You will find the course outlines and learning outcomes in this booklet. Also included are recommended reading lists.

SYLLABI FOR SUMMER SCHOOL
# Table of Contents

**Irish Studies**

- Title: HU5000 – IRISH LIFE & LITERATURE ................................................................. 3
- Title: HU5013 - SOCIOLOGICAL PERSPECTIVES ON IRISH SOCIETY .......................... 4
- Title: HU5033 – SACRED SPACE: STAR WARS, GAME OF THRONES AND IRELAND ON SCREEN .... 5
- Title: EH4900 - CREATIVE WRITING: SHORT FICTION ...................................................... 6
- Title: LA4000 – TERRORISM, CRIME & JUSTICE ............................................................ 7
- Title: EH4903 – REPRESENTATIONS OF IRISH MYTHS AND LEGENDS .............................. 9
- Title: HU5043 – MODERN IRISH THEATRE .................................................................... 11

**Education Health Sciences**

- Title: NM4001 – DEVELOPING SELF AS A HEALTHCARE PRACTITIONER ................. 12
- Title: BR4081 – ACTIVE BODY, ACTIVE MIND ............................................................... 14

**Kemmy Business School**

- Title: FI4000 - INTERNATIONAL FINANCIAL MARKETS AND TRADING ...................... 15
Irish Studies

Title: HU5000 – IRISH LIFE & LITERATURE

Rationale and Purpose of the Module: To provide visiting US students with a comprehensive introduction to Irish history and culture by means of three, interlinked strands of learning.

Syllabus: Students attend an intensive series of lecture/ seminars in which they are instructed in the history of modern Ireland, Irish writing in English and Irish folklore and folk life. The three stands cover such diverse but linked topics as the emergence of the modern Ireland, the impact of the Great Irish Famine, the origin of the Irish Folklore, Commission, Storytelling and folk belief and the development of Irish literature.

Learning Outcomes: Cognitive (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis) – On the successful completion of the course students will: Understand the key issues and historical events which underpinned the struggle for Irish Independence Identify the main historical figures and organizations associated with the creation of a modern state in Ireland Appreciate the significance of informal education, folk practise and tradition in pre-Famine Irish society. Account for the emergence of a Hiberno-English literary culture in Ireland. Appropriately contextualize the careers of Joyce, Yeats and other major writers.

How the Module will be taught and what will be the Learning Experiences of the Students: The Summer School module comprises three strands of fifteen contact hours, totalling forty-five lecture hours of study. Preparatory reading and the format of small group teaching facilitates an intensive learning environment, which is supplemented by field trips, and expert guided tours.

Prime Texts:
- T. Bartlett (1992) The fall and rise of the Irish Nation
- D. Kiberd (1996) Inventing Ireland: the Literature of the Modern Nation

Other Relevant Texts:
- J.J. Lee (1989) Ireland, 1912-88
Title: HU5013 - SOCIOLOGICAL PERSPECTIVES ON IRISH SOCIETY

Rationale and Purpose of the Module: Upon completion of this module, students will have reached a critical understanding of the recent transformation of Irish Society from a sociological perspective. Using a seminar format and one fieldtrip the summer school will introduce students to a range of key themes in recent sociological debate on Irish Society.

Syllabus: Irish society is continually being shaped and re-shaped by both globalizing and localizing forces. What has become known as the ‘new world order’ has led to a repositioning of Ireland in relation to Europe and the USA, both culturally and ideologically. The course invites students to critically examine the workings of Irish society in the 21st century from a sociological perspective. Lecture themes will include Ireland: globalization and ‘glocalization’; multinational companies and their influence on and interaction with indigenous industry; recent demographic trends; media representations of ‘Irishness’ and of poverty, exclusion and inequality in particular in television and film; society, place and space: the perspective of experience; emigration, immigration and diaspora; women in Irish society; inequality and social exclusion in terms of class, ethnicity and gender; inequalities in health and education.

Learning Outcomes: Cognitive (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis) – An understanding of the key sociological debates pertaining to contemporary Irish Society.

How the Module will be taught and what will be the Learning Experiences of the Students: An understanding of the key sociological debates pertaining to contemporary Irish Society.

