Literature and Revolution in Ireland, 1890-1937

Section A: Headline Information	
Module title	Literature and Revolution in Ireland, 1890-1937
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	TBC
Module Co-ordinator	Dr James Heaney,
Parent programme(s)	BA (Honours) in English and History
Stage of parent programme	3/4 Note: This elective module will be offered to both Stage 3 and 4 learners and will run in alternate years with 'The Politics of Irish Literature from 1798 to 1898'
Semester (semester1/semester2 if applicable)	1
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures and seminars
Entry requirements (statement of knowledge, skill and competence)	Successful completion of Stage 3 of the programme or equivalent is required.
Pre-requisite module titles	N/A
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	No
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)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in English.
Maximum number of learners per module	35
Duration of the module	1 Semester
Average (over the duration of the module) of the contact hours per week (see * below)	2
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall, Small Groupwork Room, Library, IT resources (Moodle, Internet, Camera/video-recording device). Visits to theatres (ex: The G.B. Shaw Theatre).
Analysis of required learning effort	
*Effort while in contact with staff	

Classroom and demon-strations		Mentoring and small-group tutoring		Defence		Directed e-learning (hours)	Independent learning (hours)		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			10 min	1:1		101			125 hours

Allocation of marks (within the module)						
	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total	
Percentage contribution	100%				100%	

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	Building on the knowledge that learners have gained of modern Irish Writing at previous stages of the programme, this module provides an in-depth, inter-disciplinary, analysis of Irish writing in English in the period of the Irish Literary Revival of 1890-1930. It advances the aims of the programme by developing learners' knowledge and understanding of the inter-relations between literature, politics, and history in this important era). It also contributes to the broader developing competencies in areas such as effective communication, and related collaborative skills and competencies).
Module Aims and Objectives	This module traces the development of political, social and literary affairs in Ireland in the late-nineteenth and early-twentieth century. It aims to develop in learners a critically-informed and imaginative response to the study of Irish affairs in this period, as well as an understanding of the complex inter-relations between literature and politics that existed in these years.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: 1. Analyse prescribed works of creative and non-fictional literature with reference to contemporary social and political developments, and important theories, concepts, and methods of analysis. (MIPLO 1, 3) 2. Analyse the achievements of Irish dramatists in this period, and identify

	ways in which their work relates to contemporary political matters. (MIPLO 2, 4) 3. Demonstrate an ability to communicate knowledge of the period and its literature, to respond to constructive criticism, and to reflect on learning (MIPLO 7, 8).
Information Provided to Learners about the Module	College Prospectus specifies module name, stage and ECTS. College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms. 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. Diploma Supplement contains module name, code, stage and ECTS.
Module Content, Organisation and Structure	Introductory classes offer an historical-based overview of the 'problematics' of Irish national identity with reference to determinants such as race, religion, history, language, and geography. This is followed by a consideration of concepts of revolution, which is linked to a discussion of republican and nationalist politics in Ireland in the period 1890-1837. The following section of the module focuses on the complex of social, cultural and political factors in post-famine that led to the emergence of the Revival in the 1890s. The key developments in the period 1892-1913 are then studied with reference to a range of works by authors such as Douglas Hyde, George Russell (Æ), W.B. Yeats, Augusta Gregory, Constance Markievicz, J.M. Synge, James Joyce, and G.B. Shaw. The next section of the module focuses on the decade 1913-23, and examines a range of contemporary creative and non-fictional writings with reference to developments and inter-relations between the three main socio-political movements of the period: the nationalist, Labour, and women's movements. This section will consider work by individual writers and political figures such as Roger Casement, Patrick Pearse, James Connolly, Maud Gonne, Constance Markievicz, Francis Ledwidge, Hannah Sheehy Skeffington, and W.B. Yeats. The final part of the module focuses on Irish affairs in the post-revolutionary period up to 1937, and examines creative and non-fictional writings by authors such as W.B. Yeats, Constance Markievicz, Seán O'Casey, Daniel Corkery, Frank O'Connor, and Dorothy Macardle.
Module Teaching and Learning Strategy	This module is taught through 24 lectures with time allocated for seminar-type discussion. The teaching methods employed on this module involve detailed analyses of prescribed writings, documentaries on aspects of Irish life and literature in the period; and discussions of relevant critical literature.
Work-Based Learning and Practice-Placement	Not applicable
E-Learning	Web-facilitated learning will be utilised in the following ways on this module: Moodle will be used as a means of providing learners with detailed, up-to-date information concerning the aims and objectives of the module, assessments, and the

