



UNIVERSITY OF
LIMERICK
OLLSCOIL LUIMNIGH



Summer School

Module Booklet

ul.ie



This Summer sees the exciting return of our UL International Summer School.

This popular programme is open to international students from around the world who would like to study during the summer and experience Irish Culture.

With more than 20 years' experience of running summer schools, we aim to provide you with a fun, engaging and memorable study abroad experience in an informal, safe and friendly atmosphere.

You'll enjoy all the benefits of studying in the west of Ireland where it is known for its electric atmosphere and scenic beauty.

Summer school at the University of Limerick (UL) offer students a worthwhile learning, social and cultural experience.

CU4023

Taking Action; Campaigning for Social Justice

Module Leader:
Dr Angela
Farrell

ECTS
Credits: 6

Module aim

This module was developed for the Study Abroad Summer School. It offers opportunities to explore a range of global and social issues of interest and concern to young people today in areas such as climate change, migration, social inclusion/exclusion, diversity and multiculturalism, and well-being and mental health. It further seeks to develop knowledge and strategies in relating to social media campaigning. This is with a view to raising critical awareness of these issues and providing practical training in relation to the skills and tools that are needed to build a related social media campaign.

Syllabus

This module consists of two components; the first relates to the development of critical awareness of students in relation to a range of global and social issues which will be achieved by means of a series of themed lectures and workshops; the second component will involve the development of a range of skills in the areas of social media journalism and social media campaigning which will be achieved through a series of practical workshops and field trips.

Learning Experience

This module will be delivered in face-to-face delivery mode and will involve interactive lectures, workshops, virtual exchanges and field trips. While some theoretical background will be provided, the module has a strong focus on task-based, practical and experiential activities as well as on reflective sessions.

Learning Outcomes

Cognitive (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis)

On successful completion of the module, students should be able to:

- Acquire knowledge in relation to a range of global and social issues and act using that knowledge;
- Develop an understanding of the principles underlying social media campaigning and how to apply this knowledge to develop an online social media campaign;
- Acquire insights into online tools and applications and how these can be exploited for social campaigning purposes.
- Develop and apply practical knowledge and expertise in the related areas.

Affective (Attitudes and Values)

On successful completion of the module, students should be able to:

- Appreciate a range of global and social issues and concerns;
- Reflect on these issues, and develop a critical response;
- Develop empathy towards other persons, groups and cultures
- Develop a sense of agency and empowerment amongst the participants;



TE4003

Irish Traditions, Folklore & Culture

Module Team:
Debbie Thompson; Maura Casey; Declan O'Donnell

ECTS
Credits: 6



Module aim

This module interweaves Irish traditions, folklore and culture to give students an opportunity to raise their awareness and knowledge of the three themes. It will also enable students to have a broader understanding of life in Ireland and their learning/living environment. Students will be able to participate in visits to various iconic destinations and immerse themselves in an Irish cultural experience.

Syllabus

Introduction to the history of Limerick/Ireland Irish Climate/Lifestyle
Irish Myths and folklore (1)
Irish Myths and folklore (2)
Sports in Ireland (overview) and Limerick
The Gaelic Athletic Association
Traditional Irish Music
Contemporary Irish music/film industry
Irish festivals and celebrations
Workshops
Workshop 1: Irish food and drink
Workshop 2: The Irish Language

Workshop 3: Irish English – colloquial usage in Ireland
Workshop 4: Outdoor sports - hurling
Workshop 5: Irish dance
Workshop 6: Performance group work
Workshop 7: Group performances
Workshop 8: Poster presentation

Learning Outcomes

On completion of this module, students should:

Have a greater understanding of Irish traditions, Irish folklore and culture
Have improved a range of presentation skills
Have improved their critical thinking skills

Sites We Visit

Limerick City and Environs
Dublin City
Cliffs of Moher/Lahinch

HU5000

Irish Life & Literature

Module Leader:
Dr Ruan O'Donnell

ECTS
Credits: 6



Module aim

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 folklife. The three strands 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 Experience

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.

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

Texts

Prime Text/s

T. Bartlett (1992) The fall and rise of the Irish Nation,

D. Dickson (2000) New Foundations, Ireland 1660-1800,

D. Kiberd (1996) Inventing Ireland: the Literature of the Modern Nation,

Other Texts:

J. Cahalan (1999) Double Visions: Women and Men in Modern and Contemporary Irish Fiction,

J. McCabe (1983) James Joyce and the Revolution of the Word,

J.J. Lee (1989) Ireland, 1912-88.

Sites We Visit

Kilmainham Gaol

Limerick City and Environs

Glasnevin Cemetery

Dublin City

The GPO

Cliffs of Moher/Lahinch

The Writer's Museum

The Joyce Center

Dublin Tenement Museum

The Garden of Remembrance

HU5043

Modern Irish Theatre

Module Leader:
Prof. Jack Wade

ECTS
Credits: 6

Module aim

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, Beckett, 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. We will also spend four days in Dublin, residing at Dublin City University and touring key historical sites as well as attending plays at the Gate or the Abbey 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

Demonstrate knowledge of major texts, production practices, and theories of drama and performance that underpin modern Irish theatre practice and assumptions.

Explain how historical, cultural and social events and dramatic movements in Irish theatre are mutually

constitutive.

Demonstrate knowledge of course material through a final oral presentation on a topic of your choice.

