

## Gender and Sexuality in Post-60s Irish Culture and Writing

<b>Section A: Headline Information</b>	
<b>Module title</b>	Gender and Sexuality in Post-60s Irish Culture and Writing
<b>Module NFQ level (only if an NFQ level can be demonstrated)</b>	8
<b>Module number/reference</b>	TBC
<b>Module Co-ordinator</b>	Dr Derek Coyle
<b>Parent programme(s)</b>	BA (Honours) in English and History
<b>Stage of parent programme</b>	3/4 Note: This elective module will be offered to both Stage 3 and 4 learners and will run in alternate years with 'The Literature of the Troubles'
<b>Semester (semester1/semester2 if applicable)</b>	2
<b>Module credit units (FET/HET/ECTS)</b>	ECTS
<b>Module credit number of units</b>	5
<b>List the teaching and learning modes</b>	Lecture, seminar, class-work, critical writing, close-reading skills, presentations, examination.
<b>Entry requirements (statement of knowledge, skill and competence)</b>	Successful completion of Stage 2 of the programme or equivalent is required.
<b>Pre-requisite module titles</b>	N/A
<b>Co-requisite module titles</b>	N/A
<b>Is this a capstone module? (Yes or No)</b>	No
<b>Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)</b>	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in English.
<b>Maximum number of learners per module</b>	35
<b>Duration of the module</b>	1 Semester
<b>Average (over the duration of the module) of the contact hours per week (see * below)</b>	2
<b>Module-specific physical resources and support required per centre (or instance of the module)</b>	Classroom, library, study space.
<b>Analysis of required learning effort</b>	

*Effort while in contact with staff										
Classroom and demonstrations		Mentoring and small-group tutoring		Other		Directed e-learning (hours)	Independent learning (hours)	Other	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1:15						101: 26 Self-directed reading 25 directed reading 50 essay/exam preparation			125 hours
<b>Allocation of marks (within the module)</b>										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
<b>Percentage contribution</b>				40%			60%	100%		

<b>Section B: Module Descriptor</b>	
<b>Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs</b>	<p>This module will develop the critical thinking and writing skills of the learners who take it, by guiding them through a reading of sophisticated theoretical positions developed by philosophers and social and critical theorists, like Judith Butler, Michel Foucault, and R.W. Connell, as they relate to primary social categories like sex, gender, and sexuality. This module will ask learners to analyse Irish society in the light of international gender debates, pursuing questions like: Is the Irish state gendered?; Is our justice system gendered?; Are our schools and educational institutions gendered? In demanding critical self-reflection of our learners, through engaging with current theory and debate, and in tracing change in Irish society over the course of the twentieth century and beyond, in the light of globalization, new technologies, and commercialization, this module opens up a transformative space for our learners within which new models, new modus operandi, and new ways of being might be contemplated for 21<sup>st</sup> century Irish citizenry. Given the range of innovation and development that is possible here, and the type of empowerment that emerges with the growth of knowledge and discursive capacity, this course</p>