	content of individual lectures and tutorials.
	Moodle will also be used to provide learners with access to relevant video-recordings, online essay, journal and newspaper resources, and useful websites.
	Submissions and Assessment: Learner essays, quiz-work, short written assignments and presentations will also be processed through Moodle/Turnitin.
Specifications for Module Staffing Requirements	Staff:Learner ratio is typical of the overall programme approach with a maximum of 35 learners
	Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area.
Module Summative and Formative Assessment Strategy	**Continuous assessment – weighting 40%:** 40% of the overall mark for this module will take the form of formative written assignments and various in-class activities. The following is an indicative list of possible assignment types: • multiple-choice/short answer quizzes (weighting: 5% each) (MIMLO 2) • Group-work: (Weighting 15% (a 10% group-mark, and 5% individual learner mark) (MIMLO 3,4) • Presentations and written submissions on aspects of Revivalist history, literature, and politics (weighting 15%). (MIMLO 1, 4) **Summative assessment 60%:** 60% of the overall mark will take the form of an essay assignment (1,250-1,500 words) relating to issues raised by one or more of the prescribed works. 10% of this mark is based on a 5-10 minute oral defence of this submission, and other completed work for this module, in front of the assessor(s). (This is not a presentation, but an interview-style discussion of the learner's work. It may be recorded.) (MIMLO 1,2,3,4)
Sample Assessment Materials	**Multiple Choice/Short Answer Quizzes** will assess basic knowledge of prescribed works, contemporary organisations, personalities and events, and relevant political ideologies. **Group work presentations/Short written submissions/Reviews** will relate to tasks such as: in-class analyses / short projects relating to key cultural, social and political events, and contemporary writings. **Sample Essay topic:** 'Because advanced nationalist journals and organisations took so many different forms, Irish women found numerous ways to be involved. Despite the pervasive constraints of a socially conservative society – for example, few political clubs and organisations in the 1890s were open to female members – women found the press a particularly receptive venue for various forms of nationalist expression.' (Karen Steele, *Women, Press, and Politics During the Irish Revival*) Do you agree? Discuss the involvement of Irish women the nationalist movement during the 1890s and/or early twentieth century with reference to the idea that 'women found the press a particularly receptive venue for various forms of nationalist expression.'

Reading Lists and Other Information Resources	**Essential Reading:** Harrington, John P. (ed), *Modern Irish Drama* (New York: W.W. Norton, 1991) Regan, Stephen (ed), *Irish Writing- An Anthology of Irish Literature in English 1789-1939* (Oxford: Oxford U.P., 2008) **Other Reading:** Bourke, Angela (gen. ed), *The Field Day Anthology of Irish Writing: Irish Women's Writing and Traditions Vols IV and V* (Cork: Cork U.P., 2002) Deane, Seamus, (gen. ed), *The Field Day Anthology of Irish Writing Vols I-III* (Derry: Field Day Publications, 1991-2002) Honohan, Iseult (ed), *Republicanism in Ireland: Confronting Theory and Practice* (Manchester: Manchester U.P., 2008) Hutchinson, John, *Modern Nationalism* (London: Fontana Press, 1994) Kelleher, Margaret, and O'Leary, Philip (eds), *The Cambridge History of Irish Literature – Volume II: 1890-2000* (Cambridge: Cambridge U.P., 2006) Kiberd, Declan, *Inventing Ireland – The Literature of the Modern Nation* (London: Vintage, 1996) Mallory, J.P., *The Origins of the Irish* (London: Thames and Hudson, 2013) Mitchell, Arthur, *Revolutionary Government in Ireland: Dáil Éireann 1919-22* (Dublin: Gill and MacMillan, 1995) Morash, Christopher, *A History of the Irish Theatre 1601-2000* (Cambridge: Cambridge U.P., 2002) Ward, Margaret, *Unmanageable Revolutionaries – Women and Irish Nationalism* (London: Pluto, 1989) **Essential Viewing:** https://celt.ucc.ie/ https://www.nli.ie/ http://centenaries.ucd.ie/ *ejournals.ebsco.com* www.jstor.org
Module Physical Resource Requirements	Lecture Hall, Small Groupwork Room, Library, IT resources (Moodle, Internet, Camera/video-recording device). Visits to theatres (ex: The G.B. Shaw Theatre).

