



## SYLLABUS

### *The history of Ireland*

Academic year 2025-2026

#### 1. Information about the study program

1.1. University	Babeș-Bolyai University
1.2. Faculty	Faculty of Letters
1.3. Department	English Language and Literature
1.4. Field of study	Philology
1.5. Study cycle (BA/MA)	MA
1.6. Study programme/Qualification	MA Degree in Philology
1.7. Enrolment frequency	Full time

#### 2. Information about the subject

2.1. Course title			The history of Ireland (taught in English)					Course code		LME1218-2218	
2.2. Course tutor					Dr. Alexandru-Ioan Ciorogar						
2.3. Seminar tutor					Dr. Alexandru-Ioan Ciorogar						
2.4. Year of study		1/2	2.5. Semester	2	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	1
3.4. Total number of hours in the curriculum	42/36	of which: 3.5 course	28/24	3.6 seminar	14/12
<b>Allotted time for individual study (ID) and self-study activities (SA)</b>					<b>hours</b>
Study based on textbook, course manual, recommended bibliography, personal notes (SA)					44/60
Additional research (in the library, online scientific databases/platforms, or field documentation)					30/30
Preparation for seminars / laboratory classes/ essays/ projects/ homework/ portfolios and reports					20/20
Tutoring					10/10
Assessment (examinations)					4/4
Other activities:					
<b>3.7. Total hours for individual study (ID) and self-study activities (SA)</b>					<b>108/114</b>
<b>3.8. Total hours per semester</b>					<b>150</b>
<b>3.9. Number of credits</b>					<b>6</b>

#### 4. Prerequisites (if necessary)

4.1. curriculum	
4.2. skills	

Date of approval  
Name and signature of Dean



## 5. Conditions (if necessary)

5.1. for delivering lectures	Overhead projector
5.2. for teaching seminars / practical courses (laboratory classes)	Overhead projector

## 6. Acquired specific skills

Professional/essential skills	<ul style="list-style-type: none"> <li>C2. Efficient written and oral communication in English</li> <li>C.3 Analysis and presentation of literary phenomena in the context of the reference culture.</li> </ul>
Transversal skills	<ul style="list-style-type: none"> <li>TC1 Using the instruments of linguistics and literary studies in accordance with professional ethics.</li> <li>TC2 Teamwork; interpersonal communication, taking on specific roles.</li> <li>TC3 Setting up an individual project for lifelong training; achieving training by accumulating information, participating in team projects and in institutional and personal development programs.</li> </ul>

## 7. Course objectives (derived from the acquired specific skills)

7.1 General objective of course	<ul style="list-style-type: none"> <li>An introductory course meant to familiarize students with the history and culture of the two "Irelands". Lectures will debate the Viking, Norman and English invasions, ancient customs and traditions of the Celts, the fate of Gaelic, the spread and command of English, the political and social implications of centuries of conflict.</li> <li>The diachronic analysis of the main events in politics and culture, the identification and interpretation of political, religious, economic and social forces that led to the general conditions of life in Ireland</li> </ul>
7.2 Specific objectives	To know and understand the emergence of phenomena in social history, to develop the students' capacity of analysis and description of diverse political, military, socio-cultural, religious events; to create an integrative vision upon the complex causes at work in the history of Ireland.

## 8. Contents

8.1 Course	Teaching methods	Remarks
Introduction to Course. Texts, Bibliography, Assessment. Celtic Ireland. The Arrival of Christianity. Early Peoples and Politics. The Golden Age. Ireland and Europe. The Viking	presentation, debates, dialogues, problematizing, examples	



Wars. The Age of Brian Boru. Reform of the Church. Ireland before the Normans.		
The Conquest of Ireland. The English Invasion. Expansion of the Colony. Irish Resistance. The Decline of English Power. The Gaelic Revival. The Late Middle Ages. The Growth of Dublin.	presentation, debates, dialogues, problematizing, examples	
Reformation to Restoration. The Protestant Reformation. Elizabethan Administration. Plantation and Resistance. O'Neill's Rising. Jacobean Plantations. The Rising of 1641. Cromwell's Campaigns and Administration. The Williamite Revolution.	presentation, debates, dialogues, problematizing, examples	
From Splendour to Famine. The Penal Laws. The Georgian Economy. The Government of Ireland, 1692-1785. The 1798 Rebellion. Catholic Emancipation and Repeal. Nineteenth-Century Catholicism. The Pre-Famine Economy.	presentation, debates, dialogues, problematizing, examples	
Emigration to 1845. The Great Famine. The Decline of the Irish Language. Modern Ireland. Post-Famine Emigration. Economic Development before the Great War.	presentation, debates, dialogues, problematizing, examples	
The Growth of Irish Nationalism. Government Policy. The Ulster Question. The Great War and the Easter Rising. Separation 1916-23. Cumann na nGaedheal. Fianna Fáil. The '40s and '50s: Turmoil and Malaise.	debates, dialogues, problematizing, examples	
Northern Ireland. The '60s: Economic and Social Change. The '70s and the '80s: Political and Social Instability. The Northern Crisis. Ireland in the '90s.	Discussion, debate, problematization.	
8.2 Seminar / practical course (laboratory class)	Teaching methods	Remarks
Introduction to New Historicism. Stephen Greenblatt	presentation, debates, dialogues, problematizing, examples	
Michel Foucault – Archeology, Genealogy, Ethics; Power/Knowledge	presentation, debates, dialogues, problematizing, examples	
Mikhail Bakhtin – carnivalesque, polyphony, heteroglossia	presentation, debates, dialogues, problematizing, examples	
Hayden White - Metahistory: The Historical Imagination in Nineteenth-Century Europe	presentation, debates, dialogues, problematizing, examples	
Michel de Certeau – The Writing of History	presentation, debates, dialogues, problematizing, examples	
<i>A Girl Is a Half-formed Thing</i> - Eimear McBride (published in 2013)	presentation, debates, dialogues, problematizing, examples	
<i>Solar Bones</i> (published in 2016) - Mike McCormack.	presentation, debates, dialogues, problematizing, examples	
Bibliography <b>Bibliography</b>		



