



OLLSCOIL NA
GAILLIMHÉ
UNIVERSITY
OF GALWAY

Foghlaim & Forbairt
Ghairmiúil d'Aosaigh
Adult Learning &
Professional Development

International *Summer School*

Irish Studies

SYLLABUS



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IRISH STUDIES SUMMER SCHOOL

SUMMER 2026

COURSE SYLLABUS

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SS115 Representing Ireland: Literature and Film

6 ECTS/3 US Semester Credits

COURSE OBJECTIVE

The story of how Ireland and the Irish have been represented is ‘complicated’, to say the least – in both how Ireland has been imagined in the cultural and political consciousness of Britain and America, and in the struggle for self-definition that has been so central to Irish nationalism and anti-colonial resistance. Culture has been the first, and most important, battle ground in the movement towards ‘inventing’ Ireland and establishing a nation. This course will examine fiction, poetry, drama and film to explore the ways in which Irish writers have commented on various representations of Ireland. The course begins with poems by W.B. Yeats at the end of the nineteenth century and finishes with two recent critically acclaimed films. It is a broad survey course that links discussions of literature and film around themes like cultural nationalism, the representation of ‘The West’, the figure of the Irish peasant, the contrast between city and country, gender identity, and the lingering shadows of violence. We will examine works from key twentieth and twenty-first century writers, including: W.B. Yeats, James Joyce, Frank O’Connor, Seamus Heaney, Eavan Boland, Colum McCann and Claire Keegan. We will also view and discuss movies directed by American and Irish filmmakers.

COURSE TEXTS

1. James Joyce, *Dubliners*
2. Colum McCann, *Everything in This Country Must*
3. Claire Keegan, *Small Things Like These*

Additional material will be supplied as PDFs.

Films studied: *Michael Collins* (1996), *The Guard* (2011), *An Cúilín Ciúin* (2022), *The Banshees of Inisherin* (2022) and *Kneecap* (2024).

Additional material will be available on Canvas.

Week 1: Cultural Nationalism – Imagining the Nation

Monday, June 15th: Introduction*

Tuesday, June 16th @ 6pm: Cinema 1 – *Michael Collins* (1996)

Wednesday, June 16th: W.B. Yeats and the Celtic Revival: poems and one-act play

Wednesday, June 17th: Field Trip to Coole Park and Thoor Ballylee (departing Goldcrest Village at 9.30, return around 3.00 – bring a packed lunch)

Week 2: Fiction & the Free State

Monday, June 22nd: James Joyce, *Dubliners* (selected stories)

Cinema 2 @ 6pm – *The Guard* (2011)

Wednesday, June 24th: continue O’Connor & O’Faolain (short stories – PDF)

Cinema 3 @ 6pm – *An Cúilín Ciúin* (2022)

Week 3: Burdens of Cultural Nationalism

Monday, June 29th: normal class

Cinema 4 @ 6pm – *The Banshees of Inisherin* (2022)

* post-film lecture on Contemporary Poetry I – Writing the Troubles: Montague, Heaney, Longley & Mahon (PDF)

Wednesday, July 1st: Contemporary Poetry II – Gender & the Nation: Ní Chuilleanain, Boland & Ní Dhomhnaill (PDF)

Cinema 5 @ 6pm – *Kneecap* (2024)

Friday, July 3rd – submit Essay on Canvas by 5pm

Week 4: Reassessments

Monday, July 6th: Colum McCann, *Everything in this Country Must*

Wednesday, July 8th: Claire Keegan, *Small Things Like These*

Friday, July 10th: Final exam (open book – no notes)

REQUIREMENTS FOR CREDITS

1. Attendance *and* participation in all regularly scheduled lectures and seminars **10%**
2. Writing Journal – minimum 3 entries **15%**
3. Essay (2,000 words) **40%**
4. In-class final exam (open book) **35%**

WRITING JOURNAL: You will need to complete a minimum of three short entries on Canvas where you explore a theme or question that arises from your reading of a primary text. You are encouraged to explore connections between texts and films, to expand on a theoretical idea as it relates to a primary text or posit questions that you begin to answer as best as you can. These entries will assess your engagement with the texts and lectures. Do not summarize. If you submit more than three, your top four scores will be used. These are short – think of it as a start of an argument, rather than a fully-realized idea. These will be useful for class discussions but also help you think about (and test ideas for) your essay and exam questions. ***You must submit your journal entry BEFORE the class where the text is discussed.***

