



# Léargas: Irish Language and Culture

## IRSH 1101

### **Course Description**

'Léargas' is the Irish word for 'insight'.

The aim of this course is to provide students with a unique insight into Irish culture, through the Irish language. Students will be given the opportunity to learn basic Irish language skills and to explore the many areas of Irish culture and society that foster and promote the language.

The language learning element caters for beginners with no previous knowledge of Irish. The course takes a communicative approach to language learning allowing ample opportunity for learners to practice what they have learned. Students will discover the integral part the Irish language plays and has played in broader cultural movements and trends and assess the broader application of the language in Irish society. Students will be given the opportunity to familiarize themselves with traditional Irish instruments, Irish song, and Irish dance first hand.

### **Course Aims**

- 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: Understanding texts that are simple and short insofar as they relate specifically to everyday life.
- Writing: ability to write basic phrases and simple words.
- Looking at Gaelic culture in its historical context while analyzing the political and social influences on the various cultural movements in Ireland.
- To gain a deeper understanding of the evolution of Irish culture through examining its individual entities; the people who perform, inform, participate in and preserve Gaelic culture.
- To develop a critical understanding of language and culture in a universal sense.
- To enhance the students own personal experiences in Ireland through this understanding and through facilitated engagement with the communities that preserve and practice the traditions discussed.

### **Requirements and Prerequisites**

This is an introductory course; a background in language or cultural studies is not required.

### **Learning Outcomes**

- a. Use single words and simple sentences while taking part in a conversation based on topics that relate to everyday life.
- b. Understand simple speech that is delivered clearly and slowly.
- c. Understand texts that are simple and short insofar as they relate specifically to everyday life.

- d. Write basic phrases and simple words.
- e. Have a deeper understanding of the evolution of Irish culture through examining its individual entities; the people who perform, inform, participate in and preserve Gaelic culture.
- f. Understand the place of the Irish language in Irish society today and the cultural significance of the language.

## **Developmental Outcomes**

Students should be able to demonstrate:

- A more sophisticated level of communicative competence: It has long been recognised in the field of socio-linguistics that language and culture are inextricably linked. By using language learning as a prism through which to view both Irish culture and society students' communicative competence is more finely honed.
- Insights into their cultural experience in Ireland: While students may study Irish or any language without immersing themselves in the associated culture, it is not possible to learn the language in a true sense without being exposed to that culture. Through learning Irish as part of a broader cultural exploration students are better equipped to make meaning from their semester in Ireland.
- Inter-cultural competence: Through gaining insights into Irish culture and society in the classroom, students will be more effectively able to communicate with other cultures outside the classroom. The language and cultural awareness aspect of the course means that this is not confined to their interactions with Irish people but extends to other cultures more broadly.
- Intra-cultural competence: Through language and cultural awareness students also gain an increased awareness of their own culture and society and the variation within in it.

## **Class methodology**

The course takes a communicative approach to language learning allowing ample opportunity for learners to practice what they have learned. The emphasis will be on group work and pair work. Grammar will be taught as it arises and in context. The pace and content of the language class may vary according to learners' needs. There will be a strong emphasis on demonstration and participation in this class. The first part of each session will involve a brief lecture introducing the topic of the day. This will make extensive use of audio and audio-visual materials, discussion points and case-studies. The rest of the class will be devoted to discussion, group work, interrogation of primary sources in the form of documentation, popular literature, audio and audio visual elements. Students will be expected to undertake field work regularly and create their own portfolio of materials relating to their chosen aspect of Irish culture. There will be time devoted to group work or group presentations in each class where students can receive more personal attention and advice on their given topic. Guest facilitators will be invited into the classroom to provide workshops to students on various aspects of the culture.

***Field Component(s):*** CAPA provides the unique opportunity to learn about the city through direct, guided experience. Participation in the field activity (activities) for this course is required. You will actively explore the Global City you are currently living in. Furthermore, you will have the chance to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course.

The assigned field component(s) are:

Students are strongly encouraged to participate in co-curricular program activities, among which the following are suggested:

Consult MyGlobalEducation Calender and Monday Memo.

