



Teaching Guide				
Identifying Data				2016/17
Subject (*)	Literatura Irlandesa	Code	613G03046	
Study programme	Grao en Inglés: Estudos Lingüísticos e Literarios			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	2nd four-month period	Fourth	Optativa	4.5
Language	English			
Teaching method	Face-to-face			
Prerequisites				
Department	Filoloxía Inglesa			
Coordinador	Estévez Saa, José Manuel	E-mail	jose.manuel.estevez.saa@udc.es	
Lecturers	Estévez Saa, José Manuel	E-mail	jose.manuel.estevez.saa@udc.es	
Web	<a href="https://campusvirtual.udc.es/moodle/">https://campusvirtual.udc.es/moodle/</a>			
General description	Irish literature and Irish history in the 19th (Irish Famine), 20th and 21st century (novel, drama and poetry). Filmic representations of Irish literature.			

Study programme competences	
Code	Study programme competences
A1	Coñecer e aplicar os métodos e as técnicas de análise lingüística e literaria.
A2	Saber analizar e comentar textos e discursos literarios e non literarios utilizando apropiadamente as técnicas de análise textual.
A6	Ter un dominio instrumental avanzado oral e escrito da lingua inglesa.
A7	Coñecer as literaturas en lingua galega, española e inglesa.
A9	Elaborar textos orais e escritos de diferente tipo en lingua galega, española e inglesa.
A10	Ter capacidade para avaliar criticamente o estilo dun texto e para formular propostas alternativas e correccións.
A11	Ter capacidade para avaliar, analizar e sintetizar criticamente información especializada.
A16	Ter un coñecemento avanzado das literaturas en lingua inglesa.
A17	Coñecer a historia e a cultura das comunidades anglófonas.
B1	Utilizar os recursos bibliográficos, as bases de datos e as ferramentas de busca de información.
B2	Manexar ferramentas, programas e aplicacións informáticas específicas.
B3	Adquirir capacidade de autoformación.
B4	Ser capaz de comunicarse de maneira efectiva en calquera contorno.
B5	Relacionar os coñecementos cos doutras áreas e disciplinas.
B6	Ter capacidade de organizar o traballo, planificar e xestionar o tempo e resolver problemas de forma efectiva.
B7	Ter capacidade de análise e síntese, de valorar criticamente o coñecemento e de exercer o pensamento crítico.
B8	Apreciar a diversidade.
B10	Comportarse con ética e responsabilidade social como cidadán/á e profesional.
C2	Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.

Learning outcomes	
Learning outcomes	Study programme competences



General knowledge of the literary history of Ireland.	A1	B1	
General Knowledge of the main literary movements.	A2	B3	
General knowledge of the influence between England and Ireland, and vice versa.	A6	B5	
Know the main authors.	A10	B6	
Know the most important works.	A11	B8	
Know and understand the main characteristics of Irish literature.	A16		
	A17		
Analysis of different texts and authors.			
Reviews and studies of works and authors: a study of technical analysis.			
To develop tools for literary analysis.			
To develop and know how to use techniques of reading and textual interpretation.			
Analyse connections between texts, comparing features and qualities, characters and settings;			
Analyse the impact of style, language, structure and form;			
Relate texts to their social and historical contexts.			
To develop reading habits.	A1	B1	C2
To develop critical reading. Encourage interest and enthusiasm for literature.	A2	B2	
Understand the importance of an author in a specific context and period.	A6	B3	
Be able to develop teamwork, collaboration and research.	A7	B4	
Be able to work with new technologies.	A9	B6	
Emphasize the importance of attending tutorials with the teacher.	A16	B7	
		B10	

Contents	
Topic	Sub-topic
Introduction:	Towards a national and literary identity
The 19th century. The Great Famine.	Selection of poets and poems Joseph Sheridan Le Fanu, ?Carmilla?
The Turn of the Century and Early 20th Century.	2.1 ? Irish Literary Revival? 2.2 ?The Easter Rising? 2.3 James Joyce and Exile  Selection of poems by W.B. Yeats John Millington Synge, The Playboy of the Western World James Joyce, ?Two Gallants?, ?Eveline?, ?The Dead?
The Second Half of the 20th Century and The 21st Century	3.1 Literature and Rural Ireland 3.2 Northern Ireland: The Literature of the Troubles 3.3 Irish Literature and The Celtic Tiger  Selection of poems by Seamus Heaney Joseph O?Connor, ?Two Little Clouds? William Trevor, ?Two More Gallants? Mary O?Donnell, Where They Lie Edna O?Brien, The Little Red Chairs