SELECTED LIBRARY READING

Seamus Deane, *A Short History of Irish Literature*

Declan Kiberd, *Inventing Ireland*

Declan Kiberd, *After Ireland*

David Cairns and Shaun Richards, *Writing Ireland*

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

Lance Pettitt, *Screening Ireland*

Kevin Rockett, John Hill and Luke Gibbons, *Cinema and Ireland*

Martin McLoone, *Irish Film: The Emergence of a Contemporary Cinema*

COURSE PROFESSOR

Tim Keane, M.A., M.A, Ph.D

Tim Keane is a graduate of Loyola University Chicago, the University of St. Thomas (Minn.) and University of Galway. He teaches for the Centre for Irish Studies and the Department of English at University of Galway. His main research fields are nineteenth and early-twentieth century Irish literature, working-class literature and postcolonialism. He has published on radicalism and the culture of Irish nationalism.

SS116 The Archaeological Heritage of Ireland; From the First Settlers to Medieval Castles

6ECTS/3 Semester Credits

COURSE DESCRIPTION

Ireland's archaeological heritage is one of the richest in Western Europe. The development of prehistoric Irish societies can be seen in the megalithic tombs of the Neolithic, the wealth of bronze and gold in the succeeding Bronze Age, and in the great royal sites such as Tara and Navan, of the Celtic Iron Age. From the Early Christian Period, monastic ruins and high crosses survive at sites such as Clonmacnoise, while the finds from Dublin tell us of the Viking raids and settlement. The remains of later earth and timber fortifications and stone castles reveal the story of the Anglo-Norman invasion and subsequent power struggles.

COURSE OUTLINE

This course charts the evidence for human societies in Ireland over ten millennia from the island's initial colonization by small groups of hunter-gatherers, through to the Medieval period. The archaeology of the entire island of Ireland will be covered with particular emphasis on the archaeology of the Burren, a remarkable upland area just south of Galway where archaeological remains of all periods are well preserved and visible.

University of Galway is ideally positioned amongst some of Ireland's most well-preserved archaeological landscapes and this course includes two field trips, the first to explore the prehistoric period with a visit to Poul nabrone Portal Tomb in the Burren in Co. Clare and the second to visit the medieval Franciscan abbey in Claregalway, Co. Galway.

Week 1: Archaeology: Introductory Class.

Understanding Material Culture. Lab Seminar – hands-on examination of artefacts, some of the basic building blocks of archaeological interpretations.

The First Colonists and the First Farmers. The Mesolithic period, c. 7000 - 4000 BC: hunter-gatherers in a forested landscape. The Neolithic period c. 3800 – 2500/2400 BC: a new way of life, the first farmers.

Week 2: Megalithic Tombs and the Age of the Ancestors. Understanding the stone temples of the early farmers.

The Age of Metal. The Chalcolithic period c. 2500/2400 – 2000 BC. The introduction of metal to Ireland is accompanied by profound social changes.

Field Seminar: The prehistoric Poul nabrone Portal Tomb in the Burren in Co. Clare.

Roughan Hill and its wedge tombs. Monuments, landscape and identity around 2000 BC. Anthropology and archaeology combine to try and explain this enigmatic group of monuments.

Week 3: Status and burial in the Early Bronze Age c. 2000 – 1500 BC. Early indications of individual status including the interesting case of 'Tara boy.'

Gold, Power and War. Chiefdoms in the later Bronze Age, c. 1500 - 600 BC.

Hierarchical chiefdoms emerge with power and wealth concentrated in the hands of a minority elite. Lecture includes the spectacular cliff-edge fort of Dún Aonghasa on the island of Inishmore which students will visit one weekend.

Field Seminar: The medieval Franciscan abbey in Claregalway, Co. Galway

Iron Age Royal Sites. Ritual, mythology and kingship come together on these long-lived sites.

Week 4: The Arrival of Christianity. The introduction of Christianity to Ireland and early monastic sites in Ireland, c. 400 AD - late 12th c. AD.

