**MODULE TITLE:** Irish Studies 1  
**MODULE CODE:** xx  
**YEAR ON INTRODUCTION:** 2014/15  
**MODULE LEVEL:** 4  
**CREDIT POINTS:** 150  
**SEMESTER:** 3  
**LOCATION** Magee  
**E-LEARNING:** Blended Learning  
**PRE-REQUISITES:** None  
**MODULE CO-ORDINATOR:** Ó Ciardha, É  

**TEACHING STAFF RESPONSIBLE FOR MODULE DELIVERY**  

**HOURS:**  
Lectures 25  
Tutorials/Practical 25  
Independent Study 100  

**TOTAL EFFORT HOURS:** 150  

**ACADEMIC TOPIC:** ICS  

**RATIONALE**  
This module provides students with an immersion in the history, morphology, grammar, philology and literature of Irish from earliest times to the present; culminating in a one-week residential in the Donegal Gaeltacht.  

**AIMS**  
To provide an introduction to the Irish Language and its literature  
To introduce its grammar, morphology and song-culture  
To explore Irish dance, music song  
To appreciate and understand crucial historical political, socio-economic contexts which precipitated the decline of Irish and its restoration
LEARNING OUTCOMES

Successful students should be able to:

KNOWLEDGE AND UNDERSTANDING
K1 demonstrate a factual and conceptual knowledge of Irish language and literature
K2 display an awareness of a broad range of cultural, historical and literary themes
K4 apply a range of critical skills to review, consolidate, extend, and apply your knowledge and understanding of Irish language and literature

INTELLECTUAL QUALITIES
I1 analyse written texts and other forms of discourse.
I2 evaluate, with guidance, extra-textual evidence, literary, visual and audio-visual, artistic and architectural sources
I3 collect and categorize information, in standard contexts, towards a given purpose
I4 conduct, with guidance, simple research tasks

PROFESSIONAL /PRACTICAL SKILLS
P1 take responsibility, with appropriate support, for the planning and execution of your own learning within a specific timescale and in a specific contextual framework
P2 display a degree of autonomy in the delivery of your own work
P3 operate in predictable contexts, using standard skills and techniques

TRANSFERABLE/KEY SKILLS
T1 Apply a basic range of learning skills, including information retrieval and IT skills;
T2 exercise, with appropriate support, a degree of initiative and independence of mind in the identification of your own learning needs, and in the planning and execution of their one’s learning
T3 present ideas, in writing, in a clear and reasonably fluent form

CONTENT
The module is designed to provide you with a critical and practical engagement with the Irish language and its literature

LEARNING AND TEACHING METHODS
Students will attend and participate in lectures, seminars screenings and field-trips in this intensive five-week course. The field-trips, lectures, screenings, tutorials and workshops will identify topics and chronological periods, as well as analysing key themes, areas of inquiry and controversies:

Lectures will introduce students to the chronological periods and key themes
The practical elements of the module will enable the students to deepen their understanding of these themes, thereby facilitating their own independent study and providing the basis for completing their coursework.

**ASSESSMENT AND FEEDBACK**
The assessment strategy is designed to test the learning outcomes [above] and consists of an extended essay (coursework)

**Coursework**
The coursework essay (length: 2,000-2,500 words) can be based on any theme, topic or aspect of the course. It must be submitted in hard copy or via e. mail to the course coordinator.

**Criteria for Assessment of Written Work**
The following criteria will be applied in the assessment of your written essay:

**Relevance:**
The extent to which work answers the question

**Strength of Argument:**
These will rest on the following; perceptiveness, thoroughness, development, consistency, Persuasiveness

**Use of Evidence:**
Degree of knowledge; selectivity and appositeness of quotation

**Presentation:**
Grammatical correctness; spelling; punctuation; paragraphing; clarity of expression; fluency of style quality of referencing and bibliography

**Research:**
This will be judged on the extent and quality of engagement with secondary sources

**Recommended Reading**
[course booklet in summer school pack]

**Required Readings:**

Breathnach, Breandán *Folk Music and Dances of Ireland: a comprehensive study examining the basic elements of Irish Folk Music and Dance Traditions* (Cork 1971)

