1. **Title of the module**

ENGL6590 (EN659): Contemporary Irish Writing

1. **School or partner institution which will be responsible for management of the module**

School of English

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

English and American Literature

English and American Literature with a Year Abroad

English and American Literature and Creative Writing

English and American Literature and Creative Writing with a Year Abroad

English and American and Postcolonial Literatures

English and American and Postcolonial Literatures with a Year Abroad

Contemporary Literature

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 read and respond critically to a range of Irish poetry, drama and fiction

8.2 learn to situate and discuss literary texts in their historical, cultural, and theoretical contexts

8.3 explore the specific connection between literature and history in Irish writing

8.4 explore a range of theoretical approaches to literary texts, including postcolonial perspectives

8.5 develop an ability to interrogate and understand contemporary Irish culture in the twentieth and twenty-first centuries

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 develop their ability to analyse texts critically and make comparisons across a range of reading

9.2 develop their command of written and spoken English and their abilities to articulate coherent critical arguments

9.3 understand and interrogate various critical approaches and the theoretical assumptions that underpin these approaches

9.4 develop their abilities to carry out independent research

9.5 develop their presentational skills

1. **A synopsis of the curriculum**

Much Irish writing in the 20th and 21st centuries has been torn between tradition and innovation, between the need to define a national identity in opposition to Britain and the desire to transcend national boundaries and embrace a cosmopolitan modernity. With four nobel laureates in the 20th century (Yeats, Shaw, Beckett, Heaney), modern Irish literature has gained international recognition. In recent years, Irish Literature has undergone surprising changes in theme and content, moving from the insularity of parochialism to the emergence of the 'Global Irish novel". The charting of this development will provide an important framework for the discussion in this module of recurrent issues in Irish writing, such as history, cultural memory, violence and society, queer sexualities and gender relations, national and cultural identities, and the negotiation of what the historian Roy Foster has called the 'varieties of Irishness'. The module will consider a broad variety of Irish writing from 1975 to 2014: sampling significant developments in poetry, drama and prose.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

This is a module focused on contemporary literature, so the primary reading list is likely to change from year to year as the module responds to new developments in 21st-century Irish writing. Text selection will be partly driven by student interest. Authors likely to feature on the module each year will be selected from this list: for poetry, Seamus Heaney, Tom Paulin, Derek Mahon, Paul Muldoon, Medbh McGuckian, Nuala Ní Dhomhnaill, Eavan Boland, Ciaran Carson, Michael Longley and others; for drama, Brian Friel, Frank McGuinness, Anne Devlin, Marina Carr, Stewart Parker, Sebastian Barry, Martin McDonagh, Tom Murphy and others; for fiction, Oona Frawley, Colm Toíbín, John Banville, Louise O’Neill, Sally Rooney, Anna Burns, Roddy Doyle, Joseph O’Connor, Glenn Patterson, Robert McLiam Wilson, Anne Enright, Keith Ridgway, Jennifer Johnston, Ciaran Carson, Seamus Deane, Nuala O'Faolain and others.

1. **Learning and teaching methods**

Total contact hours: 32

Private study hours: 268

Total study hours: 300

1. **Assessment methods**
	1. Main assessment methods

Two essays 6,000 words 90%

Seminar performance 10%

13.2 Reassessment methods

Like for Like.

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Workshops | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essays (6,000 words) | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar performance | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module explores recent developments in Irish writing across various genres, including poetry, drama, and the novel. Contemporary Irish Writing is outwardly looking. The texts that students encounter prompt them to think of Irish experience within a global context. Students are encouraged to think critically about the links between Ireland and the wider world through the module's overarching themes of emigration, immigration, colonialism, and other global forces. In all course assessments, students are promoted to think critically about Irish culture within a rich contemporary global framework.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 07/02/17 | Minor | September 2017 | 6, 7, 10, 11 + new template | No |
| 05/03/18 | Major | September 2018 | 13 (optional dissertation removed) | No |
| Sep 2020 | Minor | September 2020 | 11 | No |

Revised FSO Sep 2020