Early Medieval Settlement. The pattern of secular settlement across the landscape, c. 400 AD - late 12th c. AD (ringforts, crannogs, etc.)

Church, Pilgrimage and Art. Sites on the Aran Islands (which students visit one weekend) and sites on the Burren reveal aspects of Medieval craftsmanship and devotion.

The Vikings in Ireland. The impact of the Vikings on Ireland. Were they just brutal pillagers or is there more to the Viking legacy?

Castles in Ireland. The development of castles in Ireland from the Anglo-Norman invasion through late tower houses (which are still standing in Galway's city centre).

Essential Reading

Jones, C. 2004 *The Burren and the Aran Islands - Exploring the Archaeology*. Cork: The Collins Press (a facsimile copy will be available for a budget price from university copy shop).

Reading Pack – additional essential readings will be provided as PDFs on Blackboard (free).

REQUIREMENTS FOR CREDITS

1. Attendance and participation at all the scheduled lectures **and** field seminars.
2. One essay of 1,500 words minimum on a subject assigned by the course tutor.
3. Written examination of the material covered in the scheduled lectures **and** field seminars.

COURSE PROFESSOR

Mags Mannion Ph.D. (Director)

Dr Mags Mannion holds a doctorate in archaeology from the National University of Ireland, Galway where she currently lectures with the School of Geography, Archaeology and Irish Studies. Her research interests include the archaeology, art and artisans of the prehistoric, Early Christian and Viking periods in Ireland. Dr Mannion has presented her research at both national and international conferences and has published a number of papers on her research and published a book *Glass beads from Early Medieval Ireland: Classification, Dating, Social performance*. Mags also co-edited the conference proceedings volume from the seventh international conference on Insular art held at NUI Galway, *Islands in a Global Context*. Proceedings of the 7th International Conference on Insular Art, held at the National University of Ireland, Galway, 16-20 July 2014. She regularly participates in Irish heritage events presenting demonstrations and workshops on medieval bead making, body ornament and symbolism and performance.

SS117 Irish History: Conflict, Identity and the Shaping of Modern Ireland

6 ECTS/3 US Semester Credits

COURSE OBJECTIVE

This course offers a survey of Irish history. The initial lecture will set the stage by considering some aspects of the early and medieval periods, but the principal focus will be on the modern centuries, beginning with the Tudor conquest of Ireland. By charting the history of Anglo-Irish relations through major political and military conflicts in the seventeenth and eighteenth centuries, special attention will be given to the British attempt to assimilate Ireland under the Act of Union from 1801. We will examine the mass political and social campaigns that emerged in the nineteenth century and the rise of the modern ideologies of Irish unionism and nationalism, including the influential Irish American dimension of the latter which took shape in the decades after the Great Famine (1845-50). Ultimately the course will examine the undoing of the Union between Britain and Ireland in 1921, the nature of the partition agreement which underpinned the constitutional settlement at that time, and how sustained violent conflict in Northern Ireland from the late 1960s forced politicians and political leaders in these islands and beyond to revisit the 'Irish Question'.

The approach taken in this module is thematic. Classes will consist of a mixture of lectures and discussions; and to facilitate a closer treatment of one of the central themes of the course, a class debate will take place, mid-term, in one of the historic buildings in Galway. Choice readings and links to two award-winning documentaries will be made available on the course site during term.

COURSE OUTLINE

Week 1: Induction period: setting the early modern background

The end of Gaelic Ireland: the completion of the English conquest in the 1500s
Making Ireland British: plantation and social engineering

Week 2: The seventeenth and eighteenth centuries

From the Cromwellian conquest to the Wars of the Three Kingdoms
The Protestant nation, the Catholic Question and the Act of Union

Week 3: Nineteenth-century modernisation

Class debate, *Mechanics Institute*, Galway: conquest and 'war crime'
The Great Famine (1845-50): accelerant of change
Changing the Irish question: Ireland, America and Empire

Week 4: The twentieth century

Easter 1916: 'a terrible beauty is born'
The independent Irish state
Northern Ireland, 1921-68

Conflict and conciliation

The Northern Ireland conflict

The 'peace process': an end to Irish history?