The Politics of Irish Literature from 1798 to 1898

Section A: Headline Information

Module title	The Politics of Irish Literature from 1798 to 1898.
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	TBC
Module Co-ordinator	Dr James Heaney
Parent programme(s)	BA (Honours) in English and History
Stage of parent programme	3/4 Note: This elective module will be offered to both Stage 3 and 4 learners and will run in alternate years with 'Literature and Revolution in Ireland, 1890-1937'
Semester (semester1/semester2 if applicable)	1
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures and seminars
Entry requirements (statement of knowledge, skill and competence)	Successful completion of Stage 3 of the programme or equivalent is required.
Pre-requisite module titles	N/A
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	No
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)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in English
Maximum number of learners per module	35
Duration of the module	1 Semester
Average (over the duration of the module) of the contact hours per week (see * below)	2
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall, Small Groupwork Room, Library, IT resources (Moodle, Internet, Camera/video-recording device). Theatre visits (i.e. G.B. Shaw Theatre), public buildings and other sites in the locality of relevance to 19th century Irish Studies.

Analysis of required learning effort

*Effort while in contact with staff

Classroom and demon-strations	Mentoring and small-group tutoring	Defence	Directed e-learning (hours)	Independent learning (hours)	Defence Prep.	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			10 min	1:1		101			125 hours

Allocation of marks (within the module)					
	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	100%				100%

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	Building on the knowledge of modern Irish Writing that learners gained at Stage One, this module provides an in-depth, inter-disciplinary, analysis of Irish writing in English during the nineteenth century. It advances the aims of the programme by developing learners' knowledge and understanding of the inter-relations between literature, politics, and history from the 1798 Rebellion through to its first centenary in 1898). It also contributes to the broader educational mission of the college through its focus on important writings and political events associated with Carlow and its surrounding counties in this era.
Module Aims and Objectives	This module aims to help learners develop a critically-informed and imaginative approach to the analysis of nineteenth century Irish writing in English. It focuses on the complex inter-relations between literature, politics, and society that existed in the period, with particular reference to the literature of the Great Irish Famine.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: 1. Analyse prescribed works of creative and non-fictional literature with reference to contemporary social and political developments, and important theories, ideas, and modes of analysis. (MIPLO 1, 3) 2. Describe the particular literary, ethical, and political issues raised by famine literature with reference to the Great Irish Famine of 1845-50. (MIPLO 4) 3. Demonstrate an ability to communicate knowledge of the period and its literature, to respond to constructive criticism, and to reflect on learning. (MIPLO 6, 7)
Information Provided to	College Prospectus specifies module name, stage and ECTS.

Learners about the Module	College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.
	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.
	Diploma Supplement contains module name, code, stage and ECTS.
Module Content, Organisation and Structure	Introductory classes offer an historical-based overview of the 'problematics' of Irish national identity with reference to determinants such as race, religion, history, language, and geography.
	The following section highlights the importance of republican ideology to an understanding of nineteenth century Irish life, by examining the impact of the US War of Independence and the French Revolution on Irish political culture in the 1790s, and on contemporary writings by figures such as Edmund Burke, Theobald Wolfe Tone, Maria Edgeworth.
	Following this, the module focuses on the interactions between literature and politics in the period 1800-45, making reference to speeches and writings by figures such as Charlotte Brooke, Robert Emmet and to the literary-political ideas which underpinned the republicanism of The Young Ireland movement.
	The next part of the module focuses on the literature of the Great Irish Famine. Learners examine a range of creative and non-fictional writings, as well as other forms of art-work, in contemporary Irish and comparative contexts, and with reference to key theories and ideas associated with the study of famine and famine literature.
	Following this, the module outlines key social and political developments in post-famine Ireland, before turning to an analysis of literary-political developments associated with the Irish Literary Revival up to the year 1898, and the centenary commemorations of the 1798 Rebellion.
Module Teaching and Learning Strategy	This module is taught through 24 one hour lectures some of which are conducted in a seminar mode. The teaching methods employed on this module involve detailed analyses of prescribed writings, documentaries on aspects of nineteenth century Irish life and literature; and discussions of relevant critical literature.
Work-Based Learning and Practice-Placement	Not applicable
E-Learning	Web-facilitated learning will be utilised in the following ways on this module: Moodle will be used as a means of providing learners with detailed, up-to-date information concerning the aims and objectives of the module, assessments, and the content of individual lectures and tutorials.
	Moodle will also be used to provide learners with access to relevant video-recordings, online essay, journal and newspaper resources, and useful websites.
	Submissions and Assessment: Learner essays, quiz-work, short written assignments and presentations will also be processed through Moodle/Turnitin.

