



CU 250 INTRODUCTION TO IRISH LANGUAGE AND CULTURE

IES Abroad Dublin

DESCRIPTION: This course is divided into two distinctive parts; a beginner's course in the Irish language and a survey course of Gaelic culture. The language part of this course caters for beginners with no previous knowledge of Irish. The aim of the class is to familiarise students with aspects of the Irish language which they will come across in their daily life in Ireland including place names and people's names - For example: Students will learn how to pronounce *Dún Laoghaire*; why Dublin should be called *Blackpool*; and whether *Aoife* is a girl's or boy's name. The class also aims to teach students Irish that will be usable in daily interactions e.g. basic conversation, simple text messaging and tweets. Along with teaching the students words and phrases, language awareness and minority language rights will also be addressed. 'Language and culture are inextricably intertwined. In specific, concrete episodes of language learning and use we find keys to culture ... which can lead to vast insights on social organisation, solidarity, power relations and hierarchy' (*IES Map for Language and Intercultural Communication*). In keeping with this, students will learn why it is impossible to be an atheist while speaking Gaelic and about the Gaelic etymology of both American-English and Hiberno-English (English as it is spoken in Ireland) terms eg. the Gaelic origins of words such as 'cop'; shanty town' etc.

The second part of the course is an introduction to Irish culture. It will involve a thematic case-study based survey of the traditional arts in Ireland. As the survival of Gaelic culture has been so dependent on our oral heritage, there will be a strong emphasis on oral history/tradition and role of tradition bearers and collectors. Students will be given the opportunity to familiarise themselves with traditional Irish instruments, Irish song, dance, folklore, superstitions and sports first hand.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English and Irish

METHOD OF PRESENTATION:

- Discussion
- Lectures
- Debates
- Readings
- Audio and audio-visual presentation
- Analysis of archival material including images and songs
- Course-related trips
- Hands-on workshops

REQUIRED WORK AND FORM OF ASSESSMENT:

- Term paper - 25%
- Journals - 20%
- Language assignments - 30%
- Mid-term project - 20%
- Participation - 5%

Term Paper

Students will be expected to submit one piece of detailed research work. A write up of this research, their term paper, will also be required including literature review, methodology, argument and sources.

Journals

Students will be expected to submit 5 learning journals reflecting on topics provided, these journals must show some evidence of reading on the topic but the emphasis will be on personal reflection in the context of the students own cultural background.



Language Assignments

Students must complete three Irish language assignments including a recorded audio pronunciation assignment; a place names assignment which requires them to contribute entries to an online glossary; and a final recorded conversation in Irish.

Mid-term Project

Students will be required to work in pairs to complete a mid-term project on a topic of their choosing within the parameters of the course. Students will present this work to the class and submit a write up of their research including sources.

Participation

The final 5% of the grade will be given for good attendance and participation in class.

EVALUATION RUBRIC FOR STUDENT ASSIGNMENTS:

A	Represents an excellent to extraordinary performance demonstrating a thorough understanding of the subject. An A answer will exhibit a detailed knowledge of the relevant material as well as a broad base of knowledge.
A-	Constitutes a well-organised and structured answer to the question, that is reasonably comprehensive, generally accurate and well informed.
B+	Shows inconsistency in standard, may contain occasional technical or factual flaws, and may exhibit some difficulties with the organisation of the material or with the full understanding of the problem.
B	Adequately presented work but gives incomplete answer to question. Contains two factual errors. Does not provide sufficient evidence to justify assertions. Descriptive rather than analytical work.
B-	Barely adequate work. Poor writing style. Contains more than two errors. Modest evidence of research and understanding of the topic. Poorly structured and organised.
C+/C	Reflects only a limited familiarity with the standard literature and/or methods of the subject. It may display superficiality in understanding and/or the use of material, an over reliance on knowledge at the expense of development or argument, analysis or discussion and may lack continuity or be inadequately organised.
F	Demonstrates a complete misunderstanding of the question or the answer may not relate to the question. The answer will only contain a small amount of relevant information and be incoherently presented. It has few positive characteristics and several errors. It could also not meet the assignment criteria (deadline, work limit etc).