History Course: Core Texts

Sean Duffy, *The Concise History of Ireland* (Dublin, 2005). This should be purchased in advance.

Readings tailored to the course will also be uploaded onto Canvas during the term of the Summer School.

Additional Recommended Reading

T.W. Moody & F.X. Martin, *The Course of Irish History* (Dublin, 2005, though any earlier edition is recommended)

T.W. Moody & F.X. Martin (eds.), *A New History of Ireland, vol. III: Early modern Ireland, 1534-1691* (Oxford, 1976)

Nicholas Canny, *Making Ireland British, 1580-1650* (Oxford, 2003)

Paidr ig Lenihan, *Consolidating Conquest: Ireland, 1603-1727* (Essex, 2008)

T.W. Moody & W. E. Vaughan (eds.), *A New History of Ireland, vol. IV: Eighteenth-century Ireland, 1691-1800* (Oxford, 1986, 1999)

Gear id   Tuathaigh, *Ireland before the famine, 1798-1848* (Dublin, 1990)

J.J. Lee, *The Modernisation of Irish society, 1848-1918* (Dublin, 1973, 1989)

The Cambridge History of Ireland, vols. I-IV, (Cambridge, 2018).

On-line Viewing

The following is a link to a television history of Ireland, *The Story of Ireland* (series 1-5), jointly produced by the BBC and the Irish national broadcaster, RT . The programme takes a thematic approach to the course of Irish history and provides a useful screen introduction to accompany this module.

<https://www.youtube.com/watch?v=Jb11KxSGQpk>

REQUIREMENTS FOR CREDITS

Attendance at lectures and participation in seminars.

One mid-term essay - 1,500 words

One final essay – 1,500 words

COURSE PROFESSOR

Tom s Finn, M.A., Ph.D

Tom s Finn holds his doctorate in History from the National University of Ireland. He lectures in the Department of History at University of Galway. His research interests include modern Irish and British history and politics, the role of intellectuals, public policy, Church-state relations and Northern Ireland. He is author of *Tuairim, intellectual debate and policy formulation: Rethinking Ireland: Rethinking Ireland, 1954-75*, (Manchester, 2012).

SS119 Creative Writing: Fiction, Memoir and Poetry

6 ECTS/ 3 US Semester Credits

COURSE DESCRIPTION

The ability to write well is not an innate talent reserved for the lucky few, but a craft that is earned slowly through paper cuts, piles of crumpled notes, and late hours spent revising. This module will take up the genres of fiction, nonfiction, and poetry, rigorously exploring what makes good writing, from the larger concepts of form to the mechanics of the sentence. Students' own work will be developed from idea to submission and will be the focus of workshop exercises. Class time will be spent in lecture, completing writing exercises, and considering each other's work. Those who use the course properly can anticipate being a better writer by its conclusion. Module participants will also take part in several literary events around Galway City, under the supervision of the course director.

COURSE OBJECTIVE

Through various reading and writing exercises, this course will explore aspects of poetry, fiction, and memoir writing, from first steps to final polish. Students will improve the ability to work with the larger concepts of fiction and nonfiction, such as writing about the self, dialogue, grounding the narrative, interior monologue and narrative distance. They will hone their skills on the level of the sentence, writing for clarity, tone and voice, as well as use the mechanics of poetry purposefully to affect. Finally, they will learn how to approach their work with a keen eye to improve it in the editing process. Participants will attend literary events in Galway City, for which they will receive credit. Feedback will be given by the course director on in-class exercises and graded assignments. The final portfolio of each student's writing will be marked on its execution of craft and on the progress the student has made as a writer during this course.

COURSE OUTLINE

Week 1

The larger concepts of fiction, such as characterization, showing vs telling, and dialogue mechanics.

Week 2

How to use interior monologue effectively, how to make the right choices with point of view, and how to write emotion.

Week 3

Nonfiction: characterising the "I," grounding the narrative, and an in-depth analysis of beginnings and endings.

Week 4

The mechanics of poetry, including the line and the turn, and examining what makes a successful poem.

COURSE TEXTS

All texts will be provided in class.