	<p>makes a valuable contribution to our programme at Carlow College.</p>
<p><b>Module Aims and Objectives</b></p>	<p>This module aims to challenge learners to investigate the assumptions of their culture around gender relations and to grasp the political significance of those assumptions. It will do this by asking them to analyse post-war Irish society from horizons provided by conceptual frameworks developed in Philosophy, Sociology, and critical theory. In this sense, this course aims to be transformative for the learner, as they are required to blend their personal and cultural horizons with new categories and the insights that they provide. This module will expand the critical vocabulary of the learner; a new vocabulary the learner will then be asked to apply to the circumstances of their own culture. This module aims to excite and motivate the learner to critical investigation of Irish culture in the light of a concern for social justice and the real possibility of change, given the constructed nature of the social and the opening up to new direction that this suggests is always possible.</p>
<p><b>Minimum Module Learning Outcomes</b></p>	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> <li>1. Critique the impact of a range of material changes (and these might stretch from the washing machine to international travel) upon Irish society, its writers and artists, which have altered their relationship to the body, sexual identity, and gender relations, in the last fifty years. (MIPLO 1, 2, 3, 4, 7, 8)</li> <li>2. Employ a range of complex theoretical terms with accuracy and precision, like 'heterosexual matrix', 'the politics of masculinity', 'an era of "bio-power"', for example. (MIPLO 1, 2, 3, 4, 7, 8)</li> <li>3. Generate new perspectives on Irish culture based on a complex synthesis of insights gained across a range of disciplines, Philosophy, History, Psychology, Sociology, Theology, and Literature, as demonstrated through close readings of a range of cultural texts. (MIPLO 1, 2, 3, 4, 7, 8)</li> <li>4. Evaluate the post-war development of Irish society within a national history, and international, context. (MIPLO 1, 2, 3, 4, 7, 8)</li> </ol>
<p><b>Information Provided to Learners about the Module</b></p>	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
<p><b>Module Content, Organisation and Structure</b></p>	<p>Based on a wide ranging series of readings in contemporary gender theory, ranging across Foucault, Butler, Connell, et al, learners will begin to read the post-sixties cultural scene in Ireland through the lens of gender and sexuality, arguing for the historical and political construction of such terms as 'male/masculine', 'female/feminine', 'heterosexual', rather than their natural character. Equipped with terms like 'patriarchal dividend', 'heterosexual matrix', 'the politics of masculinity', 'an era of "bio-power"', 'body-reflexive practice', learners will turn their critical gaze upon how, why, and in what ways women's roles have changed in late twentieth-century Ireland, focusing particularly on the second wave of feminism that emerged</p>

	<p>in the 1960s, and which we could argue is a type of post-war effect.</p> <p>Based on an analysis of changing socio-economic conditions we will investigate the emergence of new perspectives on gender related concerns in literature and film, as produced in Ireland during the 1970s and 1980s, focusing on selected poems from Eavan Boland and others, Frank McGuinness' <i>Observe the Sons of Ulster Marching Towards the Somme</i> (1985), and Neil Jordan's <i>The Crying Game</i> (1992). In our close analysis of these texts, we will focus on changing representations of men and women, the shift of dynamics in gender relations, and altered perceptions of the role of the body. For example, we will look at representations of the ageing female body in Eavan Boland, alongside an investigation of the relationship of female sexuality to the iconic Virgin Mary in contemporary Irish poetry, as well as concerns like anorexia, infertility, and maternal loss. Through our discussion of McGuinness's play and Neil Jordan's movie we will examine the representation of a gay character in mid-80s Ireland (McGuinness's <i>Pyper</i>), and assess Neil Jordan's depiction of a transgendered figure. A variety of perspectives will be brought to bear on these discussions, from Susan Cannon Harris's measured assessments of the possibility of escaping the 'trappings' of history in McGuinness's work, to David Lloyd's contrary reading of <i>The Crying Game</i>, as a movie that teases us with the question of what kind of a woman Dil is, 'while in a sense endowing Jude with all the attributes of phallic power and of feminine masquerades.'</p> <p>Central to our examination of these writings/texts is their evolving historical, social, and political context, nationally and internationally, as our perspectives will be informed by theoretical discussion of gender and sexuality in Philosophy, Psychology and related social sciences, in what will be a complex interdisciplinary encounter, as well as an alertness to the connection of such abstract concerns to baseline materialist ones in the form of capitalist enterprise and endeavour.</p>
<p><b>Module Teaching and Learning Strategy</b></p>	<p>The teaching strategy will consist of lectures and class based discussions in which contexts will be explored, articles and monographs will be discussed, and in which close reading of the primary texts will be initiated and demonstrated. In-class participation will be encouraged and pursued, and in-class guided activities will be engaged with. If numbers permit, class presentations based on readings of selected chapters from Butler and Foucault, for example, can be utilized. Learners will be encouraged to find and develop their own voice. This will be encouraged and assessed through the use of mini-assignments. Over the course of the module, Moodle support will be used.</p>
<p><b>Work-Based Learning and Practice-Placement</b></p>	<p>Non-applicable.</p>
<p><b>E-Learning</b></p>	<p>Moodle will be used to present course material and to provide links to readings and discussions of relevant material from University websites. A range of excellent documentaries are available on-line through popular portals like youtube.</p>
<p><b>Specifications for Module Staffing Requirements</b></p>	<p>Staff:Learner ratio is typical of the overall programme approach with a maximum of 35 learners.</p> <p>Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area.</p>