Prime Texts:
Title: HU5033 – SACRED SPACE: STAR WARS, GAME OF THRONES AND IRELAND ON SCREEN

Rationale and Purpose of the Module: This summer-school module will offer visiting students an overview of how and why Ireland has been represented as an otherworldly location in popular culture.

Syllabus: Landscape, ethnography, and visual culture come together on this course, in which the students will examine why Ireland is so often used as a backdrop to films. Students will learn about the history of Ireland and representations of Irishness. A class on stereotypes and film tropes will illustrate how these conventions produce meaning in a film. Combining this knowledge of Ireland and visual literacy, the students shall then consider four separate Irish film locations: The North, Kerry and The Skelligs, the Cliffs of Moher and Dublin City. They will see how multi-layered understandings of culture, landscape and film technique produce entertaining and yet complex readings of sacred, spiritual and alien worlds. The module will include a trip to The Skelligs in Kerry, location of the Star Wars films The Force Awakens and The Last Jedi.

- Class 1: Introduction
- Class 2: Irish History and Culture
- Class 3: Film Stereotypes and Tropes
- Class 4: The North: Game of Thrones
- Class 5: The Sacred: Star Wars
- Class 6: Trip to the Skelligs*
- Class 7: Into the West: Cliffs of Moher
- Class 8: Dublin

Learning Outcomes: Cognitive (Knowledge, Understanding, Application, Analysis, Evaluation, and Synthesis) – On completion of the module, students should be able to: Identify key points in Irish history and culture. Analyse filmic and televisual artefacts using appropriate terminology. Discuss the cultural construction of Irish landscape as an ideological space within popular culture. Identify specific filmic conventions that combine genre and landscape. Generate appropriate written and oral outcomes from their learning.

How the Module Will Be Taught and What Will Be the Learning Experiences of the Students: Lectures and tour

Prime Texts:

Game of Thrones Complete Television Series 1-7.


*Tour Details: Boat trip 45 mins each way, time on Skellig 2 hours. Leave Limerick 8am by bus, private hire of tour boat, return same day.
Title: EH4900 - CREATIVE WRITING: SHORT FICTION

Rationale and Purpose of the Module: This summer-school module will offer visiting students an overview of the elements that make up a successful piece of short fiction. Students will learn strategies for creating effective characters, dialogue, plots, description, and structure. After completing this module, students will be able to employ different strategies for opening stories effectively. Students will receive a NFQ validated Level 8 Supplemental Award entitled University Certificate in Creative Writing.

Syllabus: Creative Writing: Short Fiction will offer a survey of elements that make up a successful piece of short fiction. Students will explore these elements through analysing their use in a range of well-known short stories and through short written exercises designed to help students master a range of different strategies in creating plots, settings, characters, themes, dialogue, and other fictional elements. Students will expand their knowledge of fictional techniques and will be able to appreciate successful fiction more fully. Students will improve their writing skills by learning and mastering short story elements.

Learning Outcomes: Cognitive (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis) – On successful completion of this module, students should be able to: Employ different strategies for opening stories effectively; Use descriptions effectively to set the tone or to convey important information; Identify characteristics that create individual characters rather than stereotypes; Give examples of different types of dialogue; Discriminate between different types of plot structures; Understand how to make use of themes, symbols, and motifs
Affective (Attitudes and Values) – On successful completion of this module, students should be able to: Establish effective connections between characters and settings; Demonstrate and apply these strategies in a completed piece of short fiction and Evaluate the effectiveness of different strategies for creating settings, characters, dialogues, plots.

Prime Texts

Other Relevant texts:
Title: LA4000 – TERRORISM, CRIME & JUSTICE

**Rationale and Purpose of the Module:** This summer school is designed to introduce visiting students to the criminal justice system and theories relating to crime and terrorism. Students will learn how the criminal law operates at both practical and theoretical levels, as well as developing an insight into trends and theories on terrorism, one of the most challenging international crimes in contemporary times. - This module is offered solely to visiting students from universities outside of the jurisdiction.

