Popular Culture in Ireland

SECTION I: Course Overview

Course Code: CUL331
Subject Area(s): Cultural Studies, Anthropology, English Language & Literature, Geography, Sociology
Prerequisites: None
Language of Instruction: English
Additional Fees: See Below
Total Contact Hours: 45
Recommended Credits: 3

COURSE DESCRIPTION

There are many globally recognized and perceived images or stereotypes of Ireland and Irish culture, ranging from a mystical green rural landscape to strong traditions in music, dance, sport, folklore, and literature. These images are believed to have given rise to an attendant Irish way of life that is characterized as religious, relaxed, fun loving, and welcoming, as well as by the charming leprechaun, crafty peasant and drunken Irishman. In order to explore the origins and significance of such popular images, this course will deconstruct the artistic and political "creation" of these national stereotypes and how they affect, and are challenged by, contemporary Irish culture and identity, particularly in the wake of recent immigration.

You will read and analyze seminal texts by W.B. Yeats (Cathleen Ni Houlihan) and James Joyce (The Dead) to discuss the creation of an Irish imagery and how it is contested over time. These two texts and a short introduction to the creation and remit of the Abbey Theatre will aid a discussion of the explicit influence art has had on Irish politics. Furthermore, you will explore the role of Ireland's national sport (GAA) and the dominant Catholic religion that are paramount to an understanding of the significance of place, space, and community structures in Irish culture.

To gain an insight into the impact of historical events and figures and how they are memorialized in contemporary Ireland, you will create Google maps that highlight and discuss the iconography of Dublin's architecture, street names, bridges, monuments and statues. You will also explore the contradictions between past and present representations of Irish culture by conducting small research projects on the "St. Patrick's (day) Festival," the "Festival of World Cultures" in Dun Laoghaire, Co. Dublin, "Féile an Phobail: Festival of the People," in West Belfast and the Rose of Tralee festival in Co. Kerry. This section will include a discussion on Irish music and Riverdance.

The Celtic Tiger, the name given to Ireland's unprecedented economic development and its subsequent effects on the built environment are discussed in parallel with the rapid and contentious transformation of Irish culture from primarily rural to urban. Finally, you will conduct independent group research on sub-cultures and groups that are present but veiled (segregated) in the margins of contemporary Irish society such as the Irish Traveling community, homeless, and immigrants.

The course aims to give you the tools and theories necessary to explore culture and identity, which are traditionally aligned to academic fields such as anthropology, ethnography, sociology and geography, and particularly in the case of Ireland, literature. It is an aim of this course to give you an appreciation of researching culture and its disciplinary and interdisciplinary applications, as well as an understanding of how similar processes that create a national imagery apply to America.

LEARNING OBJECTIVES

Knowledge Skills (Historical and Social)
- To illustrate an awareness of the role emigration has played in the configuration of Irish identity.
- To situate Irish literature within the context of seminal political and social debates.
- To acquire a visual literacy that includes an understanding of semiotics and photography.
- To gain an understanding of, and appreciation for, the history of popular Irish festivals, music and dance and to situate them in the context of Ireland's Heritage industry.
- To understand the complexities and operational procedures that helped govern Irish society from without (British rule) and within (religion, sport & community organization).
- To illustrate an awareness of contentious debates surrounding contemporary Irish identity and culture due to recent immigration.
- To question the effects that globalization plays on Irish identity and culture.

Critical Thinking Skills (Oral & Written)
- To effectively deconstruct written texts and visual images.
- To recognize and evaluate how the built environment signifies particular historical periods and political and socio-cultural values.
- To illustrate how theories such as Modernism, Postmodernism and Post Colonialism contribute to an understanding of Irish culture.
- To demonstrate an ability to obtain and disseminate qualitative data (interviews).

Attitudinal Skills (Affective & Behavioral)
- To question and better understand stereotypes of Ireland and America.
- To be confident and mindful when exploring and engaging new spaces and places.
- To demonstrate an ability to empathize and interact with different sub-groups.
- To gain a better sense-of-self and identity.
- To effectively illustrate through photography one's own perceptions of places.
- To gain intercultural competence.
- To further develop inter and intra personal skills.

