**Modules Catalogue: DL821 – BA (Honours) in English, Media + Cultural Studies**

Erasmus students can study for a full academic year or for one semester, and choose across a range of modules from years 1, 2 and 3.

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| **YEAR**  | **MODULE CODE** | **MODULE TITLE** | **ECTS** | **SEMESTER**  | **MODULE AIMS / LEARNING OUTCOMES** |
| 1 | EMCS H1001 | **Introduction to Cinema and Cultural Studies** | 10 | Full Academic Year |

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| Module Aims:* Appreciate how both textual and contextual analysis can illuminate an understanding of film.
* To develop a theoretical basis, appropriate to this level, for undertaking research in the field of cinema and cultural studies.
* To introduce students to a range of research, theoretical and methodological tools and techniques of enquiry for interdisciplinary studies, which will be built on in year 2 of the programme.
* To provide an introductory survey of the key theoretical approaches which constitute the contemporary intellectual vocabulary of the field of cinema and cultural studies.
* To provide students with a basic critical knowledge of the historical developments in the study of cinema and cultural studies.
* To provide students with an opportunity to initiate and lead seminar discussions and create and share learning resources for groups.
* To provide students with an introduction to the practical aspects of filmmaking.

On successful completion of the module, students will be able to: * Appreciate how both textual and contextual analysis can illuminate an understanding of film
* Bring ideas and information from a broad range of sources to bear on specific issues of film history
* Appreciate the practical implications of filmmaking
* Recognize the social and cultural factors affecting film production in different national cinemas
* Use film as a source material in the context of an academic argument
* Learn and show progression of competence in film history through study, writing and continuous assessment.
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| 1 | EMCS H1003 | **Introduction to Media Studies** | 10 | Full Academic Year | The aims of the module are to:Term 1* Analyse the role of the consumer and the corporate in the media communication process
* Introduce students to the key approaches to Media Studies and the study of Visual Culture
* Emphasise the historical development and social role of Irish broadcast and print media, whilst also examining the global relevance of the media in the modern world
* Analyse Media in terms of text, context and institution, such as the study of representation, genre, narrative and News cultures.

Term 2* Contextualise the development of artistic and architectural practices in Ireland, Britain, Europe and the wider world
* Examine how many visual discourses and representations are consumed in contemporary media are based on historical power relations
* Determine the major moments in Western media, art and architecture, but also focusing on ‘image’ culture in a contemporary setting and the beginnings of the ‘mass produced’ society.
* Provide students with an understanding of ‘aesthetics’, and the ability to ‘read’ and critique visual images through various systems of theoretical analysis, from Barthes to Foucault and John Berger.

On successful completion of this module, students should be able to:* Analyse the historical development and importance of radio and TV broadcasting and print media, with particular focus on Ireland.
* Discuss and explain the historical development and theorisation of image representation (art, advertising, and architecture etc.) within Ireland and in an international context.
* Assess a range of different theoretical approaches to broadcast media, contexts and practice.
* Apply critical analysis and semiotic analysis of media texts in TV, radio, and internet.
* Analyse the role of the audience in the media communication process.
* Distinguish between artistic styles and forms and how they relate to their specific cultures.
* Select cultural texts for specific analysis, and maintain project management, time management, and professional text production. Delivering projects to deadlines.
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| 1 | EMCS H1004 | **Introduction to Critical Theory** | 10 | Full Academic Year | The aims of the module are to: * Introduce students to a range of critical theories in English and Cultural Studies that have developed over the course of the twentieth century
* Introduce students to a range of theoretical tools, which will be built on in year 2 of the programme
* Explore, through the study of literature, foundational problems such as canonicity, class, consumerism, gender, sexuality and race, using theoretical strategies such as Structuralism, Post-Structuralism, Marxism, Psychoanalysis, Feminism, and Postcolonialism
* Develop a theoretical basis, appropriate to this level, for undertaking research in the field of English literature
* Examine the ways in which various kinds of theory can illuminate specific social and literary problems, texts and debates.

On successful completion of this module, students should be able to: * Demonstrate a detailed and systematic understanding of ideas informing selected areas of critical theory
* Trace Critical Theory in its historical development, and apply it to a selection of literary texts
* Participate in debates about key concepts and theorists in the field
* Compile evidence in support of an argument and use this to conduct a theoretical analysis of a cultural or literary text
* Take responsibility for his/her own learning in an ethical and professional manner, developing awareness of issues around plagiarism and time management.
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| 1 | EMCS H1002 | **Modern English** | 10 | Full Academic Year | The aims of the module are: * To familiarise students with a representative range of the generic and thematic concerns of eighteenth-century literature
* To provide a critical framework within which to discuss the formal and historical distinctiveness of eighteenth-century writing
* To trace the social and historical contexts of the works
* To examine a variety of literary forms (poetry, drama, novels, essays, and novellas) from a broad historical period to trace the multiple and changing discourses on identity and society in eighteenth-century writing.

