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

Erasmus students can study year 2 for a full academic only.

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| **YEAR** | **MODULE TITLE** | **ECTS** | **SEMESTER** | **MODULE AIMS / LEARNING OUTCOMES** |
| 2 | **Critical Theory** | 10 | Full Academic Year | |  | | --- | | 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, and 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. | |
| 2 | **The 19th Century Novel** | 5 | Semester 1 | |  | | --- | | 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. | |
| 2 | **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. |
| 2 | **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 | **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 America  On 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. |
| 2 | **Tragic Theatre** | 5 | Semester 1 | |  | | --- | | 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. | |
| 2 | **The Irish Literary Revival** | 5 | Semester 2 | |  | | --- | | 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. | |
| 2 | **Writing for Multiple Media Platforms** | 5 | Semester 2 | |  | | --- | | 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. | |
| 2 | **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. |