American College Dublin

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LIB205 ANGLO-IRISH WRITERS

Credits:	3 US credits / 6 ECTS credits
Credit level:	Stage one
Prerequisites:	None
Mandatory:	Yes
Contact hours:	40
Academic Year:	2016/17
Semester:	2
Lecturer:	Dr. Piotr Sadowski

INTENDED LEARNING OUTCOMES

At the end of this module learners should be able to:

1. appreciate the uniqueness of the Anglo-Irish cultural formation in Ireland;
2. interpret the Anglophone literature of Ireland in the context of Irish colonial experience;
3. understand the extent to which the writers' experience of growing up in Ireland influenced the "Irishness" of their literary output;
4. become closely familiar with a number of key Anglo-Irish literary texts, their critical history, and theatrical and cinematic transpositions;
5. explain the enduring popularity and appeal of some of Anglo-Irish writers in Ireland and abroad.

Learning outcomes 4 will be assessed by a research paper, 2-3 by class presentation, and 1, 3, 5 by the final examination.

MODULE OBJECTIVES

The aim of the module is to introduce learners to modern Irish authors writing in English, including Oscar Wilde, William Butler Yeats, John Millington Synge, George Bernard Shaw, James Joyce, and Samuel Beckett. The critical study of the key texts of these authors will consider questions of national identity, the status of the English language in Ireland, artistic freedom, colonialism and emigration.

MODULE CURRICULUM

Learners will realise the module objectives by completing a number of curriculum tasks and activities. These are planned to include the following topics:

- Bbrief history of English colonization of Ireland;
- The cultural uniqueness of Protestant Ascendancy in Ireland;
- Literary representations of the Irish migration;
- The saga of Oscar Wilde's life;
- Oscar Wilde's *The Picture of Dorian Gray*;
- Oscar Wilde's plays: *An Ideal Husband* and *The Importance of Being Earnest*;
- William Butler Yeats and the Celtic Revival;
- James Joyce and Irish literary Modernism;
- James Joyce's *Dubliners*;
- John Millington Synge's *The Playboy of the Western World*;
- George Bernard Shaw's *John Bull's Other Ireland*;
- Samuel Beckett: the last Modernist;
- Beckett and the Theatre of the Absurd;
- Ffinal literary critical project.

REQUIRED TEXT

Oscar Wilde, *The Picture of Dorian Gray, The Importance of Being Earnest* (any edition);

James Joyce, *Dubliners*, ed. Terence Brown, Penguin Classics, 1991;

Samuel Beckett, *Waiting for Godot,* Faber and Faber, 2006;

John P. Harrington, ed., *Modern Irish Drama*, Norton Critical Edition, 1991;

William Butler Yeats, *Selected Poems and Four Plays*, 4th edition, ed., M. L. Rosenthal, Scribner 1996.

SUPPLEMENTARY READING LIST

Terence Brown, *The Life of W. B. Yeats,* Blackwell Publishers, 2001;

Ireland: A Social and Cultural History 1922 to the Present, Cornell University Press 1985;

Neil Corcoran, *After Yeats and Joyce: Reading Modern Irish Literature,* Oxford University Press, 1997;

Elizabeth Bowen: The Enforced Return, Oxford University Press 2004;

Seamus Deane et al (eds.), *The Field Day Anthology of Irish Writing,* Cork University Press, 2005;

Richard Ellmann, *James Joyce,* New York: Oxford University Press, 1982;

Oscar Wilde, Cambridge University Press, 1988;

Declan Kiberd, *Inventing Ireland: The Literature of the Modern Nation,* London: Random House, 2002;

Irish Classics, London: Granta Books, 2000;

James Knowlson, *Damned to Fame: The Life of Samuel Beckett,* New York: Simon and Schuster, 1996;

Anthony Roche, *Contemporary Irish Drama,* London: Palgrave Macmillan, 2009;
Helen Vendler, *Seamus Heaney,* Harvard University Press, 1998;
Irish Literature: A Reader, ed. Maureen Murphy and James McKillop, Syracuse University Press, 1987.

INTERNET WEBSITES
http://www.luminarium.org/mythology/ireland/
http://www.ireland-information.com/irishliterature.htm
http://www.irelandliteratureguide.com/
http://www.irelandliterature.com/
http://www.emmedici.com/journeys/eire/cultura/letteratura/eletteratura.htm
http://www.ucc.ie/celt/
http://www.irishplayography.com/search/authorsearch.asp
http://www.searcs-web.com/writers.html
http://www.answers.com/topic/anglo-irish-literature

MODULE LEARNING ENVIRONMENT
The physical structures of the module learning environment include lecturing classrooms supplied with integrated chairs and desks and a whiteboard, a Powerpoint system, overhead projector, television and DVD/video player. The learners also have access to an up-to-date computer laboratory (all computers are connected to the College's network; they are equipped with the Microsoft XP Office suite of software, Microsoft Frontpage and are networked for printing and internet access).

The module learning environment also includes the College's library (the Rooney Library). In co-operation with the teaching staff and in association with Lynn University, Boca Raton, Florida, the Library is able to supply reading and research materials on all aspects of the proposed Liberal Arts degree (as well as a range of materials on history, sociology, literature, languages, art, international relations and environmental studies). There are networked computers and printers, with Internet access and power points for portable computers. The library management system, Voyager, provides an online catalogue. Learners are able to search the catalogue, extend their loans, and place holds on titles from home. An inter-library loan service is available for staff and learners.

MODULE TEACHING AND LEARNING STRATEGY
The module intended learning outcomes are achieved through a range of teaching and learning strategies. These include three hours per week of class time which combines elements of a seminar and tutorial. Learners are expected to take detailed notes in class and to do practical exercises and other classroom activities prescribed by the lecturer. Learners are also expected to dedicate at least two hours per week to self-directed study which includes reading, elementary research, home assignments, group assignment preparation, individual projects, and revision of material for tests and final examinations. Self-study can be conducted in the College Library or at

home. Learners can also contact their lecturer during office hours for further academic support. All these types of teaching provide a versatile opportunity to support and develop learner engagement with the programme.

MODULE ASSESSMENT STRATEGY

The extent to which learners have achieved the module intended learning outcomes is established by different kinds of assessment strategies. These include various forms of continuous assessment and the final exam. The forms of assessment used in the module, together with their weighting, include the following:

- Research paper (c. 2000 words), in which learners will present results of their original research on a selected topic relating to Irish literature (30%);
- Class presentation (10 minutes) on a selected topic relating to Irish literature (10%);
- Final examination (60%).

As class attendance is necessary for the achievement of intended learning outcomes, only learners who have attended at least 75% of the classes can sit the final examination.

The grading scale used by the American College Dublin is the following: A (80-100%), B+ (70-79%), B (60-69%), B- (55-59%), C+ (50-54%), C (40-49%), D (35-39%), F (below 35%). Class presentations are assessed using a class presentation rubric (see Section 5.4.6) to ensure transparency, fairness, and consistency of assessment process.

Learners will be instructed in academic techniques of source referencing to avoid plagiarism, that is, unacknowledged appropriation of someone else's ideas, words, and research results. Plagiarism is regarded by the College as a serious offence punishable by downgrading, failure in the course work, and possible dismissal from the College. The College's detailed Plagiarism Statement is included in the Quality Assurance Manual, sections 3.8.1-3.