## **Mid-Term & Final Exams**

The mid-term exam consists of: (clearly explain what kind of exam students must expect)

- A) EXAMPLE short questions with open answers on topics covered until that point in class (45 minutes)
- B) EXAMPLE short essay writing on the thematic clusters (2 hours)

The final exam consists of two parts:

- C) EXAMPLE short questions with open answers on topics covered until that point in class (45 minutes)

D) EXAMPLE short essay writing on the thematic clusters (2 hours)

## **Assessment/Grading Policy**

- **Class participation/Small group discussion** 10%
- **Blog-Vlog project** 20%
- **Oral Presentations** 20%
- **Assignment Essay** 20%
- **Final Exam** 30%
  - Short questions 10%
  - Essay 15%
  - Oral language 5%

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Overall grade

100%

Assessment of Learning Outcomes			
Learning Outcomes	Assessment task	Grade %	Due Date
c. and d.	Written exam	10%	Week 11
a. and b.	Participation in Raidió na Life recording	5%	Week 11
e. and f.	In-Class Oral Presentations	20%	Weekly from Week 3
e. and f.	Participation in class (group discussions)	10%	Weekly from Week 2
e. and f.	Class Blog-Vlog	20%	Weekly from Week 2
e. and f.	Assignment Essay	20%	Week 4
e. and f.	Final exam essay	15%	Week 11

### **Dress Code**

No requirements.

### **Course Materials**

#### **Required Readings:**

Ó Dónaill, Éamonn, *Gaeilge Gan Stró – Beginners Level* (2011)

Maguire, Desmond, *Pádraic Pearse, Short Stories, A Dual-Language Book* (1968) (Kindle version available on Amazon)

Nic Phóidín, Caolfhionn, Ó Céarnaigh, Seán, *A New View of the Irish Language* (2008) (Kindle version available on Amazon)

Ó Murchú, Dr. Helen, *More Facts About Irish – Volume 1* (2008) and *Volume 2* (2014) (online)

#### **Recommended Reading(s):**

Crowley, Tony, *The Politics of Language in Ireland 1366-1922* (2000)

Collins, Kevin, *The Cultural Conquest of Ireland* (1990)

Ó Murchú, Máirtín, *The Irish Language* (1985)

*An Tulach Tinóil*, <http://www.historyireland.com/early-modern-history-1500-1700/an-tulach-tinoil/>

- Gibbons, Luke, *Transformations in Irish Culture* (1996)
- Bradley, Finbarr and Kennelly, James J. *Capitalising on Culture, Competing on Difference* (2008)
- McWilliams, David, *The Pope's Children* (2005)
- Inglis, Tom, *Global Ireland* (2008)
- O'Sullivan, Patrick (ed.), *The Creative Migrant* (Chs. 9, 10 and 11) (1994)
- Watson, Iarfhlaith, *Broadcasting in Irish* (2003)
- de Blácam, Aodh, *Gaelic Literature Surveyed* (1973)
- Glórtha ón Osnádúr, Sounds from the Supernatural*, Béaloideas 1994-5
- Flower, Robin, *The Irish Tradition* (1978)
- Ryan, Meda, Bidy Early, *The Wise Woman of Clare* (1978)
- Carney, James (ed.), *Early Irish Poetry* (1969)
- Corkery, Daniel, *The Fortunes of the Irish Language* (1968)
- Ó Tuama, Seán (ed.), *The Gaelic League Idea* (1993)
- Murphy, Gerard, *Saga and Myth in Ancient Ireland* (1971)
- Murphy, Gerard, *Ossianic Lore* (1971)
- Wilkes, Angela, *Usborne Internet-Linked Irish For Beginners* (1989)
- 'ac Gearailt, Breandán, *500 Beannacht* (2002)
- 'ac Gearailt, Breandán, *500 Mallacht Ort* (2002)
- 'ac Gearailt, Breandán, *Seanfhocail Gan Sárú agus Nathanna Eile* (2014)
- Flanagan, Deirdre & Flanagan, Laurence, *Irish Place Names* (2002)
- Price, Liam, *The Place-Names of Co. Wicklow* (1980)
- Mac Garraidhe, Murt, *Strangers at Home* (2009)
- Titley, Alan, *A Pocket History of Gaelic Culture* (2002)
- Mac Síomóin, Tomás, *The Broken Harp* (2015)
- Ní Dhomhnaill, Nuala, *Selected Essays* (2005)
- O'Connell, Eithne "Subtitles on screen: Something for everyone in the audience?" *Teanga* 18 (1999)85-92
- O'Connell, Eithne, *The King's Irish: Dialogue, Dialect and Subtitles in Kings* (2007)
- Joyce, P.W. *English as We Speak It in Ireland*, <http://www.gutenberg.org/files/34251/34251-h/34251-h.htm>
- Ó Muirthe, Diarmuid, *Words We Use* (2006)
- Ó Giolláin, Diarmuid, *Locating Irish Folklore – Tradition, Modernity, Identity* (2000)
- Ó Criomhtháin, Tomás, *The Islandman* (1937)
- Pearse, Pádraig, Maguire, Desmond (translator), *Short Stories of Padraic Pearse: A Dual-language Book* (1968)
- Brennan, Helen, *The Story of Irish Dance* (1999)
- Vallely, Fintan, *The Companion to Irish Traditional Music* (2005)
- Ó Riada, Seán, *Seoda an Riadaigh*, The Essential Collection (2011)
- Uí Ógáin, Ríonach, *Going to the Well for Water – The Séamus Ennis Field Diary 1942-46* (2009)
- Smyth, Sam, *Riverdance, The Story*, (1996)