Short Story

"Ralph the Duck," by Frederick Busch

"Work," by Dennis Johnson

Personal Essay

“Shooting the Cat,” by Tony Earley

“Owl,” by Tyler Keevil

“Everything I have is Yours,” by Elenor Henderson

“Turning Yourself into a Character,” by Philip Lopate

Poetry

Song of Songs 2.0 – New & Selected Poems, by Kevin Higgins

Staying Alive – Real Poems for Unreal Times, edited by Neil Astley

Requirements for Credits

1. Attendance and participation at all the scheduled talks, workshops and readings.
2. Completion of a “midterm” prose submission (800-1000 words) and a larger final piece of fiction or memoir (3500-4000 words).

COURSE PROFESSOR

Dr Ryan Dennis

Ryan Dennis is a Fulbright alumnus and PhD in creative writing, and has taught writing at five universities. He is the author of the novel *The Beasts They Turned Away*, published by époque press, and the memoir *Barn Gothic* from Island Press. His work has appeared in various literary journals and he is a syndicated columnist for agricultural print periodicals in four countries and two languages.

In addition to exploring the dynamics of rural life in literature, Ryan also seeks to serve those communities more directly. In 2020 he founded [The Milk House](#), a literary journal that hosts the Best in Rural Writing Contest and publishes the *Best in Rural Writing* annual print anthology. In 2021-2022 Ryan was selected as a Writer-in-Residence at Maynooth University. As part of the residency, he created and edited *Voices from the Land*, a collection of short stories, essays and poems by Irish farmers.

SS120 Gaelic Literature and Culture: From the Cultural Revival to the contemporary period **6 ECTS/3 US Semester Credits**

COURSE OBJECTIVE

This module will explore the emergence and development of modern Gaelic literature from the period of the Cultural Revival in the late-nineteenth century until the present day. Beginning at the end of the 19th century, the module will trace the growth of modern Irish literature from the Gaelic Revival to the present day. The module will look at a variety of themes in poetry and prose such as cultural nationalism, modernism, the urban/rural divide, concepts of authenticity and “Irishness”, representations of masculinity and femininity, and Irish language/translation issues. Through reading selections of Gaelic prose and poetry in translation, students gain insights into the rapid changes within Gaelic culture from the nineteenth century as represented in literature.

On completion of this course, students will be able to analyse modern Irish language literature in translation based on the key literary concepts examined in class. Students will have an understanding of the contextual background which lead to the Cultural Revival, and of the development of

modern Irish language literature. They will also have gained a basic understanding of language issues which arise when examining a text in translation.

A knowledge of the Irish language is not a prerequisite for the course; all classes are through English. Introductory classes in the Irish language are provided to interested students.

COURSE OUTLINE

1. The Gaelic Literary Revival: Patrick Pearse and Pádraic Ó Conaire
2. Reading the Islands: *The Islandman* by Tomás Ó Criomhthain
3. Reading the Islands: *Peig: A Scéal Féin* by Peig Sayers
4. The Ireland *who* dreamed of? The short fiction of Máirtín Ó Cadhain
5. Vanishing island cultures: Poetry of Máirtín Ó Díreáin
6. Dragging Irish poetry kicking and screaming into the 20th century: Seán Ó Ríordáin [in-class presentations]
7. Anatomy of Passion: Máire Mhac an tSaoi [Seán Ó Ríordáin contd.]
8. Dark Ecology: The poetry of Biddy Jenkinson
9. Mermaids and mental health? Nuala Ní Dhomhnaill's 'Na Murúcha a Thriomaigh'

GENERAL BIBLIOGRAPHY

There are no required textbooks to purchase for this course. All core readings will be accessible via the electronic Reading List or alternatively on Canvas.

Basic Texts

De Paor, Louis. ed. *Leabhar na hAthghabhála = Poems of repossession: 20th-century poetry in Irish*. Bloodaxe Books, 2016.

Ní Dhomhnaill, N., [trans Muldoon, P.] *The Fifty Minute Mermaid*. Oldcastle, Co. Meath: Gallery Press, 2007.

Ó Cadhain, Mairtin. *The Quick and the Dead: Selected Stories*. Yale University Press, 2021.

