UNIVERSITATEA BABEŞ-BOLYAI
BABEŞ-BOLYAI TUDOMÁNYEGYETEM
BABEŞ-BOLYAI UNIVERSITÄT
BABEŞ-BOLYAI UNIVERSITY
TRADITIO ET EXCELLENTIA

Facultatea de Litere
Str. Horea nr. 31
400202, Cluj-Napoca
Tel: 0264 5322388
Fax: 0264 432303

COURSE SYLLABUS

1. Information about the study program

1.1 University	Babeș-Bolyai University
1.2 Faculty	The Faculty of Letters
1.3 Department	English Language and Literature
1.4 Field of study	Irish Studies
1.5 Study cycle (BA/MA)	MA
1.6 Study program/Qualification	Irish Studies / MA in Philology

2. Information about the subject

2.1 Course title/Code		**LME1116 IRISH CULTURE AND SPIRITUALITY** (in English)						
2.2 Course tutor		Conf. dr. Adrian Radu						
2.3 Seminar tutor		Conf. dr. Adrian Radu						
2.4 Year of study	1	2.5 Semester	1	2.6 Type of assessment	E	2.7 Course status	Contents	DS
							Mandatory	DO

3. Total estimated time (teaching hours per semester)

3.1 Number of hours per week	3	of which: 3.2 course	2	3.3 seminar/laboratory	1
3.4 Total number of hours in the curriculum	42	of which: 3.5 course	28	3.6 seminar/laboratory	14

Time distribution	Hours
Study based on textbook/course manual/recommended reading/personal notes	40
Additional research in the library, by accessing scientific databases, or during field work	16
Preparation for seminars/laboratory classes, essays, portfolios and reports	24
Tutoring	28
Assessment (examinations)	4
Other activities	40

3.7 Total hours for individual study	108	
3.8 Total hours per semester	150	
3.9 Number of credits	6	

4. Prerequisites (if necessary)

4.1 Curriculum	BA degree
4.2 Skills	Proficiency in English

5. Conditions (if necessary)

5.1. For delivering lectures	• Room with computer and projector
5.2. For teaching seminars/laboratory classes	• Room with computer and projector

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6. Acquired specific competences

Professional competences	C1 Adequate use of concepts in the study of general linguistics, theory of literature and universal and comparative literature C2 Efficient written and oral communication in Romanian and in English C4 Synthetic and analytical, as well as aesthetic and cultural analysis and presentation of literary phenomena in the context of Anglo-American reference culture.
Transversal competences	CT1 Using the instruments of linguistics and literary studies in accordance to professional ethics. CT2 Teamwork; interpersonal communication, taking on specific roles. CT3 Setting up an individual project for lifelong training; achieving training by accumulating information, participating in team projects and in institutional and personal development programs.

7. Course objectives (derived from the specific competences acquired)

7.1 General objective of course	An overview course meant to familiarize students with Ireland and the Irish, the essential aspects of Irish civilization, to allow them to substantiate the concepts of Irish culture and spirituality
7.2 Specific objectives	• To familiarize students to diverse aspects of the Irish state, its history and traditions, and the languages spoken in Ireland • To familiarize students to Northern Ireland • To familiarize students to Irish art and the current media

8. Contents

8.1 Lectures	Teaching methods	Remarks
1. Land and People Physical features and major cities (Dublin, Cork, Limerick, Galway and Belfast). Population. Religion: The Roman Catholic Church, the Church of Ireland, the Presbyterian Church, the Methodist Church. Religious controversies, sectarianism and contemporary debates.	Participatory lecture, debate, demonstration, exemplification, problematization, pair work and team work	
2. Languages Celtic languages: distribution, characteristics. Gaelic / Irish: type of language, origin and history, characteristics. The current status of Irish: factors for / against the survival of the Irish language. Irish English: denominations, varieties and pronunciation patterns. Hiberno-English.	Participatory lecture, debate, demonstration, exemplification, problematization, pair work and team work	
3-4. History The Celts and their spirituality: way of life, religion, calendar and feats. Gaelic Irish society: the Brehon Law. Christianisation of the Gaels: St. Patrick and his significance. Monasticism and the golden age of Irish culture. The Vikings and the Anglo-Normans and the beginning of the co-habitation of the English with the Irish. The Plantation of Ireland. Cromwell. The Penal Laws. Daniel O' Connell and the Catholic Association. The Act of Union. The Great Famine: causes, manifestations and effects. Charles Stuart Parnell and the Home Rule Association. The Easter Rising. The making of the Irish Republic and of modern Ireland.	Participatory lecture, debate, demonstration, exemplification, problematization, pair work and team work	
5. The Irish State Name, symbols and national day. Constitution and establishment:	Participatory lecture, debate, demonstration,	

