 UNIVERSIDADE DA CORUÑA

Teaching Guide				
Identifying Data				2021/22
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	Optional	4.5
Language	English			
Teaching method	Face-to-face			
Prerequisites				
Department	Letras			
Coordinador	Estévez Saa, José Manuel		E-mail	jose.manuel.estevez.saa@udc.es
Lecturers	Alonso Giraldez, Jose Miguel		E-mail	miguel.giraldez@udc.es
	Estévez Saa, José Manuel			jose.manuel.estevez.saa@udc.es
Web	https://campusvirtual.udc.es/moodle/			
General description	Irish literature and Irish history. The origins (Medieval times), the 19th (Irish Famine),and the 20th and 21st centuries (novel, drama and poetry).			
Contingency plan	1. Modifications to the contents No changes. 2. Methodologies *Teaching methodologies that are maintained Tutored works and projects, reading tasks, essays, exercises and activities. *Teaching methodologies that are modified Classes via Moodle, Teams and Email with the same timetable. 3. Mechanisms for personalized attention to students Email, Moodle, Teams. 4. Modifications in the evaluation Continuous assessment 100%. Tutored works and projects, reading tasks, essays, exercises and activities. *Evaluation observations: Participation assessed via Teams and via written contributions to the discussion. 5. Modifications to the bibliography or webgraphy No changes. Texts in electronic format will be provided as far as possible.			

Study programme competences / results	
Code	Study programme competences / results
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.
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.
C3	Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida.

Learning outcomes			
Learning outcomes	Study programme competences / results		
General knowledge of the literary history of Ireland.	A1	B1	C2
General Knowledge of the main literary movements.	A6	B2	C3
General knowledge of the influence between England and Ireland, and vice versa.	A17	B3	
Know the main authors.		B5	
Know the most important works.		B7	
Know and understand the main characteristics of Irish literature.		B8	
		B10	
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.	A2	B4	C2
To develop critical reading. Encourage interest and enthusiasm for literature.	A9	B6	C3
Understand the importance of an author in a specific context and period.	A10		
Be able to develop teamwork, collaboration and research.	A11		
Be able to work with new technologies.	A16		
Emphasize the importance of attending tutorials with the teacher.			

Contents	
Topic	Sub-topic
Introduction: The origins.	History and culture of Ireland: a general overview
	Early Irish Medieval Poetry.
	Ireland, myth and identity.
	The Amergin Poems (Amergin Invocation)
	Pángur Ban (The poet and the cat)
	The medieval and mythical world reflected in the contemporary poets
1.-The 19th century. The Great Famine.	The Famine Poems.
	(selection of poems).
	Documents and texts about the Great Famine.
	Novel: Joseph O'Connor's 'Star of the Sea'.

2.-Early 20th Century. Irish Literary Revival. The Easter Rising. The Declaration of Independence. The Civil War.	The Irish Literary Revival. General overview and political context.
	
	2.1.- Text: The Aran Islands and Connemara (Synge) (Excerpts) / Kerry and Wicklow.
	
	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) Excerpts. / 'Riders to the Sea' (Full text)
	
	    Sean O?Casey: 'Juno and the Paycock' (excerpts)
	
	2.4. James Joyce. (Text: A Portrait of the Artist as a Young man. Excerpts). 'Ulysses' (excerpts), Dubliners ('The Dead', full text).
	
	2.5. Poetry. Patrick Kavanagh and other important poets of the period.

3.-The Second Half of the 20th Century.	3.1. Drama: Brian Friel (Text. 'Dancing at Lughnasa') (Film and Excerpts) John B. Keane (excerpts) Optional Martin MacDonough (excerpts) Optional 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 (a selection of poems written by some of these authors) 3.3. Seamus Heaney and his relevance in Irish literature (poems)

4.-Introduction to the Irish contermporary novel and short story.	A general survey of the Irish novel and short stories in the last fifty years with special mention of some important authors. Students will have to read a novel by one of the authors listed, preferably different novels, not repeated ones, and will have to pass a reading test or quiz, oral or written, or both. Among the possible authors (if necessary, a selection will be made) to work on in class, we point out the following: Translated with www.DeepL.com/Translator (free version) Frank O?Connor Flann O?Brian MacGahern Roddy Doyle Colm Tóibín John Banville Joseph O'Connor Sebastian Barry Eimear McBride Mike McCormack Sally Rooney William Trevor Kate O'Brian Colum McCann. Liz Nugent. Claire Keegan. Eilis Ni Dhuibhne. Clare Boylan. Anne Enright. Kevin Barry Paul Murray Rob Doyle Donal Ryan Emma Donoghue Lisa McInerney Sara Baume Belinda McKeon