LEARNING OUTCOMES:

By the end of the course students will be able to:

- Speaking and Listening: ability to use single words and simple sentences while taking part in a conversation based on topics that relate to everyday life. Ability to understand simple speech that is delivered clearly and slowly.
- Reading: Understand texts that are simple and short insofar as they relate specifically to everyday life. Understanding of the phonetics of the Irish language
- Writing: ability to write basic phrases and simple words.
- Understand the evolution of Irish culture through examining its individual entities; its journeys to other countries and back again and the people who perform, participate in and preserve the traditional arts of Ireland.
- Be able to analyse the cultural, social and political influences on various traditions in Ireland through examining the historical context of each tradition.
- Gain a deeper more critical understanding of culture and tradition in a universal sense, enabling a more critical understanding of their own cultural contexts and identities and enriching their experience of culture while in Ireland.

ATTENDANCE POLICY:

- IES Abroad courses are designed to take advantage of the unique contribution of the instructor, and the lecture/discussion format is regarded as the primary mode of instruction. Class attendance, including course-related excursions, is mandatory.
- Excused Absence: Students can be excused from class in the case of a documented medical issue, family emergency or appointment at INIS.
- Unexcused Absence: All other absences from class are unexcused e.g. travel/travel delays, family and friends visiting. Each unexcused absence will result in a 5% deduction from final grade.
- Pattern of Absence: If a student shows a pattern of absences, they may be subject to an Administrative Review including, but not limited to, a letter sent to their school, a probationary period, and/or exclusion from the programme.
- Missed Class Content: In the case of an absence, it is the responsibility of the student to source and review all content covered in that class (e.g. through Moodle, from class peers etc.)
- Missed Assessment: Absence on the date of scheduled assessments does not entitle the students to a rescheduling of these assessments.
- Punctuality: Students are expected to be on time for all classes, a pattern of late attendance will negatively affect participation grade.
- Excused Absence Request: Students must submit a completed Excused Absence Request on Moodle at least one hour before the start of class. All supporting documentation for this request e.g. Doctor’s note / appointment receipt from INIS, should be submitted to the Student Affairs Coordinator in a timely manner.
- All Excused Absence Requests will be assessed by the Student Affairs Coordinator who will liaise with the student and advise faculty accordingly. The IES Student Privacy Policy will be adhered to in this process.

CONTENT:

Session	Content	Assignments
<p>Week 1</p>	<p>Language The course will begin with a guide to basic introductions in Irish; students will learn how to introduce themselves and a friend.</p> <p>Culture This first class will involve a general exploration around how we define terms such as ‘culture’, ‘heritage’, ‘tradition’ and how they influence and in turn define our identity.</p> <p>Course house-keeping will also be taken care of in this class ie. parameters of course, outline of syllabus, expectations in terms of participation and assignments and important dates and tips for language learning.</p>	<ul style="list-style-type: none"> • Week 1 Words and Phrases (handout and audio file) • Luke Gibbons. <i>Transformations in Irish Culture</i>. Ch1 pp3-22 <p>Additional Materials:</p> <ul style="list-style-type: none"> • Pat Cooke. <i>The Containment of Heritage: Setting Limits to the Growth of Heritage in Ireland</i>. Studies in Public Policy: 11. The Policy Institute, Trinity College Dublin. • Department of Culture Heritage and the Gaeltacht <i>Culture 2025 – A Framework Policy Document</i>. • Roy Foster. <i>The Oxford Illustrated History of Ireland</i>. Read Chronology.
<p>Week 2</p>	<p>Language The phonetics workshop – an intensive workshop designed to give students confidence in pronouncing Irish place names and people’s names.</p> <p>Culture The culture component this week will introduce the Gaelic Revival, the period between the end of the 19th</p>	<ul style="list-style-type: none"> • Week 2 Words and Phrases; (Handouts and audio files) • Tom Bartlett, <i>Ireland, A History</i>, Chapter 4, pp 345 – 358. <p>Additional Materials:</p> <ul style="list-style-type: none"> • Hyde, Douglas. <i>The Necessity for De-Anglicising Ireland</i>. Delivered before the Irish