**Syllabus:** The course is divided into three parts. Part 1 introduces the criminal justice system, focusing on how the criminal process operates and how crimes are defined. It will explore the issues of balancing the rights of victims and defendants, defining what constitute a crime and examining specific law, trends and theories in the context of sexual crime. Part 2 examines theories of crime and justice, illuminating relevant criminological and penological theories. It will explore the evolution of punishment, control theory, the nature and theories of deviance, prisons, as well as desistence criminology. Part 3 considers terrorism and the challenges posed by this particular form of criminal activity. It will look at the history of 'uneasy governance' in Ireland, the use of 'emergency laws in Ireland prior to and after independence, and the impact of terrorism on the Rule of Law.

**Learning Outcomes:** Cognitive (Knowledge, Understanding, Application, Analysis, Evaluation, and Synthesis) – On successful completion of this module, students should be able to:

- Describe the operation of the criminal law at both practical and theoretical levels;
- Identify the key requirements for defining crime and criminal liability;
- Evaluate trends and theories on terrorism and related criminal justice issues;
- Determine the impact of historical events in shaping and defining emergency laws in Ireland;
- Utilise criminological theories in order to gain a deeper understanding of crime and the social and cultural influences that shape laws.

**Prime Texts:**


Contd.
Other Texts:

- Lees (2002) Carnal Knowledge: Rape on Trial, the Women’s Press Ltd
- Maguire, Morgan & Reiner (2012) the Oxford Handbook of Criminology, Oxford University Press
- O'Malley (2013) Sexual Offences, Round Hall, Sweet & Maxwell
- O'Malley (2009) the Criminal Process, Round Hall, Thomson Reuters
- Rogan (2014) Prison Law, Bloomsbury Professional
Title: EH4903 – REPRESENTATIONS OF IRISH MYTHS AND LEGENDS

Rationale and Purpose of the Module: This summer-school module will offer visiting students an overview of Irish myths and legends. Students will learn strategies to explore how these traditions have influenced the construction of Irishness from the ancient past to Christian times. After completing this module, students will be able to employ different strategies to understand Ireland’s myths and legends. Students will receive a NFQ validated Level eight Supplemental Award entitled “University Certificate in Ireland’s Myths and Legends”.

Syllabus: Myths and legends: the module will offer a survey of elements that make up Irish myths, legends and folklore. Students will explore these elements through analyzing their use in a range of well-known stories, children’s literature, films and media. Students will identify a wide range of interlinked and reworked narratives in an enquiry into how they have influenced the international and domestic understanding of Irish identity. Students will expand their knowledge of mythology and will be able to appreciate Ireland’s literary and cultural history more fully. Students will improve their understanding of how these traditions have influenced the construction of Irishness.

Learning Outcomes: Cognitive (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis) – On successful completion of this module, students should be able to: Analyse the importance of myths and legends in the construction of a national identity; Use descriptions effectively to discuss the cultural construction of Ireland as an ideological space; Identify key characters and events in Irish mythology; Give examples of the impact of historical events on cultural representations; Understand how to situate Irish myths and legends in their relevant historical context.

Affective (Attitudes and Values) – Establish connections between myth and legend and the construction of national identity; Evaluate the influence of Irish myth and legend in relation to internal and external perceptions of Irishness; Demonstrate understanding of Irish identity as a malleable and mutable ideological space.

Prime Texts


Contd.
Other Texts:


Title: HU5043 – MODERN IRISH THEATRE

Rationale and Purpose of the Module: A survey of Irish theatre from the beginning of the Irish Literary Theatre in 1899 to 1999. Playwrights examined will include Yeats, Lady Gregory, Synge, O’Casey, Behan, Beckett, Friel, Carr and McDonagh. This course will provide an introduction to Irish drama in the 20th Century as well as explore the relationship of Irish nationalism and Irish theatre.

Syllabus:

- The Irish Literary Revival and The Abbey Theatre
- Irish theatre’s influence on and reflection of Irish politics and history
- Irish drama and Irish Identity
- International influence of modern Irish drama.

Learning Outcomes: Cognitive (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis) – On successful completion of this module, students should be able to:

1. Demonstrate knowledge of major texts, production practices, and theories of drama and performance that underpin modern Irish theatre practice and assumptions.
2. Explain how historical, cultural and social events and dramatic movements in Irish theatre are mutually constitutive.
3. Reconstruct, through written explanation or sketches, the evolution of performance practices and playwrights in 20th Century Irish theatre.
4. Demonstrate knowledge of text and images through extensive examination essays and class discussion.