Boullier, Dianna, *Exploring Irish Music and Dance* (1998)

Ó Canainn, Tomás, *Traditional Music in Ireland* (1978)

Breathnach, Breandán, *The Man and his Music* (1986)

Donnelly, Seán, *The Early History of Piping in Ireland* (2001)

Vallely, Fintan, Doherty, Liz, McGettrick, Paul, Vallely, Eithne, Smith, Therese, Moloney, Colette & Wilkinson, Desi, *Crosbhealaigh an Cheoil, The Crossroads Conference, 1996, Tradition and Change in Irish Traditional Music* (1999)

*Ireland of the Welcomes*, Vol. 63, No. 4 July/August 2014.

*Ireland of the Welcomes*, Vol. 63, No. 5 September/October 2014.

Ó hÉithir, Breandán, *Over the Bar* (1991)

McAnallen, Dónal, *The Evolution of the GAA –Uladh, Éire agus Eile* (2009)

Marcus de Búrca, *The GAA: a History* (1984)

Corry, Eoghan, *An Illustrated History of the GAA* (2006)

SAM 14 The 2014 Football Championship Compilation

Liam 14 The 2014 Hurling Championship Compilation

### **Useful Websites:**

Conradh na Gaeilge: [www.cnag.ie](http://www.cnag.ie)

Irish Traditional Music Archive: [www.itma.ie](http://www.itma.ie)

The Gaelic Athletic Association: [www.gaa.ie](http://www.gaa.ie)

The GAA Oral History Project: <http://www.bc.edu/centers/irish/gaahistory.html#>

National Folklore Collection of Ireland: [www.ucd.ie/folklore](http://www.ucd.ie/folklore)

The Irish Times: [www.irishtimes.com](http://www.irishtimes.com)

RTÉ: [www.rte.ie](http://www.rte.ie)

Irish Language Dictionary: <http://breis.focloir.ie/en/>

Irish Language Dictionary of Terms: [www.focal.ie](http://www.focal.ie)

## **Weekly Course Schedule**

<b>WEEK 1</b>	
<b>Lesson Number 1</b>	
Meet	
Venue	Griffith College
In–class activity	<p>The course will begin with an overview of course content and assessment.</p> <p>This will be followed by an introduction to the Irish language. This will include a brief history of the Irish language, a discussion on perceptions of the Irish language and of Irish culture, cultural stereo-typing, and the Irish language in the context of the English language.</p> <p>The language section of week 1 will begin with a guide to basic introductions in Irish; students will learn how to introduce themselves and a friend.</p>
Out–of–class activity	
Assignments	Students will conduct a survey on the Irish language.

## **WEEK 2**

<b>Lesson Number 2</b>	
Meet	
Venue	Griffith College
In-class activity	<p>The language section of week 2 will begin with a revision of week 1 followed by a pronunciation workshop which will give students confidence in pronouncing Irish place names and people's names.</p> <p>The cultural component of this week's session will involve a look at the present Irish language community. The Irish language community both within and outside of the <i>Gaeltacht</i> will be examined. Language planning will be looked at in this context.</p>
Out-of-class activity	
Assignments	Students will be expected to have undertaken a survey of attitudes towards the Irish language.

### **WEEK 3**

<b>Lesson Number 3</b>	
Meet	
Venue	The Piper's Club
In-class activity	<p>This week's session will take place in the headquarters of Na Píobairí Uilleann. Uilleann piper Seán McKeon will give a workshop on the uilleann pipes in Na Píobairí Uilleann headquarters in Dublin. This will involve a guided tour of Na Píobairí Uilleann and a lesson on the uilleann pipes and each student will have the use of a practice set of uilleann pipes for this.</p>
Out-of-class activity	
Assignments	

### **WEEK 4**

<b>Lesson Number 4</b>	
Meet	
Venue	The Cobblestone Pub and Club Chonradh na Gaeilge
In-class activity	
Out-of-class activity	Students will attend a session of traditional Irish music in the Cobblestone. This will be followed by a trip to Club Chonradh na Gaeilge.
Assignments	
Notes	