Plays

(Provided through on-line sources)

W.B. Yeats, Purgatory

Lady Gregory, The Rising of the Moon

Sean O'Casey, Juno and the Paycock

Samuel Beckett, Waiting for Godot

Marina Carr, By the Bog of Cats

Martin McDonagh, The Cripple of Inishmaan

Sites We Visit

Kilmainham Gaol

Limerick City and Environs

Glasnevin Cemetery

Dublin City

The GPO

Cliffs of Moher/Lahinch

The Writer's Museum

The Joyce Center

Dublin Tenement Museum

The Garden of Remembrance



NM4001

Developing Self as Healthcare Practitioner

Module Leader:
Dr Margaret Graham
Margaret.Graham@ul.ie

ECTS
Credits: 6



Module aim

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 Experience

The summer school aims to foster an engaged, connected learning environment in the spirit of creativity, dialogue and diversity through a variety of learning and teaching strategies. It provides opportunities for students to draw upon individual experiences using collaborative approaches interweaving theory and practice throughout. Interactive learning environments will foster learning through dialogue, reflection, practice visits and excursions exploring cultural heritage.

Sites We Visit

Limerick City and Environs
Dublin City
Cliffs of Moher/Lahinch

Learning Outcomes

Cognitive (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis)

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 (Attitudes and Values)

Recognise the value of a Celtic spiritual dimension towards developing self and practice

Appreciate the potential of holistic therapies in practice

Texts

Prime Text/s

Cobb, M., Puchlaski, M.C., Rumbold B. (2014) Oxford Textbook of Spirituality in Healthcare , Oxford University Press. Johns, C. (2017) Becoming a Reflective Practitioner

5th Ed. , Wiley Blackwell. Koenig, H. (2013))

Spirituality in Patient Care: Why, How, When, and What. , Templeton Foundation Press. O' Donohue, J. (1997)

Anam Cara: A Book of Celtic Wisdom. , Harper Collins Publishers. Rolfe, G., Jasper, M., Freshwater, D. (2011)

Critical Reflection in Practice Generating Knowledge for Care. , Palgrave MacMillan Williams, M., Penman, D.

(2011) Mindfulness: A Practical Guide to Finding Peace in a Frantic World. , Piatkus.

FI4000

International Financial Markets & Trading

Lecturers:
Dr. Antoinette Flynn, Erin King, Emer Owens

ECTS
Credits: 6

Module aim

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 the Bloomberg Market Concepts 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.

Syllabus

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

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

Sites We Visit

Limerick City and Environs

Dublin City

Cliffs of Moher/Lahinch

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)

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.

Texts

Prime Text/s

Williams, R T. (2011) Introduction to Trading in the Financial Markets, Technology: Systems, Data and Networks , Academic Press. Boatright, J. R (2013) Ethics in finance , John Wiley & Sons. Sparkes, R. (2001) Ethical Investment: whose ethics, which investment? , Business Ethics: A European Review, 10(3), 194-205.

Other relevant text and sources:

Richardson, B. J. (2011) Ethics and Socially Responsible Investment: A Philosophical Approach , Osgoode Hall. Boatright, J. R. (2010) Finance Ethics: Critical issues in theory and practice (Vol. 11). , John Wiley and Sons. Kahneman, D. (2011) Thinking Fast and Slow , Macmillan. Bruce, B. R. (Ed.). (2010) Handbook of Behavioural Finance , Edward Elgar Publishing. Camerer, C. F., Loewenstein, G., & Rabin, M. (Eds.) (2011) Advances in Behavioral Economics , Princeton University Press. Lewis, M (2014) Flash Boys: A Wall Street Revolt , WW Norton & Company. Belfort, J. (2007) The Wolf of Wall Street , Random House



LA4000

Terrorism, Crime & Justice

Module Leader:
Dr Margaret Fitzgerald O'Reilly
margaret.fitzgerald@ul.ie

ECTS
Credits: 6



Module aim

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 looks at criminal justice processes and explores issues such as victims rights, defendants rights, and theories of sexual crimes.

Part 2 Explores fascinating criminological and penological theories, illuminating concepts such as the evolution of punishment, control, deviance and desistance.

Part 3 explores terrorism and the challenges it poses, including the history of 'uneasy governance' in Ireland, the use of emergency laws and the impact of terrorism on the Rule of Law.

Learning Outcomes

Cognitive (Knowledge, Understanding, Application, Analysis, Evaluation, 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.

Affective (Attitudes and Values)

On successful completion of this module, students should be able to: Understand the various criminological and penological perspectives experienced in the course; Appreciate the rights of victims and defendants in the criminal process; Evaluate the impact of terrorism on the Rule of Law.

Texts

Prime Text/s

Kilcommins & Vaughan (2008) Terrorism, Rights and the Rule of Law: Negotiating State Justice in Ireland , Wilan Publishing

Other relevant text and sources:

Campbell, Kilcommins, O'Sullivan and Cusack (2021) Criminal Law in Ireland: Cases and Commentaries, 2nd ed , Clarus Press

Healy, Hamilton, Daly and Butler (2020) The Routledge Handbook of Irish Criminology , Routledge

Leahy and Fitzgerald O'Reilly (2018) Sexual Offending in Ireland: Laws Procedures and Punishment , Clarus Press
Robert W. White, Tijen Demirel-Pegg & Vijay Lulla (2021)

'Terrorism, counterterrorism and 'the rule of law': state repression and

'shoot-to-kill' in Northern Ireland' , Irish Political Studies 36:2, 263-290

Fearghal McGarry (2021) 'Political Violence in Ireland' in Richard English (ed) The Cambridge History of Terrorism. , Cambridge University Press

Rogan (2014) Prison Law , Bloomsbury Professional

Rogan (2011) Prison Policy in Ireland: Politics, penal-welfarism and political imprisonment , Routledge.
(reading list subject to change)

Sites We Visit

Henry Street Garda Station Limerick

Spike Island

Limerick City and Environs

Dublin City

Cliffs of Moher/Lahinch