Ó Conaire, P. *The Finest Stories of Pádraic Ó Conaire*. Dublin: Poolbeg, 1986.

Sayers, Peig. *Peig : the autobiography of Peig Sayers of the Great Blasket Island*. Dublin: Talbot Press, 1974.

Sowby, D. and Bannister, G. *The Islander*. Dublin: Gill Books, 2012.

Further Reading

Cleary, Joe, and Connolly, Claire. *The Cambridge Companion to Modern Irish Culture*. Cambridge Companions to Culture. Cambridge, UK; New York: Cambridge University Press, 2004. (See essay by Louis de Paor 'Irish Language Modernisms'. Available online on ARAN).

Hutchinson, John. *The Dynamics of Cultural Nationalism: The Gaelic Revival and the Creation of the Irish Nation State*, 1987.

Kelleher, Margaret, and O'Leary, Philip. *The Cambridge History of Irish Literature*. New York: Cambridge University Press, 2006

Lucchitti, I. M. *The Islandman: The Hidden Life of Tomas O'Crohan*. Bern, Switzerland: Peter Lang AG, 2009.

Mathews, P. J. *Revival: The Abbey Theatre, Sinn Féin, the Gaelic League and the CoOperative Movement*. Critical Conditions; 12. Cork: Cork University Press in Association with Field Day, 2003.

O'Leary, P. *The Prose Literature of the Gaelic Revival 1881-1921*. Pennsylvania: The Pennsylvania State University Press, 1994.

O'Leary, P. *Gaelic Prose in the Irish Free State 1922-1939*. Dublin: University College Dublin Press, 2004.

Ní Dhomhnaill, N. *Selected Essays*. ed. Frawley, Oona. Dublin: New Island Books, 2005.

Electronic Resources

'An Deargdaol' [The Dearg-Daol \(ucc.ie\)](http://ucc.ie)

'Nora Mharcuis Bhig' [Nóra Mharcuis Bhig | Nora, daughter of Marcus Beag | Aistriú](http://nora.mharcuisbhig.com)

[The Schools' Collection | dúchas.ie \(duchas.ie\)](http://dúchas.ie)

REQUIREMENTS FOR CREDITS

1. Attendance at all lectures and participation in seminars.
2. One essay of 2,000 words on a subject of your choice, subject to the agreement of the Course Professor. Those seeking graduate credit must write a 3,000-word paper.
3. Group presentation on any thematic aspect or specific writer from the course. 10-15 minutes. Presentations will take place during seminar six.

COURSE PROFESSORS

Dr. Méabh Ní Fhuartháin

Dr Méabh Ní Fhuartháin is Director of Undergraduate Studies at the Centre for Irish Studies, University of Galway. Specializing in Irish music and dance studies research, most recently Méabh has published a monograph, *Heading to the Fleadh: Festival, Cultural Revival and Irish Traditional Music* and has contributed articles, reviews and chapters to a multitude of journals and edited book collections. Editor of *Ethnomusicology Ireland*, she was subject to editor in popular music for the landmark *Encyclopedia of Music in Ireland* and has co-edited special journal issues on gender and folk music, and music in Ireland. A frequent contributor to national media, Méabh currently sits on the national board of Music Generation, Ireland's national music education programme.

Laoighseach Ní Choistealbha, BA, MA (Course Lecturer)

Laoighseach Ní Choistealbha is a PhD candidate in Roinn na Gaeilge and in the Centre for Irish Studies at University of Galway. Her doctoral research was funded by the Hardiman Scholarship in 2021, before she was awarded funding from the Irish Research Council in 2022. Her PhD focuses on modern Irish-language poetry and Ecocriticism, and explores how poets interact with animals, plants, fungi, etc., in their work. Prior to her doctoral studies, Laoighseach worked as the Irish Research Council Laureate Scholar on the *Republic of Conscience: Human Rights and Modern Irish Poetry* project, under the leadership of Professor Ríona Ní Fhrighil.

John Brady, BA, MA. (Course Lecturer)

John Brady is a PhD scholar with the Centre for Irish Studies at the University of Galway. His PhD investigates anachronisms and narratives of decline in fictional provincial or small towns in the twentieth century. He

teaches courses on literature in Irish and Irish Culture for the Centre for Irish Studies, the Department of English, and Global Galway at the University of Galway. He is the course coordinator of the Irish Life and Culture programme for visiting students with the Centre for Irish Studies.