Greenblatt, Stephen, *Renaissance Self-Fashioning: From More to Shakespeare*. Chicago: University of Chicago Press, 1980.  
Foucault, Michel, *The Foucault Reader (edited by Paul Rabinow)*. New York: Pantheon Books, 1984.  
Bakhtin, M.M., *The Dialogic Imagination: Four Essays by M.M. Bakhtin*. Ed. Michael Holquist. Trans. Caryl Emerson and Michael Holquist. Austin and London: University of Texas Press, 1981.  
White, Hayden, *Metahistory: The Historical Imagination in Nineteenth-century Europe*. Baltimore: Johns Hopkins University Press, 1973.  
de Certeau, Michel, *The Writing of History*. Translated by Tom Conley. New York: Columbia University Press, 1988.  
Kileen, Richard, *A Short History of the Irish Revolution. 1912 to 1927*. Dublin: Gill & Macmillan Ltd, 2007.  
Power, Patrick and S. Duffy, *The Timechart History of Ireland. An Illustrated Chronological Chart of the History of Ireland from 6000 BC to Present Times*. London: Worth Press Limited, 2001.  
Brady, Cirian (ed.), *The Hutchinson Encyclopedia of Ireland. An A-Z guide to its people, places, history, and culture*. Oxford: Helicom Publishing, 2000.  
Blair, Robert. *Northern Ireland*. Belfast: Blackstaff, 1995  
Craig, Patricia. *The Oxford Book of Ireland*. Oxford: OUP, 2003  
Duffy, Seán, ed. *Atlas of Irish History*. Gill & MacMillan, 1997  
Kiberd, Declan. *Inventing Ireland. The Literature of the Modern Nation*. Cambridge, Harvard: Jonathan Cape, 1996  
Moody, T.W. ed. *The Course of Irish History*. Revised and enlarged edition. Mercier Press, 2001  
Spence, Lewis. *Mysteries of Celtic Ireland*. Parragon, 1998  
Spencer, Graham. *Disturbing The Peace? Politics, television news and the Northern Ireland peace process*. Ashgate, 2000.  
McCormack, Mike, *Solar Bones*. Dublin: Tramp Press, 2016.  
McBride, Eimear, *A Girl is a Half-formed Thing*. Norfolk: Galley Beggar Press, 2013.

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

- The content, methods and texts were selected in accordance to recent research in the field and the syllabi of various Romanian and Western universities. I specifically targeted the thematic and formal relevance of texts for the students' personal development through intercultural communication skills and raising interest in the role of literature against the background of European culture.

## 10. Assessment (examination)

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weight in the final grade
10.4 Course	Accuracy of knowledge, proficiency of written expression, coherence and originality of interpretation	Written Exam	2/3 of final grade
10.5 Seminar	Accuracy and proficiency of oral expression, coherence and originality of presentation and interpretation	Class participation, seminar presentation, book review	1/3 of final grade

Date of approval  
Name and signature of Dean



	Accuracy of information and creativity in using it in practice.	Examination (defending the academic paper)	30%
--	---	--	-----

#### 10.6 Basic performance standard

1. General knowledge of the literary issues discussed in the course;
2. Good knowledge of the literary works studied;
3. Level of English proficiency: B2 (CEF), upper-intermediate and above;
4. Correct use of concepts and terms;
5. Plagiarism of any kind automatically results in failing the course and will be managed as stipulated in the University regulations.
6. Using AI tools for generating ideas or discourse is allowed only with the tutor's permission and with explicit acknowledgment. This applies to both class discussions or assessment tasks and examinations. Unauthorized use of AI amounts to plagiarism. According to UBB regulations, plagiarism of any type triggers expulsion from university studies.

#### 11. Labels ODD (Sustainable Development Goals)

	General label for Sustainable Development

Date:  
14.02.2025

Course tutor's name and signature

Ciorogar Alexandru

Seminar tutor's name and signature

Ciorogar Alexandru

Date of approval:  
14.02.2025

Head of Department's name and signature,

Popa-Petrar Petronia

Date of approval  
Name and signature of Dean



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



Facultatea de Litere  
Str. Horea nr. 31  
400202, Cluj-Napoca  
<https://lett.ubbcluj.ro>

Date of approval  
Name and signature of Dean