ADDITIONAL COURSE FEES

This course requires payment of an additional fee to cover active learning components that are above and beyond typical course costs, such as site visits, entrance fees and other expenses. Please see the Course Overview online for further information.

SECTION II: Instructor & Course Details

INSTRUCTOR DETAILS

Name:	TBA
Contact Information:	TBA
Term:	SUMMER

ATTENDANCE POLICY

This class will meet four times per week for approximately 150 minutes each session. All students are expected to arrive on time and prepared for the day's class session.

CEA enforces a mandatory attendance policy. You are therefore expected to attend all regularly scheduled class sessions, including any field trips, site visits, guest lectures, etc. that are assigned by the instructor. The table below shows the number of class sessions you may miss before receiving a grade penalty.

ALLOWED ABSENCES – SUMMER		
Courses Meeting X day(s) Per Week	**Allowed Absence(s)**	**Automatic Failing Grade at Xth absence**
Courses meeting **4** day(s) per week	**1** Absence	**4th** Absence

For every additional absence beyond the allowed number, your final course grade will drop down to the subsequent letter grade (ex: A+ to A). As a student, you should understand that the grade penalties will apply if you are marked absent due to tardiness or leaving class early. In the table below, you will find the grade penalty associated with each excessive absence up to and including automatic course failure.

ATTENDANCE DOCKING PENALTIES				
Absence	**1st**	**2nd**	**3rd**	**4th**
Penalty	**No Penalty**	**0.5 Grade Docked**	**1 Grade Docked**	**Automatic Failure**
HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES				
Grade	**A+**	**A**	**A-**	**F**

CEA does not distinguish between excused and unexcused absences. As such, no documentation is required for missing class. Similarly, excessive absences, and the grade penalty associated with each, will not be excused even if you are able to provide documentation that shows the absence was beyond your control. You should therefore only miss class when truly needed as illness or other unavoidable factors may force you to miss a class session later on in the term.

The instructor reserves the right to make changes or modifications to this syllabus as needed

GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

Class Participation	**10%**
Photo-Essay	**25%**
Google Map	**15%**
Media Research Project	**20%**
Final Group Project / Presentation	**30%**

The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions–including earned grades for courses taken abroad–are ultimately made by your home institution.

CEA GRADING SCALE			
Letter Grade	**Numerical Grade**	**Percentage Range**	**Quality Points**
A+	9.70 – 10.0	97.0 – 100%	4.00
A	9.40 – 9.69	94.0 – 96.9%	4.00
A-	9.00 – 9.39	90.0 – 93.9%	3.70
B+	8.70 – 8.99	87.0 – 89.9%	3.30
B	8.40 – 8.69	84.0 – 86.9%	3.00
B-	8.00 – 8.39	80.0 – 83.9%	2.70
C+	7.70 – 7.99	77.0 – 79.9%	2.30
C	7.40 – 7.69	74.0 – 76.9%	2.00
C-	7.00 – 7.39	70.0 – 73.9%	1.70
D	6.00 – 6.99	60.0 – 69.9%	1.00
F	0.00 – 5.99	0.00 – 59.9%	0.00
W	Withdrawal	N/A	0.00
INC	Incomplete	N/A	0.00

ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

Class Participation (10%): Student participation is mandatory for all courses taken at a CEA Study Center. The instructor will use the rubric below when determining your participation grade. All students should understand that attendance and punctuality are expected and will not count positively toward the participation grade.