Specifications for Module Staffing Requirements	Staff:Learner ratio is typical of the overall programme approach with a maximum of 35 learners Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area.
Module Summative and Formative Assessment Strategy	**Continuous assessment** – weighting 100%: 40% of the overall mark for this module will take the form of formative written assignments and various in-class activities. The following is an indicative list of possible assignment types: • multiple-choice/short answer quizzes (weighting: 5% each) • Group-work: (Weighting 15% [a 10% group-mark, and 5% individual learner mark]) • Presentations and written submissions on nineteenth century writings and/or socio-political events with links to Carlow or its surrounding counties (weighting 15%). Summative assessment: The other 60% of the final mark for this module will take the form of an essay assignment (1,250-1,500 words) relating to the analysis of famine literature. 10% of this mark is based on a 5-10 minute oral defence of this submission, and other completed work for this module, in front of the assessor(s). (This is not a presentation, but an interview-style discussion of the learner's work. It may be recorded.)
Sample Assessment Materials	**Multiple Choice/Short Answer Quizzes** will assess basic knowledge of prescribed works, contemporary personalities and events, and relevant political ideologies. **Group work presentations/Short written submissions/Reviews** will relate to tasks such as: in-class analyses / short projects relating to key cultural, social and political events, and contemporary writings. **Sample Essay topic:** 'One of the first questions raised by a study of famine literature is that of the very possibility of representation: is it possible to depict the horror and scale of an event such as famine; are literature and language adequate to the task?' (Margaret Kelleher) Do you agree? Discuss this statement with particular reference to the Great Irish Famine of 1845-50.
Reading Lists and Other Information Resources	**Essential Reading:** Edgeworth, Maria*, Castle Rackrent* (1800) [any reputable edition] Regan, Stephen (ed), *Irish Writing- An Anthology of Irish Literature in English 1789-1939* (Oxford: Oxford U.P., 2008) **Other Reading:** Bourke, Angela (gen. ed.), *The Field Day Anthology of Irish Writing: Irish Women's Writing and Traditions Vols IV and V* (Cork: Cork U.P., 2002)

	Crowley, John, and Smyth, William J, and Murphy, Mike (eds), *Atlas of the Irish Famine* (Cork: Cork U.P., 2012) Deane, Seamus, (gen. ed.), *The Field Day Anthology of Irish Writing Vols I-III* (Derry: Field Day Publications, 1991-2002) Gray, Peter, *The Irish Famine* (London: Thames and Hudson, 2004) Honohan, Iseult (ed.), *Republicanism in Ireland: Confronting Theory and Practice* (Manchester: Manchester U.P., 2008) Kelleher, Margaret, and O'Leary, Philip (eds), *The Cambridge History of Irish Literature – Volume I: To 1890* (Cambridge: Cambridge U.P., 2006). Mallory, J.P., *The Origins of the Irish* (London: Thames and Hudson, 2013) Nally, David P., *Human Encumbrances: Political Violence and the Great Irish Famine* (Notre Dame: Univ. of Notre Dame Press, 2011) The Republic and its Contributors, *The Republic – A Journal of Contemporary and Historical Debate: The Common Good*, 2 (Spring/Summer 2001) **Essential Viewing:** http://www.theirelandinstitute.com https://celt.ucc.ie/ https://www.nli.ie/ *ejournals.ebsco.com* www.jstor.org
Module Physical Resource Requirements	Lecture Hall, Small Groupwork Room, Library, IT resources (Moodle, Internet, Camera/video-recording device). Theatre visits (i.e. G.B. Shaw Theatre), public buildings and other sites in the locality of relevance to 19th century Irish Studies.