	<p>and beginning of the 20th century when aspects of Irish culture were re-born and revived as part of an Irish-Ireland movement. The influence of this revival was felt strongly in politics and across the society of the day and continues to reverberate in the cultural life of Ireland into the 21st century.</p>	<p>National Literary Society in Dublin, 25 November 1892.</p> <ul style="list-style-type: none"> • Primary source pack on Moodle containing the manifestos of movements founded as part of the Gaelic Revival.
<p>Week 3</p>	<p>Language This class will introduce Irish place names. students will learn not only how to pronounce Irish place names but also what their literal meanings and lost meanings. Students will also learn how to say where they are from and where they live in Irish.</p> <p>Phonetics assignment due</p> <p>Culture The focus of the second half of the class will be on the Irish language, its history and its place in modern Irish society focussing on TG4 – the Irish language TV station as a case study.</p> <p>Project proposals due</p>	<ul style="list-style-type: none"> • Week 3 Words and Phrases (Handouts and audio files); • www.logainm.ie • Deirdre and Laurence Flanagan <i>Irish Placenames</i>. Ch2. Pp1-9. • WE Vaughan (ed). <i>A New History of Ireland</i> Vol 4. Ch 14, pp. 385-414 • Aidan Doyle. <i>A History of the Irish Language</i> ch 7 pp.161-212 <p>Additional Materials:</p> <ul style="list-style-type: none"> • Brian Friel, <i>Translations</i>. Script and audio file of radio drama version on Moodle. • The Gaelic League. https://cnag.ie/en/info/the-irish-language/facts-and-figures.html • Department of Culture, Heritage and the Gaeltacht. <i>20 Year Strategy for the Irish Language 2010-2020</i>. • Newspaper pack containing opinion pieces relating to the Irish language available on Moodle.
<p>Week 4</p>	<p>Language This class will focus on grammar, looking at sentence structure and basic verbs in Irish through the topic of pastimes. It will also look at the influence of Irish grammar on Hiberno-English.</p> <p>Culture The second part of the class will develop students understanding of the Irish song tradition. The TV series, album and book <i>Bringing it all back home</i> will be looked at in detail.</p>	<ul style="list-style-type: none"> • Week 4 Words and Phrases (Handouts and audio files); • Terence Patrick Dolan. <i>A Dictionary of Hiberno-English</i>; Introduction. • Nuala O’Connor. <i>Bringing it all Back Home</i> Ch1 pp1-12; Ch 8 84-97. <p>Additional Materials:</p> <ul style="list-style-type: none"> • Traditional Irish Music audio pack containing a range of traditional Irish singers available on Moodle
<p>Week 5</p>	<p>Language Students will learn the vocabulary to describe their family, this session will include a guide to Irish names.</p> <p>Placenames glossary assignment due</p> <p>Culture</p>	<ul style="list-style-type: none"> • Week 5 Words and Phrases (Handouts and audio files); • Helen Brennan. <i>The Story of Irish Dancing</i> . Introduction and pp.155-156. • Nuala O’Connor. <i>Bringing it all Back Home</i> Ch 5 p. 49-61; Ch 6 pp62-73; pp. 154-155 <p>Additional Materials:</p>