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The Constitution, the President, the Irish Parliament: the Oireachtas, the Government: Civil Service.	exemplification, problematization, pair work and team work	
6. Mid-term test		
7-8. Northern Ireland Sectarianism and the Troubles. The IRA and the loyalist paramilitary organisations (UDA, UFF, UVF). Main events in the Northern Ireland crisis and their significance. Northern Ireland on the road to peace: The Belfast Good Friday Agreement of 1998. Government and status of Northern Ireland. Situation today	Participatory lecture, debate, demonstration, exemplification, problematization, pair work and team work	
9. Education First-level and secondary-level schools. Schools in Northern Ireland. Universities in the Republic: the NUI, Trinity College of Dublin.	Participatory lecture, debate, demonstration, exemplification, problematization, pair work and team work	
10. Irish Life Radio and television. The press. Eating habits. The pub as institution. Traditional Irish music and instruments. The Irish today: way of life and spirituality	Participatory lecture, debate, demonstration, exemplification, problematization, pair work and team work	
11-12. Heritage and tradition The significance of tradition in Irish culture. The Irish farm. The bally and clachan. The Irish home. The hearth. Fairs and gatherings. Patterns. Fixed festivals. Weddings and wakes	Participatory lecture, debate, demonstration, exemplification, problematization, pair work and team work	
13. Student-lead course presentation.		
14. End-of-term test		

Bibliography

Ardagh, John. *Ireland and the Irish*: *Portrait of a Changing Society*. London: Penguin Books, 1994.
Boyce, George. *Nationalism in Ireland*. London: Routledge, 1995.
British Council, The. *An Introduction to Northern Ireland*. Second edition. Belfast: 1994.
Brown, Terence. *Ireland: A Social and Cultural History 1922-1985*. London: Fontana Press, 1985.
Department of Foreign Affairs, Dublin, Ireland. *Facts about Ireland*. Dublin: Government of Ireland, 1995.
Evans, Estyn. ed. *Irish Folkways*. London: Routledge & Kegan. 1957.
Foreign and Commonwealth Office. The, *Northern Ireland*. London: February 1995.
Foster, R. F. *Modern Ireland*. London: Penguin Books, 1988.
Hussey, Gemma. *Ireland Today*. London: Penguin Books, 1993.
Somerset Fry, Peter and Fiona. *A History of Ireland*. London: Routledge, 1988.
Wilde, Lady ('Speranza'). *Ancient Legends, Mystic Charms, and Superstitions of Ireland*. London: Ward and Downey, 1888. Reprint, Galway: O'Gorman Ltd., 1971.

8.2 Seminar/laboratory	Teaching methods	Remarks
1-2-3. Irish Land, People and State Representations – Independence and Civil War Ireland: [1] William Trevor: *Fools of Fortune* and the painful and sacrificial fight for independence. [2] Film screening: "The Wind that Shakes the Barley" (2006) – the dramatism of life and fierceness of guerrilla war against British forces pre-independent Ireland.	Discussions, dialogues, demonstration, problematisation, illustration, working in pairs and groups.	
4. Languages. Representation: Brian Friel, "Translations" (1980) – the chronicle of the obliteration of Irish culture and language in Ireland of the Ordnance Survey of 1833, having as mission to create an Anglicised map of Ireland.	Discussions, dialogues, demonstration, problematisation, illustration, working in pairs and groups.	