<p><b>Module Summative and Formative Assessment Strategy</b></p>	<p>Assessment of this module is by essay (40%), or by two mini-assignments (20% each), and by end of term exam (60%). Mini-assignments will be formative in nature, as will the essay. The essay will be 1,000 to 1,250 words. Mini-assignments might consist of learners developing mind-maps to trace out the links between conceptual categories; or a series of in-class presentations based on close readings of chapters drawn from theoretical reading. The end of term exam will be summative. The exam will be 2 hours, consisting of two questions from a choice of five.</p>
<p><b>Sample Assessment Materials</b></p>	<p><b>Sample mini-assignment:</b>  Develop a mind-map for the concept of ‘gender’ which incorporates a reading of R. W. Connell, ‘The History of Masculinity’, in <i>Masculinities</i>, 2<sup>nd</sup> edn (London: Polity Press, 2011), pp. 185 – 203; and, Anne Cranny-Francis, et al, ‘Ways of Being’, in <i>Gender Studies: Terms and Debates</i> (Hampshire: Palgrave Macmillan, 2003), pp. 178 – 222.</p> <p>Guides to Mind-Mapping:  How to mind-map: The Basics  <a href="http://www.youtube.com/watch?v=wLWV0XN7K1g">http://www.youtube.com/watch?v=wLWV0XN7K1g</a>  How to use a mind-map to study a chapter  <a href="http://www.youtube.com/watch?v=4kj6DrkygyE">http://www.youtube.com/watch?v=4kj6DrkygyE</a>  How to mind-map in six simple steps: A Tutorial  <a href="http://www.youtube.com/watch?v=4wZ5wV5dPZc">http://www.youtube.com/watch?v=4wZ5wV5dPZc</a></p> <p><b>Sample exam question:</b>  ‘The sex-gender system in Irish society is deeply embedded in material reality; as this reality shifts, so too we see a corresponding shift in the sex-gender system.’</p> <p>Evaluate this statement in the light of Irish social history since the 1960s and illustrate it by reference to <b>at least one</b> Irish artist you have studied.</p>
<p><b>Reading Lists and Other Information Resources</b></p>	<p><b>Essential Reading:</b>  Butler, Judith, <i>Gender Trouble</i> (London: Routledge, 1999)</p> <p>Foucault, Michel, <i>The History of Sexuality, Vols 1 – 3</i> (London: Penguin, 1998)</p> <p>Hill, Myrtle, <i>Women in Ireland: A Century of Change</i> (Belfast: Blackstaff, 2003)</p> <p>Boyle Haberstroh, Patricia, <i>Women Creating Women: Contemporary Irish Women Poets</i> (Dublin: Attic Press, 1996)</p> <p>Cannon Harris, Susan, ‘Watch Yourself: Performance, Sexual Difference and National Identity in the Irish Plays of Frank McGuinness’, <i>Genders</i>, 28 (1998)</p> <p><b>Other Reading:</b>  Cronin, Michael G., <i>Impure Thoughts: Sexuality, Catholicism and Literature in Twentieth-Century Ireland</i> (Manchester: Manchester University Press, 2012)</p> <p>Greene, Nicholas, <i>The Politics of Irish Drama: Plays in Context from Boucicault to Friel</i> (Cambridge: Cambridge University Press, 2002)</p> <p>Kiberd, Declan, <i>After Ireland: Writing the Nation from Beckett to the Present</i> (London: Head of Zeus, 2017)</p>

	<p>Kimmel, Michael, <i>The Gendered Society</i> (Oxford: Oxford University Press, 2008)</p> <p>Gilsenan Nordin, Irene. (ed), <i>The Body and Desire in Contemporary Irish Poetry</i> (Dublin: Irish Academic Press, 2006)</p>
<b>Module Physical Resource Requirements</b>	<p>Handouts will be provided to learners regularly. A range of reading material, and the core texts mentioned here, will be available in the college library. Internet access in the classroom will be called upon. Learners will need to access online material through college computers.</p>