

**School for New Learning
DePaul University
Course Syllabus: FA 373 Ireland from the Inside Out
Spring 2008**

1. General Information

Faculty: Rebecca Lindsay-Ryan
2122 Cleveland Street
Evanston, IL 60202
rlindsayryan@hotmail.com
773-297-4952
312-751-3851

Location: Loop

Dates/Time: Mondays, 6:00 – 9:00pm

Credit Hours: 4 hours

2. Course Description and Faculty Biographical Sketch

The Irish can lay claim to shaping and exporting to the larger world the work of musicians Bono, U2, and the Cranberries, poet Seamus Heaney, novelist Roddy Doyle, screenwriter and director Neil Jordan (*The Crying Game*, *Michael Collins*) and the re-emergence of Celtic spirituality. All of this is an outgrowth of the tremendous social, economic and political changes occurring over the past twenty-five years in Ireland. This course examines the economic, social and political history of Ireland, as well as the forces shaping recent changes within the society. While the islands total size is only 52,341 m² or approximately the size of Alabama with close to 4 million people living in the Republic of Ireland, it has been at the center of historic change and a crossroads for many shifts in European and world history. Students will demonstrate the competencies through class participation, field work, research and other assignments that will allow them to apply course readings, guest speakers, videos and discussion to their own interests.

Rebecca Lindsay-Ryan is the director of external affairs at the Big Shoulders Fund in Chicago. In 2002, she co-led a School for New Learning Travel Course to Listowel, Co. Kerry and Dublin. She completed her Masters of Science at DePaul University in Public Services in 2003, and she earned her Bachelors of Arts in History at DePaul University in 2000. She lived and studied in Dublin, which included completing an internship at the Dáil Eireann, the national house of government.

3. Competencies

H-5 Can analyze issues and problems from a global perspective

Ireland is well situated as a member of the European Union and due to its wide, successful Diaspora has a role, despite its small size, in many global issues and problems.

H-2-X Can describe the impact of economic change on the politics and culture of a country
Ireland's Celtic Tiger of the 1990s has had a far reaching impact on many facets of the politics and culture of the country in a short span of time. It proves an interesting case study in the role of economic growth in cultural and political change.

H-1-X Can interpret the evolution of an economic or political system
Due to Ireland's long history as a disputed British colony and its unique partition in the 1920s, the evolution of its economic and political system is a case study in colonial development and role of violence in nation-building.

A-1-X Can interpret works of art in their cultural context
Ireland is well-known for its artistic and cultural richness, but it is important to understand the context that has created the Irish aesthetic.

Negotiable competences may also be available upon discussion with instructor.

4. Learning Experience

Required Texts:

The students will either retrieve all readings from Blackboard. Instructor will provide any updates.

Barton, Ruth, "Feisty Colleens and Faithful Sons," *Cineaste*, 2-3 (1999): 40-45

Bell, Brian ed., Insight Guide Ireland. Maspeth, NY: Langenscheidt Publishers, Inc, 2001: 22-50.

Callan, L., Davenport, F., Horton, P., et al. Ireland, 5th Edition. Oakland, CA: Lonely Planet Publications Ply Ltd (2002): 17-50.

Casey, Thomas G. "Jolted by Affluence: Is Ireland thriving or dying?" *America*. November 27, 2006: 16-18.

Crosson, Sean. "Vanishing Point: An examination of some consequences of globalization for contemporary Irish film," *e-Keltoi: Journal of Interdisciplinary Celtic Studies*, v. 2 (June 11, 2003): 1-23 accessed on August 10, 2005 at
http://www.uwm.edu/Dept/celtic/ekeltoi/volumes/vol2/2_1/crosson_2_1.pdf

"A European country like any other" *Economist*, 10/16/2004, Vol. 373, Issue 8397, Special Section p.11, 2p., 1 graph.

Keohane, Kieran and Carmen Kuhling. Cosmopolitan Ireland: Globalisation and Quality of Life. Ann Arbor, MI: Pluto Books, 2007: 11-28.

Linehan, Denis & Caitríona Ní Laoire. "Overlapping territories: social and cultural geography in Ireland" *Social & Cultural Geography*, Vol. 7, No. 1, February 2006: 127-140.

O'Beime, Maeve. "Profiling Irish Artists," *Europe* Apr94 Issue 335, p19, 1p.

O'Hearn, Denis, Sam Porter and Alan Harpur. "Turning Agreement to Process: Republicanism and Change in Ireland," *Capital & Class (Autumn 1999)* 7-25

O'Toole, Fintan. "Ireland," in Irish Art Now: From Poetic to the Political, New York: Independent Curators International, (1999): 21-34.

Schmitt, David E. "Internationalization and Patterns of Political Change in Ireland," *Policy Studies Journal*, Vol. 28, No. 4, (2000): 784-798.

Sullivan, Bob. "Educated, employed... Irish," *CNBC & The Wall Street Journal*, accessed on 10/4/99 at <http://www.msnbc.com/news/314081.asp>.

