

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

Comer, N.; De Brún, F.; Fomin, M.; Hughes, A.; Mac Cathmhaoil, N.; Mac Gabhann, P.; Mac Seáin, C.; Ní Bhroin, C.; Ó Ciardha, É.; Ó Corrain, A.; Ó Néill, M.; Wmffre, I.

HOURS:

| | |
|---------------------|-----|
| Lectures | 25 |
| Tutorials/Practical | 25 |
| Independent Study | 100 |

TOTAL EFFORT HOURS: 150

ACADEMIC TOPIC: ICS

RATIONALE

This module provides students will 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:

Bergin, O. J., D. Greene and F. Kelly (eds.), *Irish Bardic Poetry* (Dublin, 1970)

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

Buttimer, N., 'Literature in Irish, 1690-1800' in Margaret Kelleher and Philip O'Leary (ed.), *Cambridge History of Irish Literature Vol 1*. Cambridge, 2006), pp. 320-71

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

Crowley, T., *The politics of language in Ireland, 1366-1922: a sourcebook* (London, 2000)

Dooley, A. & Roe, H. (trans.), *Tales of the elders of Ireland (Acallam na Senórach)* (Oxford 1999)

Gantz, J., *Early Irish Myths and Sagas* (London 1981)

Hindley, R., *The Death of the Irish Language: a qualified obituary* (London, 1990)

Kiberd, D., *Irish Classics* (Dublin, 2000)

Kinsella, T., *The Táin: translated from the Irish epic Táin Bó Cuailnge* (Oxford 1969)

Kinsella, T., *The New Oxford Book of Irish verse* (Oxford, 1986)

Mac Cana, P., 'Mythology and the Oral Tradition: Ireland', in M. J. Green (ed.), *The Celtic World* (London & New York 1995) pp.779-784.

Mac Conghail, M., *The Blaskets: People and Literature* Dublin, 1987)

Mac Murchaidh, C (eag.), *Who Needs Irish? Reflections on the Importance of the Irish Language Today* (Baile Átha Cliath, 2004)

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

Mac Síomóin, T., 'The colonised mind: Irish language and society', in Ó Ceallaigh, D. (ed.), *Reconsiderations of Irish history and culture: selected papers from the Desmond Greaves Summer School, 1989-94* (Dublin, 1994), pp 42-71

Mallory, J.P. (ed.) *Aspects of the Táin* (Belfast 1992)

Matthews, P., *Revival: the Abbey Theatre, Sinn Fein, the Gaelic League, and the Co-operative Movement* (Cork, 2003)

Nic Pháidín, C., Ó Cearnaigh S., *A new view of the Irish language* (Dublin, 2008)

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

Ó Corráin, D., 'Early Irish hermit poetry?' in *Sages, saints and storytellers* ed. Ó Corráin, Donncha, L. Breatnach, K. McCone (Maynooth 1989) 251-67

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)

O'Leary, P., *The Prose Literature of the Gaelic Revival, 1881-1921 Ideology and Innovation* (Pennsylvania, 1994)

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)

Sheehy, J. *The Rediscovery of Ireland's Past: the Celtic Revival 1830-1930* (London 1980)

Welch, R.A., *Changing States: Transformations in Modern Irish Writing* (London, 1993)

Williams, J.E.C. (trans. P.K. Ford) *The Irish Literary Tradition* (Cardiff and Massachusetts 1992)

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/>

Vifax - <http://www.nuim.ie/language/vifax/index.shtml>

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 Bheo - <http://www.irishtimes.com/anteangabheo/>

Nuacht 24: Seirbhís Nuachta Dhigiteach Ghaeilge – <http://www.nuacht24.com>

Broadcast Media

TG4 - <http://www.tg4.ie/>

RTÉ Raidió na Gaeltachta - <http://www.rte.ie/rnag/> and

<http://www.rte.ie/radio/podcast/rnag.html>

Raidió na Life - <http://www.rn106.com/>

Raidió Fáilte - <http://www.raidiofailte.com/>

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

Web Resources

Bunreacht na hÉireann (<http://www.taoiseach.gov.ie/irish/index.asp?docID=263>)

The Good Friday Agreement (<http://www.dfa.ie/uploads/documents/Anglo-Irish/agreement.pdf>)

Daonáireamh 2001 (Tuaisceart na hÉireann), Táblaí na Gaeilge

(http://www.nisra.gov.uk/Census/Census2001Output/standard_tables_ni.html)

Daonáireamh 2002 (Poblacht na hÉireann), Táblaí na Gaeilge

www.cso.ie/census/documents/vol11_entire.pdf Volume 11 - Irish Language

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>)

Pritchard, RMO (2004) 'Protestants and the Irish Language: Historical Heritage and Current Attitudes in Northern Ireland'

(<http://cain.ulst.ac.uk/issues/language/pritchard04.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?

Discuss the main characters and characteristics Ruraíocht, Fiannaíocht and Rí-scéalta tales and compare/contrast them with the Greek and Roman sagas and/or JRR Tolkien'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.