's not a good idea!	Attaching a Bibliography/Works Cited is never optional (even in those cases where you may only have used one primary source in your essay and no secondary sources at all). You will lose marks on your essay for failing to attach a Bibliography/Works Cited page.
Charlie writes an essay and attaches a Bibliography/Works Cited page listing all of the secondary sources that he consulted. He puts everything that he has quoted directly from these secondary sources in quotation marks to indicate it's not his own words, but he doesn't bother putting any parenthetical citations in the body of his essay to show the source of each individual quotation.	Perhaps not exactly, but it's not a good idea!	Even if you put quoted material in quotation marks, if you fail to give your reader an indication of where each quotation is from, it's still not properly cited. You will lose marks on your essay for failing to cite your sources parenthetically.

<p>Sam writes an essay that uses his secondary reading to help him position his own argument. He writes:</p> <p><i>Hamlet</i> can be interpreted as a play that is focused on social class and that reinforces the patriarchal views of its time. Peter Sillitoe, for example, argues that the play ‘highlights the workings of courtly power and the social challenge of the revenger’ (Sillitoe 208).</p> <p>Thompson and Taylor, on the other hand, consider feminist approaches to the play, which have challenged ‘the stereotypes of women depicted in it and the readiness of earlier critics to accept Hamlet’s view of the Queen and Ophelia’ (Thompson and Taylor 35). What unites these interpretations is their attention to the play’s social dimensions. This essay argues that Shakespeare’s play explores social structures – both class and gender – in order to critique Elizabethan society.</p> <p style="text-align: center;">Bibliography</p> <p>Shakespeare, William. <i>Hamlet</i>. Ed. Ann Thompson and Neil Taylor. London: Arden Shakespeare, 2010. Print.</p> <p>Sillitoe, Peter. “ ‘Thy State Is the More Gracious’: Courtly Space and Social Mobility in <i>Hamlet</i> and Early Modern Culture.” <i>Shakespeare</i> 9 (2013): 204-19. Print.</p>	<p>No!</p>	<p>Sam has used his reading of criticism about the play in order to develop his ideas about its representation of society. He has engaged with this reading in order to formulate a new argument. He acknowledges the fact that these sources have informed his argument by quoting from them directly and citing them correctly. He has also cited them in his Bibliography/Works Cited page.</p>
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Points from the Student Code of Conduct:

Any student who enrolls for any course in the University in doing so accepts the objectives of the University and is giving a commitment, as a responsible individual and as a member of the University community, to behave in an appropriate manner. The Student Code of Conduct offers guidelines as to the norms of behaviour that accord with the obligations of students, but where more specific requirements are in place, they are available on the University’s web site. It should be noted that Students of the University cannot claim any privileged position in regard to the general law of the land. The observance of the Code, so far as it applies to the individual student, is his/her personal responsibility. Breach of any of the regulations of the University will be dealt with either under the appropriate approved University procedure or the Disciplinary Procedure. (The Disciplinary Procedure is laid out in Section 6.0 of the Code of Conduct). See here for the full [code of conduct](#); some key points are extracted below.

Rights and Obligations of Staff, Students and Others

- Every student and staff member has the right to be treated with dignity and respect.
- Students are expected to acknowledge the authority of the staff of the University, both academic and support staff, in the performance of their duties.

Academic Conduct

- Every student is expected to approach their academic endeavours with honesty and integrity.
- Each student shall comply with their academic programme requirements in terms of lectures, practicals, assignments and assessments and with all University registration, fees, library, use of computer facilities and examination regulations associated therewith.
- Students shall attend regularly and punctually the lectures and classes of the courses of study for which they are registered and to which they have been assigned.
- No student shall provide false or misleading information to or withhold relevant information from any party regarding their academic achievements

General

- Every student is required to behave in a manner which enables and encourages participation in the educational activities of the University and does not disrupt the functioning of the University.

- The maintenance of the good name of the University is in the interests of all of the University community and, as the standing of the University depends largely on those who represent it, it is the duty of its students at all times to behave, both inside and outside of the University, in a way which does not bring discredit to the University. For the avoidance of doubt, this Code applies to both offline and online behaviour.

Some Examples of Breaches of the Student Code of Conduct

- Obstruction of members of the University staff or other students in the performance of their duties.
- Any violence or threats of violence or any abuse, either physical or verbal.
- Any bullying or harassment or any discrimination on the grounds of gender, marital status, family status, sexual orientation, religious belief, age, disability, race, colour, nationality or ethnic or national origin, membership of the travelling community or perceived political belief or affiliation.
- Any behaviour that endangers the welfare of the individual or others.
- Making derogatory or insulting comments or allegations against a member of staff or other student either in person or utilising electronic media or communication platforms of any kind.
- Academic misconduct, including plagiarism, self-plagiarism, and circumstances where a student submits the work of another as their own or allows another person to undertake an assessment or assignment for them.
- Failure, without reasonable explanation, to carry out all or any of the following to the satisfaction of the Academic Council: attend lectures; attend prescribed practical classes.....attend tutorial classes; meet requirements laid down for project-work, essay-writing, or any other prescribed course exercise.
- Conduct likely to disrupt teaching, examinations, study, research, or administration of the University.
- Failure to abide by the regulations governing enrolment on the academic programme, attendance at lectures and other prescribed exercises and the conduct of examinations.
- Abuse of alcohol or other substances on the campus, including contravention of the regulations which may be made from time to time relating to the consumption of alcohol or other substances on the campus.