CLASS PARTICIPATION GRADING RUBRIC	
Student Participation Level	**Grade**
You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics.	**A+** (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	**A/A-** (9.69 – 9.00)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	**B+/B** (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	**B-/C+** (8.39 – 7.70)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	**C/C-** (7.69 – 7.00)
You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	**D** (6.99 – 6.00)
You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings.	**F** (5.99 – 0.00)

Photo-Essay (25%): During the first 10 days of your course, as you initially explore Dublin and Ireland, you will take numerous photographs of what *you consider* to be culturally significant places, landmarks / buildings, streetscapes, characters and everyday events that represent Irish culture. *Based on class readings* you will select and critically analyze a number of your photographs to create an academic photo-essay. You must discuss the use of photography as a research tool, the theory of semiotics and how Dublin has created an impression on you and how you, in turn, have projected your own meanings / feelings onto the city. You should also reflect on the places you have lived in America. The essay is 1,500 (min) to 2,000 (max) words long. One to one meetings will be held with each student prior to submission to ensure that their work meets the criteria. The essay must be e-mailed and also handed in and signed for in the CEA office. Further specifics regarding format of the photo-essay will be provided in class.

Media Research Project (20%): Students will use Irish media sources to select 5 articles, news reports or current affairs programs to assess a themes / issues of contemporary Ireland. The student will define the theme / issue, refer to its importance in a contemporary Irish context and assess its portrayal in the media. Students should consult and refer to a minimum of 2 / 3 sources per topic. An indicative list of topics will be provided to students. Word Count: 1000-1500 words (excluding title page and references).

Google Map (15%): This exercise will illustrate your ability to create a Google Map (mash-up) and your understanding of how nations memorialize their history through, for example, street names, statues and monuments. A link to your map must be emailed via Google Maps. As part of this assignment, you will identify on your map particular landmarks in Dublin and write / insert accompanying text about their history and cultural significance. In support of your arguments, you must also include photographs and video clips.

Final Group Project Presentation (30%): In small groups you will conduct research on an Irish cultural sub-group, for example immigrants, Travellers, LGBT or an organization such as Focus Housing / Simon Community, which works with homeless people. As part of the research, students must visit their sites / organizations to conduct semi-structured interviews. You may also conduct random on street public interviews

(vox-pops) to obtain common perceptions about the groups and issues being researched. There is more information concerning the communities to be researched in the 'Online Reference & Research Tools' section below. Each group will make 20 minute (min) / 30 minute (max) multi-media presentations of their research sites and communities and submit an accompanying research paper. This paper should include a short review of relevant literature, research methodologies employed and main findings. Each group will also create a two-page educational fact-sheet for their fellow students.

EXPERIENTIAL LEARNING ACTIVITIES (AICAP)

CEA courses are designed to include a variety of experiential learning activities that will take you out of the classroom and allow you to explore your local, host city. These activities may include field studies, guest lectures and/or activities offered through our Academically Integrated Cultural Activities Program (AICAP). The following experiential learning activities are recommended for this course:

- **Field Studies:** Museum, theater, cathedral, sports complex, cultural centers

REQUIRED READINGS

Reading assignments for this course will come from the required text(s) and/or the selected reading(s) listed below. All required readings–whether assigned from the text or assigned as a selected reading–must be completed according to the due date assigned by the course instructor.

I. **REQUIRED TEXT(S)**: Due to the diversity and scope of this subject no single text will suffice so the professor has compiled a detailed reader that you must purchase during induction. Also, where possible, the instructor will direct you to electronic sources of reading to minimize environmental impact. You must have constant access to this reader for reading, highlighting, and marginal note-taking.

RECOMMENDED READINGS

The recommended reading(s) and/or text(s) for this course are below. These recommended readings are not mandatory, but they will assist you with research and understanding course content.

Barry, Peter. (2002) *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester: University Of Manchester Press

Brown, Terence. (2004) *Ireland: A Social and Cultural History, 1922-2002*. London: Harper Perennial

Corry, Eoghan. (2006) *An Illustrated History of the GAA*. Dublin: Gill and McMillan

Doyle, Roddy. (2008) *The Deportees*. London: Vintage

Drudy, P.J. and Killen, James, eds. (2001) *Dublin: Economic and Social Trends*. Vol 3 Dublin. The Centre for Urban and Regional Studies

During, Simon, ed. (1993) *The Cultural Studies Reader*. London. Routledge

Gibbons, Luke. "Projecting the Nation: Cinema and Culture", in Joseph Cleary and Claire Connolly (2005): *The Cambridge Companion to Modern Irish Culture*. Cambridge: Cambridge University Press

Graham, Colin. (2001) *Deconstructing Ireland: identity, theory, culture*. Edinburgh. Edinburgh University Press

Johnson. James H. (1994) *The Human Geography of Ireland.* England. John Wiley & Sons Ltd.