On successful completion of this module, students should be able to: * Trace the impact of Enlightenment philosophy on English literature of the eighteenth century and the Romantic period, and consider its continuing influence on present day concepts of socio-political identity
* Analyse the varying representations of class, race, and gender throughout the long eighteenth century
* Situate eighteenth-century writing within its specific cultural and historical moments
* To participate in debates about the relationship between literary form and identity politics in eighteenth-century writing
* Be able to take responsibility for his/her learning in an ethical and professional manner, developing awareness of issues around plagiarism and time management.
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| 1 | EMCS H1013 | **Introduction to Urban Literatures** | 10 | Semester 1 | The aims of the module are: * To explore the presence and context of urban themes, such as urban discontent, ennui and urban alienation, in the works of selected writers
* To analyse the perceived freedom and curtailment of urban identity, in the context of theories of urban space, through an examination of figures such as the flâneur, the flâneuse and the voyeur
* To explore poetry, in particular, as a subversive medium for many urban writers
* To critically analyse innovation in form and experimentation on the part of writers who use urban language varieties and imagery to confront their readers / audiences into a consideration of questions of ethnicity, class, gender and sexuality
* To compare writers’ use of the city and to support their arguments with incisive primary material and secondary material where relevant.

On successful completion of this module, students should be able to: * Discuss the presence, context and impact on the reader of urban themes such as discontent, ennui and alienation
* Locate and assess innovative or subversive aspects of a writer’s work
* Critically analyse poetry and drama, in particular, as mediums through which to explore debates on gender and sexuality, ethnicity and class
* Express a comprehensive internalised and personalised world view which shows evidence of empathy with others
* Develop and research independent arguments for individual and group-based contribution to seminar discussion — building on these skills to write an essay showing an awareness of academic tone and MHRA referencing.
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| 1 | EMCS H1006 | **Learning Journal** | 5 | Semester 1 | The aims of this module are: * To introduce students to the skills and competencies needed in order to study effectively at degree level
* To enable students to develop analytical skills in their encounters with primary and secondary resources and to teach correct academic use of same
* To teach students how to take notes on primary texts and how to develop points from their own close reading into a logical argument
* To instruct students on how to follow the referencing protocol of the MHRA style-sheet
* To equip students with the writing skills necessary for academic writing within the context of the programme
* To promote confidence in self-directed reading and peer-learning through well-defined weekly assignments
* To establish a collaborative approach to learning in lectures and seminars within a supportive and challenging environment.

On successful completion of the module, students will be able to: * Participate confidently in the learning process of the programme, through taking useful notes and participating freely in seminar discussions
* Read and understand a primary text independently of secondary sources
* Build an argument from note form to short assignments
* Understand how to read and engage with secondary sources correctly in academic writing, assisted by self-checking their portfolio
* Use the basic formal terms of close textual analysis correctly, particularly with regard to tropes and form
* Appreciate how an understanding of correct English grammar and syntax are essential to textual analysis
* Appreciate at foundation level how intertextual analysis can be undertaken across genres and media.
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| 1 | EMCS H1011 | **Digital Storytelling’** | 5 | Semester 2 | The aims of the module are: * Identify the basic fundamentals of dramatic writing to screen
* Explore the nature of process and project work
* Equip the students with skills that allow them break down a task into its component parts
* Develop in the student the ability to develop an idea through a staged process towards completion
* Facilitate the use of imagination in a creative process for the individual student

On successful completion of this module, students should be able to: * Identify the fundamental rules of dramatic writing, with an emphasis on Classical Narrative Structure. Relate Aristotle’s Classical Literary Criticism to contemporary screen drama.
* Have knowledge of and the ability to analyse the structure of a range of screenplays.
* Manage a process through stages of project development. Plan and design a story through various narrative stages.
* Have the ability to develop problem solving, presentation skills and group negotiation skills under guidance of lecturer.
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| **YEAR**  | **MODULE CODE** | **MODULE TITLE** | **ECTS** | **SEMESTER**  | **MODULE AIMS / LEARNING OUTCOMES** |
| 2 | EMCS H2003 | **Critical Theory** | 10 | Full Academic Year |

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| This module extends the students’ oral and writing skills, teaching them how to: * Define the ideas under investigation in a clear and manageable way
* Formulate logical, precise and reasoned arguments which move towards a definite conclusion
* Write about difficult concepts in a clearly structured and logical manner
* Use technical language carefully when revealing and clarifying difficult arguments
* Extend students’ understanding of theory in abstract and practice by looking at the following methodologies: new historicism, cultural materialism, feminism, psychoanalytical theory, post-colonial theory, deconstruction, post-modernism.

