

# Irish Life & Culture

## SECTION I: Course Overview

### COURSE DESCRIPTION

With the rise of global mobility and communication, encountering people from a variety of cultures, and the need for effective communication, is commonplace. This course explores the interaction between culture and communication and introduces students to the knowledge and skills necessary to attain global competence. In addition, this course introduces the construct of global competence; creates the opportunity to analyze and evaluate how our own cultural identity influences communication with others; engages interaction with the host culture in Ireland; and prepares the students with knowledge and skills to be effective and ethical intercultural communicators. This class will include lectures, class discussions, simulations, interactive examples, case studies, media presentations, cultural encounters, and field experiences.

Being in a foreign culture, but English speaking environment, will greatly facilitate the learning in this course especially that of an experiential nature as it is intended to take you through the foundations of the theory underpinning intercultural communication. In doing so the course will ask you to evaluate American culture and its influences on communication while simultaneously contrasting it with Irish culture and other world cultures present in Dublin.

The course will be based on site-specific locations, and where possible in chronological order from Newgrange to the Docklands, and while it's chronological, more importantly it's about the layering of culture as opposed to the absolutes of culture. There will be a good mix of tours from the most expected (Dublin Castle & Trinity College) with the least (Dr. Peter Sheekey's refugee language program, the Irish Traveller's Center Pavee Point, or the mosque in Clonskeagh). The content will be delivered by both the CEA professor and the relevant people on site.

### LEARNING OBJECTIVES

#### Cognitive / Knowledge skills

- to explain and interpret how different cultural customs and beliefs throughout the world have shaped and influenced intercultural dealings
- to recognize and apply conceptual tools and academic vocabulary in order to build an objective point of view and analysis when dealing with intercultural relations
- to illustrate an awareness of the role migration and globalization have played in the configuration of social and personal identity
- to illustrate how race, ethnicity and nationalism contribute to an understanding of personal cultural identity

#### Analytical / Critical Thinking Skills

- to develop critical thinking through readings, films and discussions in order to objectively understand political, social and historical factors leading towards international conflict
- to effectively identify, evaluate, respond to and utilize pertinent secondary sources
- to accentuate an objective perspective concerning one's own cultural identity, and to be able to rationally and consciously examine preconceived socio-cultural biases and understandings
- to engage students in activities with the host culture contributing to acquiring global competency

### Affective & Behavioral / Attitudinal Skills

- to facilitate the acquisition of global knowledge and skills
- to gain intercultural competence through practical experience and academic analysis
- to further develop inter and intra personal skills when engaging with foreign culture
- to be confident & mindful when exploring & engaging new cognitive & physical spaces to gain a better sense-of-self and identity

## SECTION II: Instructor & Course Details

### INSTRUCTOR DETAILS

NAME: IVAN ROBERTSON

CONTACT INFORMATION: IVAN.ROBERTSON67@GMAIL.COM

### INSTRUCTIONAL FORMAT

This course will meet once per week, for a total of 9 sessions

### SPECIAL ACCOMMODATIONS

If you require any special accommodations or have any special learning needs, please inform the instructor and submit a request using CEA's *Special Accommodations Form* to the onsite CEA academic staff by the end of the first week of classes for full consideration. See Section III.B.CEA Policies below for additional details.

### FORMS OF ASSESSMENT

The instructor will use numerous and differentiated forms of assessment to calculate the final grade you receive for this course. For the record, these are listed and weighted below. The content, criteria and specific requirements for each assessment category will be explained in greater detail in class. Any questions about the requirements should be discussed directly with your faculty well in advance of the due date for each assignment.

FORM OF ASSESSMENT	VALUE
CONTINUOUS ON-LINE JOURNAL	80%
CLASS PARTICIPATION	20%

### ASSESSMENT OVERVIEW:

**CONTINUOUS JOURNAL:** Students would be graded on a continuously-kept journal that would be divided between what they learn about “Irish Culture” (and, in doing so, “culture” in general) as opposed to what they thought they knew about Irish culture - and this would also be a way to work in theories about, on one hand, stereotypes and generalizations and, on the other, the stages of Culture Shock and Acculturation.