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5-6. Northern Ireland: Representations. [1] Bernard McLaverty, *Cal* – life, love and duty against the fear and violence of Ulster sectarianism. [2] Robert McLiam Wilson, *Ripley Bogle* and (re)configuring Northern identities. [3] Film screening: "Cal".	Discussions, dialogues, demonstration, problematisation, illustration, working in pairs and groups.	
7. Irish Life: Representation. Ciarán Carson, *Last Night's Fun: In and Out with Irish Music* – the lyrical experience of music, poetry, anecdote and Irish life.	Discussions, dialogues, demonstration, problematisation, illustration, working in pairs and groups.	
9-10. Heritage and tradition – the Other Ireland: Representation. [1] John Millington Synge, *The Aran Islands* - geography, people and spiritual lore. [2] Lady Wilde ('Speranza'), *Ancient Legends, Mystic Charms, and Superstitions of Ireland*	Discussions, dialogues, demonstration, problematisation, illustration, working in pairs and groups.	
11-12. Heritage and tradition – the Other Ireland: Representation. [3] The Blasket Islands as repository of old Ireland's life and literary tradition in the writings of the Blasket writers: • Tomás Ó Criomhthain, *An t-Oileánach* (1929). • Muiris Ó Súileabháin, *Fiche Blian ag Fás* (1933). Peig Sayers, Peig, *A Scéal Féin* (1936).	Discussions, dialogues, demonstration, problematisation, illustration, working in pairs and groups.	
13-14. Research presentations.		
1-2-3. Irish Land, People and State Representations – Independence and Civil War Ireland: [1] William Trevor: *Fools of Fortune* and the painful and sacrificial fight for independence. [2] Film screening: "The Wind that Shakes the Barley" (2006) – the dramatism of life and fierceness of guerrilla war against British forces pre-independent Ireland.	Discussions, dialogues, demonstration, problematisation, illustration, working in pairs and groups.	
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Clearly, Joe and Claire Connolly (eds.). *The Cambridge Companion to Irish Culture*. Cambridge: Cambridge UP, 2005.
Craig, Patricia (ed.). *The Oxford Book of Ireland*. Oxford: Oxford UP, 1998.
Evans, Estyn. ed. *Irish Folkways*. London: Routledge & Kegan. 1957.
Foster, John Wilson (ed.). *The Cambridge Companion to the Irish Novel*. Cambridge: Cambridge UP, 2006.
Ganz, Jeffrey. Introduction. *Early Irish Myths and Sagas*. London: Penguin, 1981.
Harte, Liam and Michael Parker. *Contemporary Irish Fiction: Themes, Tropes, Theories*. Houndmills and London: Macmillan, 2000.
Hunt Mahony, Christina. *Contemporary Irish Literature: Transforming Tradition*. New York: St. Martin's Press, 1998.
Kelleher, Margaret and Philip O'Leary (eds.). *The Cambridge History of Irish Literature*. 2 vols. Cambridge: Cambridge UP, 2008.
MacCullach, Ian. *Celtic Mythology*. Thames and Hudson: London, 1996.
McCormack, W. J. (ed.). *The Blackwell Companion to Modern Irish Culture*. Oxford: Blackwell, 1999.
Welch, Robert. *The Oxford Companion to Irish Literature*. Oxford: Oxford University Press, 1996.
Wilde, Lady ('Speranza'). *Ancient Legends, Mystic Charms, and Superstitions of Ireland*. London: Ward and Downey, 1888. Reprint, Galway: O'Gorman Ltd., 1971.
Wright, Julia (ed.). *A Companion to Irish Literature*. 2 vols. Oxford: Wiley-Blackwell, 2010.

9. Validating course contents based on the expectations of epistemic communities, professional associations and of potential employers related to the field of study.

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- The course content is reflected in a major proportion in the study programs of national and international universities (University of Limerick, Irlanda).
- The study topics are developed based on the specialized bibliography in the field.
- Some components of the lectures and seminars were presented at national and international conferences and symposiums.

10. Assessment (examination)

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weight in the final grade
10.4 Lectures	• General knowledge of the subject and its connection to other disciplines • The degree of assimilation and use of specialized language and the proficiency in English • The required reading and the capacity to contextualize, analyse and interpret	Oral/Written Exam Research portfolio evaluation	Semester works, material portfolio (25%), -direct evaluation (75%) Course mark is 2/3 of the final grade
10.5 Seminar/laboratory	Active participation and seminar attendance of minimum 75 %	Continuous evaluation of activity	1/3 of final grade
10.6 Minimum performance standard			
1. Knowledge of the main concepts, recognition, definition and proper use; 2. Knowledge of the specificities of Irish culture and spirituality; 3. The overall vision of the domain; 4. Idea of the interdisciplinary methods used.			

Date 06.04.2022	Course tutor's signature	Seminar tutor's signature
Date of department endorsement 16.04.2022	Head of department's signature	
Date of Dean's endorsement	Signature of the vice-Dean in charge	Faculty stamp