



Teaching Guide

| Identifying Data | | | | 2017/18 |
|---------------------|---|--------|--|---------|
| Subject (*) | Irish Literature | 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 | Letras | | | |
| Coordinador | Alonso Giraldez, Jose Miguel | E-mail | miguel.giraldez@udc.es | |
| Lecturers | Alonso Giraldez, Jose Miguel Toro Santos, Antonio Raul de | E-mail | miguel.giraldez@udc.es antonio.toro.santos@udc.es | |
| Web | https://campusvirtual.udc.es/moodle/ | | | |
| 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 |
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| 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: | History and culture of Ireland: a general overview Early Irish Medieval Poetry. Ireland, myth and identity. |
| 1.-The 19th century. The Great Famine. | The Famine Poems. (Source: The Hungry Voice) |
| 2.-Early 20th Century. Irish Literary Revival. The Easter Rising. The Declaration of Independence. The Civil War. | 2.1 The Irish Literary Revival. Text: The Aran Islands and Connemara (Synge) (Excerpts) 2.2. Yeats. Text. Mythologies (excerpts) 2.3 Drama as the foundation of Irish identity. The Irish National Theatre. Lady Gregory and Yeats The Abbey Theatre John Millington Synge (Text: The Playboy of the Western World) Full text. / 'Riders to the Sea' (excerpts) Sean O'Casey: 'Juno and the Paycock' (Full text) 2.4. James Joyce. (Text: A Portrait of the Artist as a Young man. Excerpts). 'Ulysses' 2.5. Poetry. Patrick Kavanagh. Austin Clarke. |



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| 3.-The Second Half of the 20th Century and The 21st Century | <p>3.1. Drama: Brian Friel (Text. 'Dancing at Lughnasa') (Excerpts) John B. Keane (excerpts) Martin MacDonough (excerpts)</p> <p>3.2 Poetry: John Montague, Thomas Kinsella, Murphy, Paul Durcan Eavan Boland, Bernard O'Donoghue, Paddy Bushe, Lorna Shaughnessy, Medbh McGuckian, Paul Muldoon, Martin Higgins, Pearse Hutchinson, Paula Meehan, Mary O'Donnell, Leanne O'Sullivan</p> <p>3.3. Seamus Heaney and his relevance in Irish literature</p> <p>3.4. Novels and short stories: (students will choose one of the following authors) Frank O'Connor Flann O'Brien MacGahern Roddy Doyle Colm Tóibín John Banville Joseph O'Connor Eimear McBride Mike McCormack</p> |
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| 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 essays of about 5 pages each based on different aspects of the course, including compulsory readings and seminar work. Alternative tasks can be proposed. All essays will be written in the classroom. | 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.

Students are encouraged to use recycled materials whenever possible.

Full-time students and part-time students can be examined according to the criteria for the July opportunity in either of the two opportunities.

Sources of information



| | |
|-----------------------------|--|
| <p>Basic</p> | <ul style="list-style-type: none"> - Bushe, Paddy (2008). To Ring in Silence. Dublin: Dedalus Press - Deane, Seamus (1991). The Field Day Anthology of Irish Writing. London: Faber and Faber - Friel, Brian (1998). Brian Friel's Plays Dancing at Lughnasa. London: Faber and Faber - Heaney, Seamus (2000). Death of Naturalist. London: Faber and Faber - Joyce, James (2000). Ulysses. Catedra: Letras Universales - Keane, John B. (1969). Big Maggie. L: The Mercier Press - Kinsella, Thomas, ed (1992-2000). The New Oxford Book of Irish Verse. London: Oxford UP - McDonagh, Martin (1998). The Beauty Queen of Leenane and other plays. London: Vintage - McGahern, John (2006). Amongst Women. London: Faber and Faber - O'Donoghue, Bernard (2008). Selected Poems. London: Faber and Faber - Synge, John Millington (2009). The Playboy of the Western World. London: Thames and Hudson - Synge, John Millington (1999). Riders to the Sea. London - Tóibín, Colm (2000). Blackwater lightship. London: Picador - Yeats, William Butler (1999). Mythologies. London: Penguin - Hutchinson, Pearse (1985). Complete Poems. Dublin: The Gallery Press - O'Casey Sean (2016). Juno and the Paycock. London: Faber and Faber <p>BASICAHand, Derek. A History of the Irish Novel. Cambridge: CUP, 2011. Ingman, Heather. A History of the Irish Short Story. Cambridge: CUP, 2009. Pelaschiar, Laura. Writing the North. The Contemporary Novel in Northern Ireland. Trieste: Edizione Parnaso, 1998. Praga Terente, Inés, ed. La novela irlandesa del Siglo XX. Barcelona: PPU, 2005. Villacañas, Beatriz. Literatura irlandesa. Madrid: Síntesis, 2007. Watson, G. J. Irish Identity and the Literary Revival. Synge, Yeats, Joyce and O'Casey. Washington D.C.: The Catholic University of America Press, 1994.ADICIONALBartlett, Thomas, Chris Curtin, Riana O'Dwyer and Gearóid Ó Tuathaigh, eds. Irish Studies: A General Introduction. Dublin: Gill and Macmillan, 1988. Dawe, Gerald and Jonathan Williams, eds. Krino 1986-1996: An Anthology of Irish Writing. Dublin: Gill & Macmillan, 1996. Deane, Seamus, ed. The Field Day Anthology of Irish Writing. 5 vols Derry: Field Day Publications, 1991. Deane, Seamus. A Short History of Irish Literature. London: Hutchinson, 1986. Dunne, Seán, ed. An Introduction to Irish Poetry. Cork: Bookmark, Ossian Publications Ltd., 1991. Gonzalez, Alexander, G., ed. Modern Irish Writers: A Bio-Critical Sourcebook. London: Aldwych Press, 1997. Hogan, Robert, ed. Dictionary of Irish Literature. London: Aldwych Press, 1996. Hurlley, J.A., B. Hughes, R.M. González Casademont, I. Praga y E. Aliaga. Diccionario cultural e histórico de Irlanda. Madrid: Ariel, 1996. Hyde, Douglas. A Literary History of Ireland from Earliest Times to the Present Day. London, 1899. Kennelly, Brendan, ed. The Penguin Book of Irish Verse. London: Penguin Books, 1981. Kinsella, Thomas, ed. The New Oxford Book of Irish Verse. Oxford and New York: Oxford UP, 1992. Pierce, David, ed. Irish Writing in the Twentieth Century: A Reader. Cork: Cork UP, 2000. Kenneally, Michael, ed. Irish Literature and Culture. Gerrards Cross: Colin Smythe, 1992. MacCarthy, Ann. A Search for Literary Identity in Irish Literature. Alicante: Departamento de Filología Inglesa, Universidad de Alicante, 1997. >McHugh, Roger, and Maurice Harmon. A Short History of Anglo-Irish Literature. Dublin: Wolfhound Press, 1982. Welch, Robert, ed. The Oxford Companion to Irish Literature. Oxford: Clarendon Press, 1996.</p> |
| <p>Complementary</p> | |

Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

English Literature (20th and 21st Centuries)/613G03040

Subjects that continue the syllabus

English Literature (20th and 21st Centuries)/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.