Carney, J., *The Irish Bardic Poet* (Dublin, 1967)


Mac Póilín, A(eag.), *The Irish Language in Northern Ireland* (Béal Feirste, 1997)


Ó Corráin, D., *Ireland before the Normans* Gill History of Ireland 2 (Dublin 1972)

Ó Cróinín, D., Early Medieval Ireland 400-1200 Longman History of Ireland (Longman: London & New York 1995), chaps. 3-5, 6-8

Ó Cuív, B., A view of the Irish language (Dublin, 1969)


Ó Tuama, S., The Gaelic League idea (Cork, 1972)

Richter, M., Medieval Ireland: the enduring tradition (Dublin 1988) pp.43-67

Robertson, B. & Taylor, I., Teach Yourself Gaelic, (Maidenhead, 2005)


Electronic Resources

Dictionaries/ Databases
Multidict - http://www2.smo.uhi.ac.uk/multidict/
Wordlink - http://www2.smo.uhi.ac.uk/wordlink/
An Foclóir Beag - http://www.csis.ul.ie/focloir/
Focal - http://www.focal.ie/
Acmhainn - http://www.acmhainn.ie/
Logainm - http://www.logainm.ie/
Computer-Assisted Practice Activities for Irish Language Learners - http://www.llas.ac.uk/materialsbank/mb049/
Discover Irish - http://www.uni-due.de/DI

Ezines/Newspapers
Foinse - http://www.foinse.ie/baile.php
Beo - http://www.beo.ie/
Nós - http://www.nosmag.com/
The Irish Times: An Teanga Beo - http://www.irishtimes.com/anteangabheo/
Broadcast Media
TG4 - http://www.tg4.ie/
Raidió na Life - http://www.rnl106.com/
Raidió Fáilte - http://www.raidiofailte.com/

BBC – Irish - http://www.bbc.co.uk/irish

Web Resources
Irish - The Irish Language in education in Northern Ireland (2nd edition)
McCoy, G (1997) 'Protestant Learners of Irish in Northern Ireland' (http://cain.ulst.ac.uk/issues/language/mccoy97.htm)

Recommended
O'Reilly, C (1997) 'Nationalists and the Irish Language in Northern Ireland: Competing Perspectives' (http://cain.ulst.ac.uk/issues/language/oreilly97.htm)

Coursework Questions
*Students can choose from the following list or can compose a question in consultation with the course director*

What impact did Christianity have on the emergence of Irish Literature.

What are the major themes and characteristics of Irish lyrical poetry?

What impact did the Viking invasions have on Irish monasticism and its traditional role in the cultivation and preservation of Irish-language literature?

Disuss the main characters and characteristics Ruraíocht, Fiannaíocht and Rí-scéalta tales and compare/contract them with the Greek and Roman sagas and/or JRR Tolkein’s ‘Ring Trilogy’
What do we mean by the ‘Classical Period’ when speaking/writing of/on Irish language and literature?

Examine the role of the chief poet in medieval/early modern Ireland

The English Re-Conquest precipitated the emergence of a European-based Irish Catholic religious and intellectual Diaspora which made an enormous contribution to Ireland’s cultural life. Would you agree with this statement?

18th century Irish-language literature is allegorical, political and unashamedly Jacobite. Discuss.

‘Trí ghluain ó rí go ramhainn’ (‘Three generations from a king to a spade’). Irish literature became increasingly democratized in the 17th and 18th centuries. Discuss.

Discuss the impact of the famine on the Irish language Irish migration and how did population movements contribute to the development of Irish identity?

What is meant by the ‘Irish Revival’ and how did it impact on attempts to halt the catastrophic decline of Irish?

Account for the phenomenal success of ‘Conradh na Gaeilge’(Gaelic League) in arresting the cataclysmic decline of Irish.

The emergence of a modern literature is one of the greatest achievements of the Irish language movement.

Account for the Irish government’s abject failure to halt the decline of Irish since the foundation of the Irish Free State.