On successful completion of this module, the student will be able to: * Articulate their own implicit assumptions about literary analysis, question the validity of these assumptions and move towards formulating fresh ideas for reading literature using module set texts but also other texts studied or to be studied e.g. Nineteenth-century literature, Romanticism, Eighteenth-century literature and texts from Intro to Media and Cultural Studies and Political Economy and Globalization
* Employ the ideas and analytical models offered by each theory in the interpretation of literary and other cultural products, e.g. advertising, architecture, art movements
* Tackle difficult ideas with increased confidence in their own abilities to problem-solve and bring this experience to the other integrated modules of the degree
* Understand and explain to others the origins and meanings of various technical terms increasingly used in journalism, second-level education and the knowledge sector: e.g. discourse, text, subjectivity, etc.
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| 2 | EMCS H2004 | **The 19th Century Novel** | 5 | Semester 1 |

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| The module aims to introduce students to the nineteenth century novel and its historical and cultural contexts. On successful completion of this module, students should be able to: * Develop an understanding of a range of nineteenth-century novels
* Gain a critical awareness and knowledge of the historical and cultural contexts in which nineteenth century novels were produced
* Explore the development of particular genres & themes in 19th Century
* Critically analyse nineteenth century novels.
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| 2 | EMCS H2001 | **Political Economy and Globalisation** | 10 | Full Academic Year | The aims of the module are: * To develop a theoretical basis, appropriate to this level, for undertaking research in the field of political economy and globalization
* To introduce students to a range of conceptual, theoretical and methodological tools and techniques and frameworks of enquiry for interdisciplinary studies in the study of global political economy
* To provide students with a basic critical knowledge of the historical development and key paradigm shifts in the study of political economy and globalization from the eighteenth century to the present day
* To extend and develop students’ critical understanding of the political economy of the mass media and contemporary cultural policy, including issues of ownership, control and representation.

On successful completion of this module, students should be able to: * Trace the historical development of theories of political economy, with reference to leading theorists such as Smith, Marx, Gramsci, Althusser, Adorno, Bourdieu, Weber, Durkheim, Habermas, Wallerstein, Tomlinson, Veblen, Keynes, Said, Harvey
* Identify historical and modern globalizing trends in economics, politics and culture
* Explain and negotiate the complex relationships between the State, commercial interests, private individuals and publics in the formation of different social groups’ elective affinities and identities
* Reflect upon the ways in which structural inequalities within and between nations and world regions impact upon people’s lived experience and access to finance, politics, culture and self-actualisation
* Select, research, analyse and report on the ways in which contemporary brands, manufacturing patterns, corporations, employment practices and cultural texts/practices exemplify contemporary patterns of globalisation
* Trace broad developments in the area of the economy and cultural policy in Ireland since the founding of the state with respect to Irish arts, broadcasting and film.
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| 2 | EMCS H2006 | **Genres of Popular Fiction** | 5 | Semester 1 | The aims of the module are: * To generate an awareness of how genres embody the crucial ideological concerns of the time in which they are popular
* To equip students with a critical awareness of how literary language generates its effects in relation to genre writing
* To develop a theoretical basis, appropriate to this level, for undertaking research into the reading, writing, and marketing of genre fiction in its varying forms
* To introduce students to the issues involved in genre development and, in particular, genre fiction’s adaptation into different media forms
* To encourage students to become critical readers of popular literature and its various genres by finding models for their own practice from across a wide range of genre texts.