	<p>Students will have the opportunity in this session not only to learn about the evolution of Irish dance from the Dancing Masters of the 18th Century to the hit show Riverdance, but also to learn a step or two of their own to take home!</p>	<ul style="list-style-type: none"> • <i>Riverdance</i> DVD of the live show available in IES Abroad Dublin library.
Week 6	Project Presentations	
Week 7	<p>Traditional Irish Music workshop. Social anthropologist Enda Ó Catháin has gained recognition at home and abroad for his fiddle playing and sean-nós dancing. Enda will host this ‘trad session’ during which students will be taken on an interactive tour through the musical heritage of Ireland and will be taught songs and dances in using the traditional method.</p>	<ul style="list-style-type: none"> • Ríonach Uí Ógáin. <i>Going to the Well for Water – The Field Diaries of Séamus Ennis</i>. Introduction.
Week 8	<p>Language This class will begin with a quick review of the words and phrases learnt so far. Students will then learn how to talk about where and what they are studying and what they would like to do after graduation.</p> <p>Culture This class will focus on the Gaelic Athletic Association (GAA), one of the most successful stories of the nineteenth-century Gaelic revival. This will be experienced by the students through the stories recorded as part of the GAA Oral History Project.</p>	<ul style="list-style-type: none"> • Week 8 Words and Phrases (Handouts and audio files) • Mike Cronin, William Murphy, Paul Rouse, <i>The Gaelic Athletic Association, 1884-2009</i>, Chapter 14, pp 237-256. <p>Additional Materials:</p> <ul style="list-style-type: none"> • www.gaahistory.com • www.gaa.ie/archive • Mark Duncan, Mike Cronin and Paul Rouse. <i>He GAA: A People’s History</i>
Week 9	Stadium and Museum tour of Croke Park	www.gaa.ie/history
Week 10	<p>Language Seanfhocail [proverbs] that describe people’s character and appearance will be the theme of this class. We will look at some traditional seanfhocail and study a language guide to help students to describe themselves.</p> <p>Culture In this session the tradition of storytelling in Ireland will be outlined and discussed focussing on the work of the Irish Folklore Commission (1935-1970).</p>	<ul style="list-style-type: none"> • Week 10 Words and Phrases (Handouts and audio files) • Diarmuid Ó Giolláin. <i>Locating Irish Folklore</i> Ch. 2 pp.32-62 <p>Additional Materials:</p> <ul style="list-style-type: none"> • www.duchas.ie • <i>Cogar – Eddie Lenihan</i>. Documentary available on Moodle.
Week 11	<p>Language Making arrangements in Ireland - a language guide to making arrangements with some key phrases for concise tweets and texts.</p>	<ul style="list-style-type: none"> • Week 11 Words and Phrases (Handouts and audio files) • Salvador Ryan. <i>Death and the Irish: A Miscellany</i>. Introduction, Ch. 2 pp.34-59.

	<p>Culture Death traditions, attitudes towards death and modern day death customs will be explored in this class along with an analysis of the epic lament –The Lament of Art Ó Laoghaire</p> <p>Term paper due</p>	<p>Additional Materials:</p> <ul style="list-style-type: none"> • <i>Lament of Art Ó Laoghaire</i> • Seán Ó Súilleabháin. <i>Wake Amusements of Ireland</i> • www.rip.ie
Week 12	<p>Language This final session will consist of a review of the words and phrases covered on the course. It will involve extensive role playing to give students confidence using the terminology they have learnt. The language component of the course will end with some traditional curses and blessings!</p> <p>Oral Irish Assignment due during exam week</p> <p>Culture The cultural component of the course will conclude with an overview of the themes addressed focusing on the single thread that unites each theme and has ensured the survival of traditions of great antiquity – the tradition bearer.</p>	<ul style="list-style-type: none"> • Week 12 Words and Phrases (Handouts and audio files) • Diarmuid Ó Giolláin. <i>Locating Irish Folklore</i>. Ch. 4 pp 94-113. • Mícheál Briody. <i>A History of the Irish Folklore Commission, 1935-1970</i>. Ch.1 pp.19-32.