PLAYS:

- W.B.Yeats, Purgatory
- Lady Gregory, the Rising of the Moon
- J. M. Synge, the Playboy of the Western World
- Sean O’Casey, Juno and the Paycock
- Brendan Behan, the Hostage
- Samuel Beckett, Waiting for Godot
- Brian Friel, Translations
- Marina Carr, By the Bog of Cats
- Martin McDonagh, The Cripple of Inishmaan

COURSE CALENDAR - PLAYS/LECTURE TOPICS - WEEK 1 (15 Hours)

1. Overview of Irish Theatre and History in the 18th Century.
2. W.B. Yeats, Purgatory
3. Lady Gregory, The Rising of the Moon
4. J. M. Synge, The Playboy of the Western World

World WEEK 2 (15 Hours)

1. Sean O’Casey, Juno and the Paycock
2. Brendan Behan, The Hostage
4. Brian Friel, Translations

WEEK 3 (15 Hours)

1. Marina Carr, By the Bog of Cats
2. Martin McDonagh, The Cripple of Inishmaan
3. Final Presentations
Title: NM4001 – DEVELOPING SELF AS A HEALTHCARE PRACTITIONER

Rationale and Purpose of the Module: This summer school interweaves a Celtic spiritual dimension to healthcare exploring the psychosocial, cultural and spiritual elements in developing personal and professional practice. Developing emotional intelligence offers a foundation towards transforming self and caring practice. Engaging in visits to practice areas aims to inform understanding of the potential application of this approach in developing self in practice.

Syllabus: Context to Celtic spirituality; beliefs and values underpinning contemporary health care delivery; human inquiry and flourishing; reflective practice; developing and leading the self; sources of evidence and knowledge informing caring practice; complementary therapies; caring practice; emotional intelligence; mindfulness as a continuum; consciousness raising; promoting wellbeing; a journey towards enlightenment and empowerment, sense making in relation to practice visits.

Learning Outcomes:

- **Cognitive**
  - Describe Celtic spirituality as an influence in promoting well being
  - Clarify personal beliefs and values as a foundation for developing self and practice
  - Identify insights through reflection in a journey towards personal and professional development

- **Affective**
  - Recognise the value of a Celtic spiritual dimension towards developing self and practice
  - Demonstrate an awareness of the self in transforming practice
  - Appreciate the potential of holistic therapies in practice

Prime Texts:

- Dolphin, S. 2013 Nursing students can be empowered by reflective practice Mental Health Practice 16(9) 20-23.
- Foundation Press. Leigh, J. 2016 An embodied perspective on judgements of written reflective practice for professional development in higher education, Reflective Practice, 17(1)72-85 72-85, DOI: 10.1080/14623943.2015.1123688

Contd.
• Macdonald, S. 2014 How to keep a reflective journal Royal college of Midwives emagazine issue 1 [accessed 18 November 2015].
• Perssen, E. K. et al. 2015 Analysis of midwifery students’ written reflections to evaluate progression in learning during clinical practice at birthing units Nurse Education in Practice 15(2) 134-140.
Title: BR4081 – ACTIVE BODY, ACTIVE MIND

Brief description: It is well established that regular physical activity has enormous health benefits. Conversely, sedentary lifestyle leads to increased morbidity and mortality yet an astounding number of individuals remain sedentary.

In this module, you will learn to examine the application of psychological strategies, concepts and theories in exercise and physical activity settings.

Additionally, you will identify and seek to address the underlying mechanisms for behaviour change (i.e., increased physical activity) so that interventions that can be disseminated and make a real and lasting difference.

On completing this module, you will have developed an understanding of interventions and initiatives that increase and maintain physical activity involvement and also you will be able to conduct a needs assessment with respect to your own lifestyle behaviours using a variety of methods.

Learning Outcomes:

- Understand and identify the characteristics and trends that shape active lifestyle opportunities for themselves and others
- Identify behaviour change models that explain physical activity levels and changing lifestyle behaviours
- Review active lifestyle choices and experiences with a view to engaging with a behaviour change model to positively impact their future involvement in active lifestyle choices
- Engage in a range of group and individual physical activities that provide multiple opportunities to showcase active lifestyles
- Conduct a needs assessment with respect to their lifestyle behaviours using a variety of methods

Engage in appropriate physical activity and self-regulation strategies to meet the recommended guidelines for physical activity and in turn enhance their health and well-being.