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours



Directed discussion	A1 A2 A6 A7 A10 A11 A16 A17 B4 B5 B6 B7 C2	12	18	30
Supervised projects	A2 A6 A7 A9 A11 A16 B1 B2 B10	0	12	12
Workbook	A2 A6 A7 A10 A11 A16 A17 B3 B7	0	40	40
Objective test	A1 A6 A7 A11 A16 A17 B1 B4 C2	4	5.5	9.5
Seminar	A1 A2 A6 A10 A11 A16 B1 B4 B5 B7 B8 C2	20	0	20
Personalized attention		1	0	1

(\*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Directed discussion	Debate in the classroom based on pre-reading texts. Participation will be taken into account.
Supervised projects	Essays and written work (individual) related to readings and Irish literature in general.
Workbook	Work on novels, poems, articles and plays supplied.
Objective test	The students will be asked to sit two tests (one mid-course, the other on the official date of the final examination) in which students must show their command of the contents and skills from lectures, seminars and small groups. A minimum mark of 4/10 is mandatory from each of these in order to be added to the overall mark for the other activities.
Seminar	In-depth discussion on topics. Small groups to allow greater individual participation and reading experience exchange. Seminar will include workshops and plenty of oral and written activities.

Personalized attention	
Methodologies	Description
Supervised projects	Individual work based on seminars and readings. The teacher will guide and monitor students throughout the process.

Assessment			
Methodologies	Competencies	Description	Qualification
Seminar	A1 A2 A6 A10 A11 A16 B1 B4 B5 B7 B8 C2	Work carried out in seminars, attendance and participation.	20
Supervised projects	A2 A6 A7 A9 A11 A16 B1 B2 B10	Two Works of about 5 pages each based on different aspects of the course, including compulsory readings and seminar work.	30
Objective test	A1 A6 A7 A11 A16 A17 B1 B4 C2	The students will be asked to sit two tests (one mid-course, the other on the official date of the final examination) in which students must show their command of the contents and skills from lectures, seminars and small groups. A minimum mark of 4/10 is mandatory from each of these in order to be added to the overall mark for the other activities.	50
Others			

Assessment comments



In the July evaluation students will present one essay on the texts studied (50%) and sit an examination (50%). In the June evaluation, students who do not attend either of the two exams during the course will be given the grade of "non presentado" if they have not done at least 50% of the assessment work during the course.

**IMPORTANT:** Part-time and students with special dispensation must contact the teacher at the beginning of the course in order to plan each individual situation and the changes needed to compensate the percentages of the grade arising from seminar work and participation, reading and supervised projects.

Those essays or works which are not totally original, i.e. affected by plagiarism, will receive 0.0 points, according to UDC regulations.

Students who have been granted exemption, as specified in the university regulations, will be assessed according to the criteria applied in the July opportunity.

Students sitting the December exam (final exam brought forward) will be assessed according to the criteria specified for the July opportunity.