### **WEEK 5**

<b>Lesson Number 5</b>	
Meet	
Venue	Griffith College
In-class activity	<p>The language section of week 5 will begin with a revision of previous lessons. This will be followed by a look at accommodation, daily life, talents and skills.</p> <p>Irish language education will be examined in this session, with particular attention given</p>

	to investigating the influence of progress, or lack of progress, in these areas on the Irish language and Irish culture.  Sean-nós dancer Sibéal Davitt will present a workshop on sean-nós dancing in the second half of the evening.
Out-of-class activity	
Assignments	
Notes	

### **WEEK 6**

<b>Lesson Number 6</b>	
Meet	
Venue	Griffith College
In-class activity	<p>The language section of week 6 will begin with a revision of previous lessons. This will be followed by a look at talking about pastimes, food and drink, making arrangements and proverbs in Irish.</p> <p>Irish language literature will be examined. Amongst some of the issues examined in this session will be the inspiration of contemporary writers, the themes of contemporary literature and the challenges facing these writers. <i>Short Stories</i>, by Pádraic Pearse, will be examined and discussed in this week's session.</p> <p>The Irish language in the context of media will also be examined in this session.</p>
Out-of-class activity	
Assignments	
Notes	

### **MID - TERM**

### **WEEK 7**

<b>Lesson Number 8</b>	
Meet	
Venue	Griffith College
In-class activity	<p>The language section of week 7 will focus on a vox-pop segment and question and answer session for the visit to Raidió na Life.</p> <p>The cultural component of this week's session will focus on one of the most successful stories of the nineteenth century cultural revival, the GAA. Attention will be drawn to the GAA Oral History Project in investigating this topic.</p>
Out-of-class activity	
Assignments	
Notes	

### **WEEK 8**

<b>Lesson Number 7</b>	
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Meet	
Venue	Griffith College
In-class activity	<p>The language section of week 8 will begin with a revision of previous weeks followed by the themes of your background, where you live and the family.</p> <p>The cultural component of this week's session will focus on the Gaelic Revival of the nineteenth century and the impact of that revival on Irish culture will be examined.</p>
Assignments	
Notes	

### **WEEK 9**

<b>Lesson Number 10</b>	
Meet	
Venue	Griffith College
In-class activity	<p>The language section of week 9 will begin with a revision of previous weeks. This will be followed by a look at weather, time and dates in Irish.</p> <p>The economic context of the Irish language will be examined this week, with particular attention given to the value of the cultural and social resources that exist within the Irish language.</p>
Out-of-class activity	
Assignments	
Notes	

### **WEEK 10**

<b>Lesson Number 9</b>	
Meet	
Venue	The Irish Traditional Music Archive and Raidió na Life
In-class activity	
Out-of-class activity	<p>This week will involve a visit to <i>Raidió na Life</i>, an Irish language radio station, where students will make a recording through Irish.</p> <p>This will be followed by a visit to the <i>Irish Traditional Music Archive</i>.</p>
Assignments	
Notes	

### **WEEK 11**

<b>Lesson Number 11</b>	
Meet	Griffith College



Venue	Griffith College
In-class activity	Summary and conclusions
Out-of-class activity	
Assignments	Students will be expected to make a presentation to the class on the course content.
Notes	

### **WEEK 12**

<b>Lesson Number 12</b>	<b>Tuesday April 25<sup>th</sup></b>
Meet	Griffith College
Venue	Griffith College
In-class activity	Exams.
Out-of-class activity	
Assignments	
Notes	

### **Attendance, Participation & Student Responsibilities**

**Attendance:** CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. Unauthorized absence from class will result in a reduction of the final grade and potentially a failure for the course.

**Missing classes for medical reasons:** If you need to miss a class for medical reasons or for a family emergency, you must send an e-mail to let the Academic Director know at least one hour in advance of your class or meeting at the following e-mail: \_\_\_\_\_. Note that calling the CAPA Center (\_\_\_\_\_) is acceptable only if you do not temporarily have access to the internet. An e-mail is still required as quickly as you can get access to the internet again. You will need to provide evidence of the reason for your absence. Unexcused absences will result in a grade reduction. In the event of a missed class or field trip, it is your responsibility to contact your instructor and make up any missed assignments.

**Class Participation:** Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

**Academic Integrity:** A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism and cheating will result in dismissal from the program. See the Handbook of CAPA Academic Policies for more information and resources on plagiarism.

**Use of electronic equipment in class:** All devices such as laptops, I-pods, I-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are **NOT** allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform your director at the beginning of the term.

**Use of Electronic Translators:** In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

**Late Submission:** Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

**Behavior during Examinations:** During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.