5. Evidence the Students will Submit

1. **Attendance & Participation (20%)** – All students are expected to attend all class sessions, actively participate in class discussions and activities, and engage thoughtfully with the topics being discussed.
2. **Reflective Essays (30%)** – Students will be asked to respond to a question provided in class based on the assigned readings with a 2-3 page essays. Four will be assigned throughout the course of the class.
3. **Group Project (15%)** – Students will be assigned to a group to take part of an in-class simulation of Northern Ireland peace process. The groups will be assigned to play different roles in the process and write 2-3 page reaction to the experience including evaluating their own role in the simulation and their perspective on the process.
4. **Experiential Learning (10%)** – One site visit to one of the following places (or talk to professor about another option). After completing the site visit, must give a 2-3 minute presentation on the visit and answer students' questions about the visit.
 - a. Irish American Heritage Center
 - b. Gaelic Park
 - c. Old St. Patrick's Church
 - d. Abbey Pub
 - e. Trad Sessions
 - f. Chief O'Neill's
 - g. Film Options
 1. *The Snapper*
 2. *Michael Collins*
 3. *In the Name of the Father*
 - h. Many more options available, just ask or suggest
5. **Final Project (25%)** – Students are expected to complete one final project for each competence for which they are enrolled, which meets the goals of the competence. The final project will include a synthesis of knowledge gained from coursework, as well as original research from at least two academic sources. The project may include a portfolio presentation and a research paper (5-7 pages). Examples and more detail will be provided in class.
6. **Criteria for Assessment**

All students must be registered and listed on the class roster by the beginning of the second week of the term. Students not on the roster by this time cannot stay in the class under any circumstances. Please contact the SNL Advising Center (snladvising@depaul.edu) or the Office of Financial Aid (finaid@depaul.edu) to work out your particular situation.

Students who need to withdraw from the course must do so by the end of the second week of the quarter. After that point is reached, 100% tuition is charged. It is possible to

withdraw from a course or competence through the end of the seventh week of the quarter, but there is no tuition refund after the end of the second week.

In certain circumstances (such as illness, death of family members, natural disasters, etc.), a late withdrawal will be refunded tuition. These circumstances must be documented, and presented to the University through the SNL Exceptions Committee (snlexceptions@depaul.edu). In no case is such a refund allowed more than once during a student's career at DePaul.

Written Work Will be Evaluated As Follows:

A= designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.

B= designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.

C= designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

D= designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly.

Unfinished work or work requiring revision will be given an Incomplete (IN) grade. In order to qualify for the IN, students must have regularly attended class, and must have completed two thirds of assignments.

Work not submitted by the due date must be submitted within 2 weeks, and will be assessed on a P/F basis only.

7. Class Schedule

Session 1: March 31, 2008

Introductions & Overview

- Introduce each other and syllabus
- Why Ireland?
- Some initial background on Ireland

Session 2: April 7, 2008

Irish History from Normans to Statehood

Read "Insight Guide Ireland" p. 22-50

Read "Lonely Planet Ireland" p. 17-50

2-3 Page Essay – question(s) provided in class

-Early Irish History

-Examine some details of Irish history including invasions, colonization, the Great Famine, Gaelic Revival, Independence and Civil War.

-Film Excerpts in class

-Begin discussing projects

Session 3: April 14, 2008

Irish History, Continued & Politics

Read “Internationalization and Patterns of Political Change in Ireland” by David Schmitt

Review “Irish Political Parties and Significant Political Organizations” from Larkspirit provided in class

2-3 Page Essay – question(s) provided in class

- Finish looking at Irish history and leftover questions
- Irish politics and changing Ireland
- Role of TD in modernizing country

Session 4: April 21, 2008

European Union & Economic Change

Read “A European country like any other” from The Economist

Read “Educated, employed... Irish” by Bob Sullivan

Read “Economics: Social Inequality and Celtic Tiger” by Kuhling and Keohane.

Read Handout on history of European Union (*provided in Class*)

2-3 Page Essay – question(s) provided in class

Prepare one typed page project proposal including subject you plan to explore, any preliminary sources you have identified and how it will meet your competency (ies).

- European Economic Community to European Union
- Celtic Tiger
- Can growth continue in the EU?

Session 5: April 28, 2008

Modern Ireland & Social Change

Read “Feisty Colleens and Faithful Sons: Gender in Irish Cinema” by Ruth Barton

Read “Vanishing Point” by Sean Crosson p.1-23

-First Project Due

-Modern Irish society from IT to MTV

-What do all these changes mean to the Irish? What does that mean for us?

-Small group work on final project

Session 6: May 5, 2008

Field Trip – Irish Cultural Experience

2-3 Page Essay – question(s) provided in class

Session 7: May 12, 2008

Presentations on Experiential Learning The Troubles

Experiential Learning (if not completed already). Be able to speak to the class for 2-3 minutes about your experience and answer questions.

Read “Northern Ireland Peace Process: The Making of the Good Friday Agreement of 1998”

Read “Turning Agreement to Process: Republicanism and Change in Ireland” by Denis O’Hearn, Sam Porter and Alan Harpur

Read “Blair calls Northern Ireland Round Table”

- Background on the Troubles
- Current State of Situation
- Set up for group simulation of peace talks

Session 8: May 19, 2006

Troubles

Be prepared to actively participate in group simulation of Northern Ireland Peace talks.

May 26, 2008

Memorial Day / No Class

Session 9: June 2, 2008

Art & Culture of Ireland

Read “Ireland” by Fintan O’Toole (p. 21-34) from *Irish Art Now: From Poetic to the Political*

Read "Profiling Irish Artists" by Maeve O'Beime

2-3 Page Reaction to Group Simulation

-Irish Art, Music and Culture

-Impact and interweaving with society and individuals

Session 10: June 9, 2006

Individual Presentations / What's next for Ireland?

-Leftover questions and concerns

-What's next for Ireland?

-Any project presentations required.

Second and / or Final Projects Due

Addenda

DePaul University Academic Integrity Policy

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

DePaul University Incomplete Policy

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

n.b. The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.