### Sources of information

<p><b>Basic</b></p>	<ul style="list-style-type: none"> <li>- Bushe, Paddy (2008). <i>To Ring in Silence</i>. Dublin: Dedalus Press</li> <li>- Deane, Seamus (1991). <i>The Field Day Anthology of Irish Writing</i>. London: Faber and Faber</li> <li>- Friel, Brian (1998). <i>Brian Friel's Plays 1 (Aristocrats and The Freedom of the City)</i>. London: Faber and Faber</li> <li>- Heaney, Seamus (2000). <i>Death of Naturalist</i>. London: Faber and Faber</li> <li>- Keane, John B. (1969). <i>Big Maggie</i>. L: The Mercier Press</li> <li>- Keane, Molly (2012). <i>Good Behaviour</i>. London: Virago UK</li> <li>- Kinsella, Thomas, ed (1992-2000). <i>The New Oxford Book of Irish Verse</i>. London: Oxford UP</li> <li>- McDonagh, Martin (1998). <i>The Beauty Queen of Leenane and other plays</i>. London: Vintage</li> <li>- McGahern, John (2006). <i>Amongst Women</i>. London: Faber and Faber</li> <li>- O'Donoghue, Bernard (2008). <i>Selected Poems</i>. London: Faber and Faber</li> <li>- Synge, John Millington (2009). <i>Riders to the Sea</i>. Bibliobazaar</li> <li>- Tóibín, Colm (2000). <i>Blackwater lightship</i>. London: Picador</li> <li>- Yeats, William Butler (1999). <i>The Tower</i>. London: Penguin</li> </ul> <p>BASICAHand, Derek. <i>A History of the Irish Novel</i>. Cambridge: CUP, 2011. Ingman, Heather. <i>A History of the Irish Short Story</i>. Cambridge: CUP, 2009. Pelaschiar, Laura. <i>Writing the North. The Contemporary Novel in Northern Ireland</i>. Trieste: Edizione Parnaso, 1998. Praga Terente, Inés, ed. <i>La novela irlandesa del Siglo XX</i>. Barcelona: PPU, 2005. Villacañas, Beatriz. <i>Literatura irlandesa</i>. Madrid: Síntesis, 2007. Watson, G. J. <i>Irish Identity and the Literary Revival</i>. Synge, Yeats, Joyce and O'Casey. Washington D.C.: The Catholic University of America Press, 1994.</p> <p>.....ADICIONAL Bartlett, Thomas, Chris Curtin, Riana O'Dwyer and Gearóid Ó Tuathaigh, eds. <i>Irish Studies: A General Introduction</i>. Dublin: Gill and Macmillan, 1988. Dawe, Gerald and Jonathan Williams, eds. <i>Krino 1986-1996: An Anthology of Irish Writing</i>. Dublin: Gill &amp; Macmillan, 1996. Deane, Seamus, ed. <i>The Field Day Anthology of Irish Writing</i>. 5 vols Derry: Field Day Publications, 1991. Deane, Seamus. <i>A Short History of Irish Literature</i>. London: Hutchinson, 1986. Dunne, Seán, ed. <i>An Introduction to Irish Poetry</i>. Cork: Bookmark, Ossian Publications Ltd., 1991. Gonzalez, Alexander, G., ed. <i>Modern Irish Writers: A Bio-Critical Sourcebook</i>. London: Aldwych Press, 1997. Hogan, Robert, ed. <i>Dictionary of Irish Literature</i>. London: Aldwych Press, 1996. Hurlley, J.A., B. Hughes, R.M. González Casademont, I. Praga y E. Aliaga. <i>Diccionario cultural e histórico de Irlanda</i>. Madrid: Ariel, 1996. Hyde, Douglas. <i>A Literary History of Ireland from Earliest Times to the Present Day</i>. London, 1899. Kennelly, Brendan, ed. <i>The Penguin Book of Irish Verse</i>. London: Penguin Books, 1981. Kinsella, Thomas, ed. <i>The New Oxford Book of Irish Verse</i>. Oxford and New York: Oxford UP, 1992. Pierce, David, ed. <i>Irish Writing in the Twentieth Century: A Reader</i>. Cork: Cork UP, 2000. Kenneally, Michael, ed. <i>Irish Literature and Culture</i>. Gerrards Cross: Colin Smythe, 1992. MacCarthy, Ann. <i>A Search for Literary Identity in Irish Literature</i>. Alicante: Departamento de Filología Inglesa, Universidad de Alicante, 1997. &amp;McHugh, Roger, and Maurice Harmon. <i>A Short History of Anglo-Irish Literature</i>. Dublin: Wolfhound Press, 1982. Welch, Robert, ed. <i>The Oxford Companion to Irish Literature</i>. Oxford: Clarendon Press, 1996.</p>
<p><b>Complementary</b></p>	



## Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Literatura Inglesa (Séculos XX e XXI)/613G03040

Subjects that continue the syllabus

Literatura Inglesa (Séculos XX e XXI)/613G03040

Other comments

Guidelines for the students: reading literary texts and literary criticism, web pages work. Develop skills in oral explanation and speaking in public. Traductological skills. Interpretation of literary texts. Students will have individual tutorials, both to resolve any questions related to the theory presented in class, and to improve their practical activities, as well as to guide students in their individual tasks. Students at the same time, will be able to download materials from the Moodle virtual platform, which is the platform of the University.

(\*The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.