**Class Participation:** This grade will be calculated to reflect your participation in class discussions, your capacity to introduce ideas and thoughts dealing with the texts, your ability to use language effectively, and to present your analysis in intellectual, constructive argumentation.

### **Recommended readings:**

O’Toole, Fintan. (2010) *Enough is Enough; How to Build a New Republic*. Faber and Faber, London.

Prince, Simon. (2007) *Northern Ireland’s ‘68; Civil Rights, Global Revolt and the Origins of the Troubles*. Irish Academic Press, Newbridge.

Malone, Kelli Ann. (2010) *Discovering Ancient Ireland*. THP Ireland, Dublin.

Moody, T.W. and F.X. Martin. (2011) *The Course of Irish History*. Mercier Press, Cork.

Radice, Betty, ed. (1981) *Early Irish Myths and Sagas*. Penguin Classics, London.

McKay, Susan. (2021) *Northern Protestants on Shifting Ground*. The Blackstaff Press, Newtownards.

O'Donnell, Ruan. (2008) *A Short History of Ireland's Famine*. O'Brien Press, Dublin.

Cahill, Thomas. (1995) *How the Irish Saved Civilization; the Untold Story of Ireland's Heroic Role from the Fall of Rome to the Rise of Medieval Europe*. Anchor Books, New York.

<http://14henriettastreet.ie/>

<http://libertiesdublin.ie/in-our-shoes-walking-tours/>

<https://www.dctrust.ie/experience-glasnevin/tours-and-highlights.html>

<http://www.irishtimes.com/culture/books/the-shambles-of-maamtrasna-the-case-of-myles-joyce-hanged-and-pardoned-1.368292>

#### **COURSE SCHEDULE:**

<b>Session</b>	<b>Topic</b>	<b>Activity</b>	<b>Student Assignment</b>
1	“Cead Mile Failte: An Introduction to Ireland”: Syllabus and course aims and structure introduced	The National Museum, Kildare Street	“Where Am I?": Beginning the on-line journal
2	Pre-Celtic Ireland	A Guided tour of the Newgrange Stone Age Passage Tomb	“Discovering Ancient Ireland” Kelli Ann Malone
3	“Saints & Scholars”: Monastic & Scholarly Ireland both then and now.	A Guided Tour of Glendalough, St. Kevin’s Monastic Settlement	“How the Irish Saved Civilization” Thomas Cahill
4	Introduction & Solidification of British Hegemony	Dublin Castle & Trinity College/Book of Kells	Radice, Betty, ed. (1981) <i>Early Irish Myths and Sagas</i> .
5	“Exiles”: The lasting effects of Marginalization and Colonization on the Irish Cultural Narrative.	Kilmainham Gaol, The Jeanie Johnson & The Epic Museum	O'Donnell, Ruan. (2008) <i>A Short History of Ireland's Famine</i> .

6	“A Terrible Beauty”: The Anglo-Irish Revival and the Birth of a Modern Irish Consciousness	The Abbey Theatre & The William Butler Yeats Museum / National Library	Class viewing of “Juno and the Paycock” (Sean O’Casey) or equivalent at the Abbey Theatre*  *hopefully
7	“What a Bloody Awful Country”: Northern Ireland & A Century of Division	A guided tour of Belfast’s Republican and Loyalist Districts	McKay, Susan (2021) <i>Northern Protestants on Shifting Ground</i> .
8	“A New Ireland	Peter Sheekey’s Migrant Language Centre & Clonskeagh Mosque	O’Toole, Fintan. (2010) <i>Enough is Enough; How to Build a New Republic</i> .
9	Urban Ireland & Gentrification: A guided tour through three districts in Dublin	Henrietta Street, Thomas Street Liberties Tour & Dublin’s “Silicon Docks”	Conclusions