Joyce, James. (2000) "The Dead', in *Dubliners*, ed. Terence Brown. London: Penguin Books

Kelly, Darren. (2005). *Dublin's Spatial Narrative – The Transition from Essentially Monocultural places to Polycultural spaces.* Irish Geography, Vol. 38(2)

Kiberd, Declan. (1996) *Inventing Ireland.* London. Vintage

Killen, James and MacLaren, Andrew. (1999) *Dublin: Contemporary Trends and Issues for the Twenty First Century.* Ireland. The Geographical Society of Ireland

Mac Greil, Michael. 1996. *Prejudice in Ireland Revisited.* St. Patrick's College, Maynooth. Co. Kildare

Mac Lachlan, Malcolm and O'Connell, Michael. (2000) *Cultivating Pluralism.* Dublin. Oak Tree Press

Mac Philib, Seamus. (2007) *Come Back to Erin: The Irish Travel Poster Collection.* Castlebar. National Museum of Ireland

Mahon, Derek. (1997) *The Yellow Book.* The Gallery Press. Ireland

McCann, May, Osiochain, Seamus, and Ruane, Joseph, eds. (1994) *Irish Travellers: Culture and Ethnicity.* Belfast. Institute of Irish Studies

McDonald, Frank. (2000) *The Construction of Dublin.* Dublin: Gandon

McWilliams, David. (2006) *The Pope's Children: Ireland's New Elite.* Dublin: Gill & McMillan

Moore, Niamh. (1999) *Rejuvenating Docklands: The Irish Context* Irish Geography, Vol. 32(2) Ireland

O'Toole, Fintan. *Black Hole, Green Card: The Disappearance of Ireland.* (1994) Dublin: New Island Books

Raban, Jonathon. (1974) *Soft City.* Great Britain. Fontana

Sibley, David. (1995) *Geographies of Exclusion.* London and New York: Routledge

Smyth, Gerry. (2009) *Music in Irish Cultural History,* Dublin and Portland, OR: Irish Academic Press

Sontag, Susan. (1997) *On Photography.* New York: Penguin

Whelan, Yvonne. (2003) Reinventing Modern Dublin: Streetscape, Iconography and the Politics of Identity. Dublin. University College Dublin Press

Yeats, W.B. (1991) *Cathleen Ni Houlihan* in John Harrington, *Modern Irish Drama.* WW Norton and Co: London

ADDITIONAL RESOURCES

In order to ensure your success abroad, CEA has provided the academic resources listed below. In addition to these resources, each CEA Study Center provides students with a physical library and study areas for group work. The Academic Affairs Office at each CEA Study Center also compiles a bank of detailed information regarding libraries, documentation centers, research institutes, and archival materials located in the host city.

- **UNH Online Library**: As a CEA student, you will be given access to the online library of CEA's School of Record, the University of New Haven (UNH). You can use this online library to access databases and additional resources while performing research abroad. You may access the UNH online

library [here] or through your MyCEA Account. You must comply with UNH Policies regarding library usage.

- **CEAClassroom – Moodle**: CEA instructors use Moodle, an interactive virtual learning environment. This web-based platform provides you with constant and direct access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the learning objectives listed in this syllabus.

  During the first week of class, CEA academic staff and/or faculty will help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, you should always check Moodle for the most up-to-date information regarding this course. The instructor will use Moodle to make announcements and updates to the course and/or syllabus. It is your responsibility to ensure that you have access to all Moodle materials and that you monitor Moodle on a daily basis in case there are any changes made to course assignments or scheduling.

  To access Moodle: Please log-in to your MyCEA account using your normal username and password. Click on the "While You're Abroad Tab" and make sure you are under the "Academics" sub-menu. There you will see a link above your schedule that says "View Online Courses" select this link to be taken to your Moodle environment.