On successful completion of this module, students should be able to: * Have an understanding and engagement with popular literature and genre writing
* Trace the key structural elements of different popular genres
* Analyse how different genres reflect the key ideological concerns of the time in which they are popular

Participate in debates related to genre development and, in particular, genre fiction’s adaptation into different media forms. |
| 2 | EMCS H2002 | **Documentary and Film** | 10 | Full Academic Year | The aims of the module are to: * Explore the history of Irish documentary and film
* Explore key critical frameworks such as realism, romanticism, ethnography, feminism, formalism and ideology.
* Explore the over-arching critical framework of national identity and its application to Irish cinema
* Explore the emergence of an Irish film industry
* Critically assess representations within Irish film

Locate Irish documentary and film within the broader international sphere of cinema – European and AmericaOn successful completion of this module, students should be able to: * Discuss the historical development of film making in Ireland from the early 20th century to the present and be able to identify and contextualise different examples of Irish documentary and film.
* Analyse the relationship between Irish documentary and film and the construction of Irish identity at home and abroad.
* Trace the development of documentary in specific cultural contexts.
* Critically examine documentary as a means of representing and conveying ideas.
* Critically examine documentary as social record.
* Search the archives within a defined research activity and be able to synthesise archival material in a research project and present findings.
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| 2 | EMCS H2005 | **Tragic Theatre** | 5 | Semester 1 |

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| The aims of the module are to: * Introduce students to methods for discussing and analysing dramatic texts and theatrical performances
* To introduce students to a range of Tragedies from various historical periods
* To equip students to identify the tragic genre and be able to place its variants within their historical and social contexts, within the literary canon, and within debates about the representation of gender, sexuality and power
* To provide conceptual and thematic links to the modules in nineteenth and twentieth century literature which will be studied in Years 2, 3, and 4.

On successful completion of this module, students should be able to: * Situate and analyse tragic theatre within its historical and social moment and to participate in debates about how literature and theatre shape and are shaped by historical moments
* To be able to discuss how gender, race and sexuality are constructed within various forms of tragedy
* Have an in-depth understanding of the relationship of play texts and theatrical performances, and be able to distinguish between them and analyse both
* Devise their own research project, deliver it to a deadline, and be able to answer questions on it
* Be able to take responsibility for his/her learning in an ethical and professional manner, developing awareness of issues around plagiarism and time management.
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| 2 | EMCS H2010 | **The Irish Literary Revival** | 5 | Semester 2 |

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| This module aims: * To develop a historical and intellectual frame of inquiry, appropriate to this level, for further research in the field of Irish Studies
* To deepen students’ understanding of how national identity comes to be defined in cultural terms during this period
* To examine how literary texts & cultural politics engage with key debates of the period: e.g. agrarianism, Irish language, inter- denominationalism, increased literacy, class, constitutional & advanced nationalism, suffrage, eugenics
* To introduce new ways of reading canonical Revival texts from a variety of critical perspectives: e.g. feminist, queer theory, and psychogeography
* To prepare students to read the counter-revival strains in Joyce’s *Ulysses* and later Irish literature.

On successful completion of the module, students will be able to: * Describe how literary texts engage with, and disrupt, key debates and developments in Irish national, religious and class identities
* Discuss the cultural & literary legacy of canonical Irish writers: Maria Edgeworth, the Young Ireland poets, W.B. Yeats, Lady Gregory, John Millington Synge and Sean O’Casey
* Integrate historical knowledge and textual analysis in their own research and assignments at an appropriate level
* Conduct informed discussion about the development of these key ideas within an Irish context: nationality, authenticity, language, class, sectarianism, race
* Write short, relevant and insightful notes about texts and clearly develop key points of interest in primary and secondary texts through close peer collaboration in a seminar environment
* Incorporate formative feedback in the development of arguments before summative assessment.
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| 2 | EMCS H2012 | **Writing for Multiple Media Platforms** | 5 | Semester 2 |

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| Module Aims:* To develop students’ writing skills, with a particular focus on non-academic genres and the basic conventions of writing for the web
* To provide students with an opportunity to work together in the production of a collaborative writing project
* To facilitate the development of transferable skills and competencies in collaboration, project management, and self and peer directed learning
* To provide training in IADT’s in-house web-authoring tools (the Blackboard Learn Blogs tool)
* To familiarise students with some of the ways in which the World Wide Web and new digital technologies have transformed the contemporary media landscape, with a particular emphasis on user generated content, new patterns of information consumption, the professionalization of blogging, and the relationship between blogs and traditional media.

On successful completion of the module, students should be able to: * Demonstrate a knowledge and understanding of non-academic genres and the basic conventions of writing for the web
* Have an understanding of web authoring tools and the way in which the internet and new digital technologies have transformed media generated content and its consumption
* Work as part of a team in the development and completion of a collaborative writing project
* Demonstrate an ability for effective teamwork by taking responsibility for organisation and time management, giving and accepting criticism, maintaining communication, and ensuring equity of contribution and mutual respect
* Complete continuous assessment in line with the workflow guidelines set out in the project brief.
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| 2 | EMCS H2011 | **Popular Cultures** | 5 | Semester 2 | Module Aims:* To develop a theoretical basis, appropriate to this level, for undertaking research in the field of popular culture studies
* To introduce students to a range of research, theoretical and methodological tools from which they may undertake their own research within the field.