COURSE RELATED TRIPS:

- Stadium and Museum Tour of Croke Park
- Possible tour of the Irish Folklore Collection

REQUIRED READINGS:

There is no Irish language text book for this course rather a booklet of handouts developed for this course over a number of years. The handouts consist of words and phrases, explanations of grammar and pronunciation and additional resources for language learning. All handouts are available to students in text and audio formats on Moodle.

There is no one single text that deals with the cultural aspect of this course as it is so wide ranging. I have outlined above the required reading for each class and in some cases additional materials are indicated. These are taken from a wide variety of materials and range from poetry to plays, to ballads and music recordings, newspapers to an obituary website! Each class will require a good deal of class participation in the form of group work, pair work, debate etc. to assess students' engagement with this material.

- Briody, Mícheál. *A History of the Irish Folklore Commission, 1935-1970*. Ch.1 pp.19-32.
- Brennan, Helen. *The Story of Irish Dancing* . Introduction and pp.155-156.
- Mike Cronin, William Murphy, Paul Rouse, *The Gaelic Athletic Association, 1884-2009*, Chapter 14, pp 237-256.
- Cooke, Pat. *The Containment of Heritage: Setting Limits to the Growth of Heritage in Ireland*. Studies in Public Policy: 11. The Policy Institute, Trinity College Dublin.
- Department of Culture Heritage and the Gaeltacht *Culture 2025 – A Framework Policy Document*.
- Department of Culture, Heritage and the Gaeltacht. *20 Year Strategy for the Irish Language 2010-2020*.
- Dolan, Terence Patrick. *A Dictionary of Hiberno-English*; Introduction.
- Doyle, Aidan. *A History of the Irish Language ch 7 pp.161-212*
- Flanagan, Deirdre and Laurence. *Irish Placenames*. Ch2. Pp1-9.
- Foster, Roy. *The Oxford Illustrated History of Ireland*. Read Chronology.
- Gibbons, Luke. *Transformations in Irish Culture*. Ch1 pp3-22

- Hyde, Douglas. *The Necessity for De-Anglicising Ireland*. Delivered before the Irish National Literary Society in Dublin, 25 November 1892.
- O'Connor, Nuala. *Bringing it all Back Home* Ch1 pp1-12; Ch 8 84-97.
- Ógáin, Ríonach Uí. Going to the Well for Water – The Field Diaries of Séamus Ennis. Introduction.
- Ó Giolláin, Diarmuid. *Locating Irish Folklore*. Ch. 4 pp 94-113.
- Ryan, Salvador. *Death and the Irish: A Miscellany*. Introduction, Ch. 2 pp.34-59.
- WE Vaughan (ed). *A New History of Ireland* Vol 4. Ch 14, pp. 385-414.

ADDITIONAL LANGUAGE RESOURCES:

Irish Language Learning Tools:

- www.achainn.ie - An Irish Language resource site. Includes dictionaries, terminology lists and Irish texts. There is also a forum for translators on the site.
- www.cruinneog.com – Award winning tools for checking Irish spelling and grammar.
- www.tearma.ie - National Terminology Database for Irish, developed by Fiontar and DCU in collaboration with An Coiste Téarmaíochta and Foras na Gaeilge.
- www.focloir.ie - New English-Irish Dictionary from Foras na Gaeilge. Includes digitalised versions of Foclóir Gaeilge Béarla and English Irish Dictionary.

Irish Language Organisations:

- www.gaeilge.ie – Foras na Gaeilge – the island-wide body for promoting Irish.
- www.gaelport.ie – Comhdháil Náisiúnta na Gaeilge – the federation of Irish Language organisations.
- www.cnag.ie – Conradh na Gaeilge – the Gaelic League – National body for the promotion and learning of Irish.
- www.gaelchultúr.ie – Irish language learning resources and social events.
- www.gael-linn.ie – Irish language body promoting Irish music, culture and learning.