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Seminar	A1 A2 A6 A17 B1	12	18	30
Practical test:	A6 A16 B1 B2 B3 B8 B10 C2 C3	4	12	16
Workbook	A1 A6 B1 B3 B6 B7 B10 C2	0	40	40
Objective test	A1 A6 B3 C2	0	5.5	5.5
Workshop	A1 A6 A9 A10 A11 A17 B1 B4 B5 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.				

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Methodologies	
Methodologies	**Description**
Seminar	Lectures and debate in the classroom based on pre-reading texts. Paticipation will be taken into account.
Practical test:	Oral or written exams or tests on course readings. Oral presentations could be considered for individual students, as a complement not to replace exams or tests.
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.
Workshop	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**
Practical test:	Students can ask for help or tutorials on the readings and the tests and quizzes that they will have to pass.

Assessment			
Methodologies	**Competencies / Results**	**Description**	**Qualification**
Objective test	A1 A6 B3 C2	The students will be asked to sit ONE test (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 group work. A minimum mark of 4/10 is mandatory for each of these in order to be added to the overall mark for the other activities.	50
Workshop	A1 A6 A9 A10 A11 A17 B1 B4 B5 B8 C2	Work carried out in seminars, in-class activities and exercises, assignments, attendance and participation.	20
Practical test:	A6 A16 B1 B2 B3 B8 B10 C2 C3	Oral or written exams or quizzes on all or some of the course readings. The teacher may ask for an oral presentations to some (or all) of the individual students, as a supplement, not as a substitute for exams or quizzes. In this case, practical essays on a particular work or test and exams would be subjected to a brief oral presentation, between 15 and 20 minutes, on an individual basis, as will any other assignment, which will also always be individual.	30
Others			

Assessment comments

In the July evaluation students will submit one essay (or other activities and exercises, as indicated by the professors), on the texts studied (50%) and sit an examination (50%). In the June evaluation, students who do not attend the final exam during the course will be given the grade of "non presentado". A minimum mark of 4 in each part is required for the results to be added together.

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.

Students who don't sit the July or June final exam will receive, unless otherwise specified, the NO PRESENTADO as a final grade.

About plagiarism

In this subject, the Turnitin tool could be used in the evaluation of essays and activities. Based on the recommendations of the Xunta de Facultade, the following text is added for the students' consideration: Turnitin is an application for teachers to review parts of a text from other texts and indicate their origin. This tool can identify papers presented previously in this or other universities, including those written by the same student. If this circumstance occurs, it will be understood that it is contrary to academic honesty and will be applied to the academic regulations for evaluations, grades, etc.

Sources of information

Basic	- De Toro, Antonio y José M. Alonso-Giráldez eds (2021). Atlantic Finisterres, An anthology . Medulia Editorial
	- Banville, John (2005). The Sea. London: Picador
	- 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
	- McDonagh, Martin (1998). The Beauty Queen of Leenane and other plays. London: Vintage
	- Keane, John B. (1969). Big Maggie. L: The Mercier Press
	- McGahern, John (2006). Amongst Women. London: Faber and Faber
	- Heaney, Seamus (2000). Death of Naturalist. London: Faber and Faber
	- O'Donoghue, Bernard (2008). Selected Poems. London: Faber and Faber
	- Kinsella, Thomas, ed (1992-2000). The New Oxford Book of Irish Verse. London: Oxford UP
	- O'Casey Sean (2016). Juno and the Paycock. London: Faber and Faber
	- Joyce, James (2000). Ulises. Catedra: Letras Universales
	- Hutchinson, Pearse (1985). Complete Poems. Dublin: The Gallery Press
	- 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
	BASICADe Toro, Antonio y José M. Alonso-Giráldez eds2021Atlantic Finisterres, An anthologyMedulia Editorial/ LibroHand, 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. Hurtley, 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.
Complementary	- McCormack, Mike (2016). Solar Bones . Tramp Press
	- McBride, Eimear (2016). A Girl is a Halformed thing. NY: Coffee House Press

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.