On successful completion of this module, students should be able to: * Provide an introductory survey of the key theoretical approaches which constitute the contemporary intellectual vocabulary of the field of popular culture
* Demonstrate a basic critical knowledge of the historical development and key theoretical paradigm shifts in the study of popular cultures
* Initiate and lead seminar discussions and create and share learning resources for groups
* Work through a research topic and event analysis in consultation with the lecturer.
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| **YEAR**  | **MODULE CODE** | **MODULE TITLE** | **ECTS** | **SEMESTER**  | **MODULE AIMS / LEARNING OUTCOMES** |
| 3 | EMCS H3004 | **James Joyce** | 5 | Semester 1 |

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| The aims of the module are: * To explore the intellectual and cultural contexts of the writing of James Joyce
* To analyse Joycean literature with particular focus on national, sectarian, class and gender politics
* To build on the conceptual tools learned in The 19th Century Novel in Year 2 and to prepare students for the 20th Century Irish Literature and Modernism modules
* To demonstrate how contemporary theoretical approaches might be employed in the analysis of Joyce, extending analytical skills learned in ‘Critical Theory’ and ‘Cultural Identities’ modules
* To explore how Irish cultural identity in the late 19th and early 20th centuries impacts upon literary form and representations of class, religion, gender and ethnicity in Joycean literature.

 On successful completion, students should be able to: * Discuss the interaction of ideology and aesthetics in Joyce's texts, and locate early 20th century Irish literature within the context of Modernity and literary Modernism
* Discuss Joyce’s responses to the politics of cultural nationalism in pre- and post-independence Ireland
* Research and develop independent arguments for oral and written delivery in a confident, clear and academically sound manner, in relation to Irish literature
* Be able to answer questions on their own research and to take responsibility for his/her learning in an ethical and professional manner, developing awareness of issues around plagiarism and time management.
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| 3 | EMCS H3013 | **Modernism** | 5 | Semester 2 | The aims of the module are to: * Equip students to read modernist texts within the cultural, historical and intellectual contexts of early twentieth-century Britain, America and Europe
* Account for changes in social & economic life brought about by modernity
* Engage with experimental styles and content in poetry and fiction
* Consider how contemporary theoretical approaches might be employed in the analysis of modernist texts, extending students’ conceptual skills learned in ‘Critical Theory’ and ‘Cultural Identities’.

On successful completion of this module, students should be able to: * Identify and discuss distinctive features of modernist literature, such as: changing conceptions of space, time and subjectivity; the crisis of representation; fragmentation; epistemological questioning; loss of faith in authority; nostalgia; innovation in form; departure from Realism
* Recognise and discuss the contribution of key canonical writers in the modernist tradition
* Assess the literary historical, aesthetic & cultural significance of Modernism
* Research and develop independent arguments for oral and written delivery in a confident, clear and academically sound manner, in relation to modernist literature
* Take responsibility for his/her learning in an ethical and professional manner, developing awareness of issues around plagiarism and time management.
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| 3 | EMCS H3010 | **20th Century Irish Literature** | 5 | Semester 2 |

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| The aims of the module are: * To provide students with a critical perspective on contemporary Irish literature
* Demonstrate how literary texts have interpreted different formations of Irish political and cultural identity in the Twentieth Century
* To examine the contribution of key writers in the field of Irish studies: Flann O’Brien, Kate O’Brien, John McGahern, Samuel Beckett, Tom Murphy, Brian Friel, Seamus Heaney, Eavan Boland, Paul Muldoon, and Marina Carr
* To locate contemporary Irish texts within a Modernist and/or Post-Modernist critical framework
* To enable students to answer questions on their own research
* To enable students to take responsibility for his/her learning in an ethical and professional manner, developing awareness of issues around plagiarism and time management.

On successful completion of this module, students should be able to: * Discuss different conceptions of Irish identity in the post-independence period
* Discuss the interaction of ideology & aesthetics in Northern Ireland and the Republic of Ireland
* Trace the responses within 20th century Irish writing to the cultural legacies of the Irish Literary Revival, the post-colonial moment, and changes in Irish society from 1939 to 1998
* Research and develop independent arguments for oral and written delivery in a confident, clear and academically sound manner, in relation to Irish literature.
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