SS121 Irish Society: Stasis and Change in the Ambiguous Republic

6 ECTS/3 US Semester Credits

COURSE OBJECTIVES

Irish Society underwent profound and relatively rapid social changes during the 20th century. In this course, we will use a sociological lens and the sociological imagination to examine some of these changes and their results. As we will see, even planned socioeconomic change can have far-reaching, unplanned social consequences. The two underlying questions we will attempt to answer as we move through the course topics are: How has Irish society been changed by the economic transformation initiated in the 1950s, and What are the main forces shaping Irish society today?

LEARNING OUTCOMES

On completion of this course, students will be able to provide a critical analysis of the social, economic, and political changes that have taken place in contemporary Irish society. They will have an understanding of how basic institutions operate within the society and the major social problems facing Irish society today.

REQUIRED READINGS

The basic texts for this course will be

- Share, Corcoran & Conway (2012) *A Sociology of Ireland* (4th ed if possible);
- O'Sullivan, S. (2016) *Contemporary Ireland: a sociological map*. University College Dublin Press;
- Bielenberg, A. and Ryan, R. (2013) *An Economic History of Ireland Since Independence*. London: Routledge

You will receive detailed reading suggestions for each lecture directly. The core or required readings for each lecture are listed below. Lecture notes will be on Canvas.

COURSE OUTLINE

Week 1

Lecture 1 - Social and Economic Change – Introduction

Lecture 2 – Economy, Celtic Tiger, Boom and Bust

Required Reading:

- Share et al. Ch. 3 “The dynamics of Irish development”.
- O’Sullivan Ch.13 “Globalization, the State and Ireland’s Miracle Economy”;
- Bielenberg, A. and Ryan, R. (2013) Part I (pp. 9-45)

Week 2

Lecture 3 - Church in Ireland

Required Readings:

- Share et. al. Ch. 13 “Religion”.
- O’Sullivan Ch. 4 “Individualism and Secularization in Ireland”.

Lecture 4 - Irish women and social change

Required Readings:

- Share et al. Ch.9 “Gender, Sexuality and the Family”;
- O’Sullivan Ch. 15 “Gender and the Workplace”,
- Clara Fischer “Gender, Nation, and the Politics of Shame: Magdalen Laundries and the Institutionalization of Feminine Transgression in Modern Ireland”; *Signs: Journal of Women in Culture and Society*, 2016-06, Vol.41 (4), p.821-843

Week 3**Lecture 5 - The changing Irish Family - Children's rights and legislation****Required Readings:**

- *The 'Irish' Family*, edited by Linda Connolly, Taylor & Francis Group, 2014. Chapter 3 Fahy, T. “The family in Ireland in the new millennium”
- Share et al. Ch.8 “Gender, Sexuality and the Family”.
- O’Sullivan Ch. 5 Family.”

Lecture 6 - Lecture 6 Education, Schooling and The Irish Language**Required Readings:**

- Share et al. Ch.8 “Education”,
- O’Sullivan (eds) Ch.6.

Week 4**Lecture 7 – Power and Governance in Irish Society****Required Readings:**

- Share et al., Ch 7 “Inequality, poverty and class”.
- O’Sullivan Ch 11 “Power and Powerlessness”

Lecture 8 -Emigration, Immigration and Racism in Irish Society**Required Readings:**

- Share et. al. Ch. 6; “Population and migration”
- Fanning, Bryan. 2012 (2nd ed) *Racism and Social Change in the Republic of Ireland*, Ch2 ‘Racism in Ireland’.

Lecture 9 – Current Irish Politics – Final lecture**Required Readings:**

- *Politics in the Republic of Ireland*, edited by John Coakley, et al., Taylor & Francis Group, 2023. *Chapter 5 “Parties and Party System”*

REQUIREMENTS FOR CREDITS

1. Attendance at lectures and participation in seminars.
2. One essay of 1500 words on a topic of your choice from the course syllabus.