<table>
<tr><th colspan="4" align="center">COURSE CALENDAR
Popular Culture in Ireland</th></tr>
<tr><th>SESSION</th><th>TOPICS</th><th>ACTIVITY</th><th>READINGS & ASSIGNMENTS</th></tr>
</table>

SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
1	**Course Introduction** What is culture and identity? What are my perceptions of Ireland? What are my perceptions of America? Introduction to Postcolonial theory An Introduction to Semiotics **Methodologies** How are culture & identity studied?	Course Overview Lecture & Discussion	**Photo Essay assigned & discussed**
2	**Writing & Reading the City:** The theory of Semiotics continued How nations memorialize their history through the naming of public spaces & the creation of monuments & statues	Lecture & Discussion – A tale of two cities: Reinventing modern Dublin	**Reading:** Beginning Theory (Peter Barry)
3	**From the Vikings to the 21st Century (I)** **Photography as Research Tool:** Ethics & Use of Photography in Social Science Research	**Field Study:** Dublin City (Southside) Lecture & Discussion	**Reading**: Whelan, Yvonne. *Reinventing Modern Dublin: Streetscape, Iconography and the Politics of Identity*. Pp. 1-17; 92-213; 233-242
4	**From the Vikings to the 21st Century (II)**	**Field Study:** Dublin City (Northside) Lecture & Discussion	**Reading**: *A Sociology of Ireland* 4th ed. (Chapter 14)
5	**Cultural Nationalism:** Introduction	Lecture & Discussion	**Reading:** *A Sociology of Ireland* 3rd ed. (Chapter 12) 'One Nation, One Culture?'
6	**Cultural Nationalism:** In the Arts	**Field Study:** National Gallery of Ireland	**Reading:** 'Myths of Motherland' (Richard Kearney) **Photo Essay Due**
7	**Cultural Nationalism (I):** In Literature & Literary Revival	**Field Study:** Museum & Abbey Theatre Lecture & Discussion	**Readings:** 'Cathleen Ni Houlihan' (W.B. Yeats) 'The Plough & the Stars' (Sean O'Casey)

8	**Cultural Nationalism (II):** The GAA	**Field Study:** Croke Park	No assigned readings
9	**Music in Irish Culture:** Music as Social & Political commentary – the Irish song tradition	Lecture & Discussion	**Reading:** 'Listening to the future: Music in Irish cultural studies'. (Gerry Smyth) **Google Map Due**
10	**Mythology & Religion in Ireland** **Pagans & Christians in Ireland:** The historical perspective **Animism, Paganism & Magic in Popular Culture**	**Field Study:** Christchurch Cathedral Lecture & Discussion	*A Sociology of Ireland* 4th ed. (Chapter 13) 'Religion'
11	**Irish Identities (I):** The Changing Face of Modern Ireland – Cultural & Social Challenges	**Field Study:** Dublin Buddhist Centre Lecture & Discussion	**Readings:** *A Sociology of Ireland* 4th ed. (Chapter 11) Extracts from Fanning (handout)
12	**Irish Identities (II):** Sub-cultures & Irish dance	Lecture & Discussion	No assigned readings
13	**Fashion, Festivals, & Food for Thought**	Lecture & Discussion	**Readings:** *A Sociology of Ireland* 4th ed. (Chapter 12) 'The Culture of Everyday Life'
14	**The Emergence of 21st Century Ireland** **Digital Ireland:** Silicon Island – Haven for the global corporates The explosion of digital industry	Lecture & Discussion	**Reading:** 'The State of US' (Fintan O'Toole) **Media Research Project Due**
15	**FINAL PRESENTATIONS**		

The instructor reserves the right to make changes or modifications to this syllabus as needed

SECTION III: CEA Academic Policies

The policies listed in this section outline general expectations for CEA students. You should carefully review these policies to ensure success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all CEA Student Policies, including the academic policies outlined on our website. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. For the most up to date policies, please review the policies on our website.

> Class & Instructor Policies can be found [here](#)
> General Academic Policies can be found [here](#)