Classroom Experience & Assessment

Lectures will be 1-hour duration and there will be between 4 and 6 lab practical classes of 2 hour duration.

Assessment will be based on the lab practical coursework and will comprise the students proposing a healthy lifestyle initiative. This proposal will be aimed at different populations, be they 1st year undergraduate students, 13 year old teenagers or elderly adults. This assessment comprises 100% of the mark and is due final week.

Practical Experiences:

The lab practical will comprise aerobic and anaerobic exercises and will take place outdoors on our beautiful campus. What better way to learn than by being outdoors in nature while studying!
Kemmy Business School
Title: FI4000 - INTERNATIONAL FINANCIAL MARKETS AND TRADING

Rationale and Purpose of the Module: This module introduces students to international financial markets with an emphasis on the investment decision process, as framed by behavioural finance. The concepts of psychological and cognitive biases are contextualised through the experience of active investment trading using the bespoke KBS Trading Floor, a simulated trading environment sponsored by Bloomberg. Students will use the software on the Trading Floor to develop an appreciation of the key financial and economic data. They will also have the opportunity to gain Bloomberg Certification, a qualification that is internationally recognised. Within the broad discussion of the psychology of investment decisions, students will be introduced to the notion of ethical investment choices and will reflect on the importance of individual and corporate social responsibility. This module will form part of the KBS 'Responsible Business' Summer School, and its rationale and philosophy aligns with the theme and purpose of this summer school.

Syllabus: This module introduces students to international financial markets with an emphasis on the investment decision process, as framed by behavioural finance. Students will experience active investment trading using the bespoke KBS Trading Floor. Using the software on the Trading Floor, they will develop an appreciation of key financial and economic data.

Students will also have the opportunity to gain Bloomberg Certification, a qualification that is internationally recognised. Within the broad discussion of the psychology of investment decisions, students will be introduced to the notion of ethical investment choices and will reflect on the importance of individual and corporate responsibility. On the Trading Floor, students will be introduced to trading software, data availability, the data displays and methods of finding news and instrument codes.

Students will find key data using the homepage, the search function, speed-guides and finding data using pre-built models. Students will develop skills in financial news analysis. Students will create charts, adding analyses and trend lines, edit charts and change chart properties. They will analyse data using pre-built models and software, retrieving real-time data and historical data, and will gain an insight into financial analytics. **Students will be eligible to do the exams to gain Bloomberg’s Trading Floor Certification.**

Topics may include: behavioural finance and the flaws of human judgement; ethical investment choices, market risk; CSR and governance. Students intending to register for this module are required to hold at least a grade C3 in either Economics, Accounting, Finance in their degree programme or an approved equivalent.

Learning Outcomes: **Cognitive (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis)** – Distinguish between the various financial markets; Outline how psychological biases and emotions impair rational human judgement; Appreciate the relationship between risk and return, and how it relates to portfolio theory; Describe different approaches to ethical investments; Demonstrate how to search for data using the variety of methods available; Demonstrate how to search for data and news using the variety of methods available; Construct flexible multi-sheet information displays and populate with news, real time information, charts and spread sheets; Use the Excel API to access fundamental, historical, real time and intraday data; Access functions and securities specific to Equity, Fixed Income, Commodity and FX markets. **Affective (Attitudes and Values).**

*Contd.*
Appreciate the various methods to retrieve data and news on the Trading Floor; Understand the relationship between various financial markets; Reflect on moral agency and individual responsibility.

**How the Module will be Taught and what will be the Learning Experiences of the Students:**

This module is delivered through lectures, workshops and time on the Trading Floor. Students will gain the experience of using real time sophisticated trading and investment software with which they can gain a view of the global financial arena. Time on the Trading Floor will be supported by lectures that contextualise that experience. Project work and group discussion will be used to reflect on market and trading activity. Through reflection, a responsible and informed attitude will be cultivated. Research Findings Incorporated in to the Syllabus (If Relevant):

**Prime Texts:**


**Other Texts:**

Richardson, B. J. (2011) Ethics and Socially Responsible Investment: A Philosophical Approach, Osgoode Hall