COURSE PROFESSOR

Dr Méabh Ní Fhuartháin

Dr Méabh Ní Fhuartháin is Director of Undergraduate Studies at the Centre for Irish Studies, University of Galway. Specializing in Irish music and dance studies research, most recently Méabh has published a monograph, *Heading to the Fleadh: Festival, Cultural Revival and Irish Traditional Music* and has contributed articles, reviews and chapters to a multitude of journals and edited book collections. Editor of *Ethnomusicology Ireland*, she was subject to editor in popular music for the landmark *Encyclopedia of Music in Ireland* and has co-edited special journal issues on gender and folk music, and music in Ireland. A frequent contributor to national media, Méabh currently sits on the national board of Music Generation, Ireland's national music education programme.

Lecturer: Aodhán Morris

SS1153 Economic Policy in Ireland

6 ECTS/ 3 US Semester Credits

PREREQUISITE: Principles of Microeconomics

COURSE OBJECTIVE

This course is designed to provide students with the analytical and historical foundation for studying contemporary public policy issues in Ireland. It begins with a brief overview of how the Irish economy has evolved, with a particular focus on the past 25 years. It uses concepts from both a neoclassical and regenerative perspective to develop an economics framework that encompasses concepts of efficiency, equity, market failure, sustainability and community. This framework is applied to key public issues in areas such as housing and social protection, focusing both on a rigorous analysis of the issues and imagining solutions.

LEARNING OUTCOMES

On completion of the module the student should be able to:

- Outline how the Irish economy has evolved over the past 25 years with particular attention to key public policy objectives
- Describe the main mechanisms and social objectives of resource allocation in modern societies
- Apply the theoretical framework of market failure to examine the role of public policy in the Irish economy
- Describe the role, objective and impact of the welfare state
- Present an economic analysis of public policy in a number of sectors including health, education, income redistribution, energy and the environment
- Propose evidence-based solutions to public policy issues in these sectors

REQUIRED READINGS

O'Hagan et al. *The Economy of Ireland: Policy-Making in a Global Context*, 14th Edition, Palgrave, 2021, various chapters

Le Grand et al, *The Economics of Social Problems*, Chapters 1 and 10

Ó Gráda, C. and O'Rourke, K.H., 2022. The Irish economy during the century after partition. *The Economic History Review*, 75(2), pp.336-370.

Other readings will be placed on canvas

REQUIREMENTS FOR CREDITS

1. Attendance and participation in lectures (10%)
5% for attendance, 5% for participation
2. In class MCQ assessment (30%)
3. Group podcast assessment on policy issue of your choice (60%)

COURSE OUTLINE

| Week | Topic | Readings |
|--|---|---|
| 15 th June | 1. Introductory Lecture | |
| Week 1 –16 th June (Tues 4-6pm) | 1. Historical Background | O'Hagan et al, Chapters 1 and 8; O'Grada and O'Rourke, 2021 |
| Week 1 – 17 th June | 2. Social Objectives for Resource Allocation; 3. Market Failure and the Role of Government | Le Grand et al, Chapters 1 and 10; other readings to be added |
| Week 2 – 22 th June | 4. Inequality and Social Protection | O'Hagan et al, Chapter 9 |
| Week 2 – 24 th June | 5. Housing | O'Hagan et al, Chapter 14; other readings to be added |
| Week 3 – 29 th June | 6. Energy and the Environment | O'Hagan et al, Chapter 13; other readings to be added |
| Week 3 – 1 st July | 7. Education | O'Hagan et al, Chapter 15; other readings to be added |
| Week 4 – 6 th July | 8. Health | O'Hagan et al, Chapter 10 & 16; other readings to be added |
| Week 4 - 8 th July | 9. Field trip to Dublin: Health, Transport, Culture | |
| Week 4 – 10 th July | Final class: Podcast discussion | |

COURSE PROFESSOR

Geraldine Doolan

Geraldine Doolan is PhD researcher in economics at University of Galway. She has experience in teaching microeconomics and marine economics. Her research interests are in environmental economics, with a particular focus on the valuation of ecosystem services using stated and revealed preference methods. She has presented this work at conferences in Ireland and Europe and has been published in the Journal of Ocean and Coastal Economics, Ecological Economics, and Journal of Environmental Planning and Management.