MEMORANDUM

To: Curriculum Committee
From: Irish and Irish American Studies exploratory committee:
   Cara Delay, History
   Joe Kelly, English
   Mark Long, Political Science
   Moore Quinn, Anthropology
   Trish Ward, English
   Stephen White, Charleston Historical Society

RE: Irish and Irish American Studies minor proposal
Date: 14 October 2014

For the past year, an *ad hoc* committee has been exploring the idea of offering a minor in Irish and Irish American Studies. We have consulted with and found support, often enthusiastic, from these departments: Anthropology, English, History, International Business, International Studies, Music, Political Science, and Theatre. In addition, we have consulted with the Charleston admissions program (which has a cohort of students in Dublin) and the Center for International Education. The attached proposal reflects several suggestions made by these departments. We have proceeded in consultation with the Jerry Hale, Dean of Humanities and Social Sciences, who has guided the development of this proposal.

The proposal is fairly low-cost. We do not require the hiring of any new faculty. We have an embarrassment of riches already on campus—all of the faculty on the exploratory committee, plus several in other departments (including a Ph. D. in Admissions) who are qualified to teach in Irish and Irish American Studies. We feel that this proposal takes advantage of an untapped resource by pooling the efforts of these various faculty.

All indicators point to a high level of student interest. A special topics course on Irish culture offered in the English department about every other year regularly fills up (one semester had 80 students enrolled). Special topics courses in other disciplines have been highly popular. Faculty in English and Anthropology regularly sponsor successful summer study abroad programs in Ireland. A partnership with International Business promises a regular supply of IB majors who would choose IIAS as a minor.

The proposal addresses two values of the College. On one hand, it exploits local history, culture, and traditions by including Irish American studies in its purview. There is no other Irish Studies program in the state, and no other Irish American studies program in the region—a region has been traditionally occupied by a significant Irish American minority. On the other hand, it contributes to the internationalization of our campus, not only through its curriculum but though student exchanges.

We will strongly advise students to spend one semester studying at an Irish university. We have already exchanged our first cohort of students with Queens University, Belfast. Under the sponsorship of the CIE, we are actively pursuing partnerships with University College, Cork; Trinity College, Dublin; and Dublin City University.
We expect the minor to be the centerpiece of a larger program that includes outreach to the community. We have established relationships with the Ancient Order of Hibernians, the Irish Historical Society, and the Scottish Gathering and Highland Games, and we are pursuing partnerships with prominent local individuals and Irish American businesses in town, including the K-12 fiddle group, Na Fídléiri. We would like the College to become the nexus of Irish and Irish American cultural activity in town—lectures, concerts, films, dialogues, etc.

Attached you will find the requisite documents:

1. New program proposal form
2. Catalog copy for an Irish and Irish American Studies minor
3. New course proposal forms and sample syllabi for
   IIAS 201: Introduction to Irish and Irish American Studies
   IIAS 301: Special Topics in Irish and Irish American Culture
   IIAS 302: Special Topics in Irish and Irish American History
   IIAS 303: Special Topics in Irish and Irish American Social Science
   IIAS 304: Special Topics in Irish and Irish American Studies

Please direct any questions to Joe Kelly at kellyj@cofc.edu.
A. FORMS COVERED BY THIS SIGNATURE PAGE. List each form you are submitting—for instance, PSYC 383, Course Form; PSYC, Change of Major Form; PSYC, Change of Minor Form.

IIAS New Minor form (Irish and Irish American Studies)

new course forms:
IIAS 200: Introduction to Irish and Irish American Studies
IIAS 301: Special Topics in Irish and Irish American Culture
IIAS 302: Special Topics in Modern Irish and Irish American History
IIAS 303: Special Topics in Irish and Irish American Social Science
IIAS 304: Special Topics in Irish and Irish American Studies

B. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:
   
   Scott Coughenour  Date: 10/27/14

2. Signature of Academic Dean:

   Date: 10/21/14

3. Signature of Provost:

   Date: 2/10/15

4. Signature of Business Affairs (only for course fees):

   Date: 

   □ fee approved on 
   □ BOT approval pending

5. Signature of Curriculum Committee Chair:

   Bonnie C. Springer  Date: 2/20/15

6. Signature of Budget Committee Chair (only for new programs):

   Date: 

7. Signature of Academic Planning Committee Chair (only for new programs):

   Date: 

8. Signature of Faculty Senate Secretary:

   Date:

Date Approved by Faculty Senate: 

10-22-14 P03:53 IN
Irish and Irish American Studies Minor

The minor in Irish and Irish American Studies is designed to provide an interdisciplinary study of Irish society, culture, and history, including the experiences of the Irish diaspora in North America. Students will practice a variety of disciplinary approaches.

Requirements
Credit hours: 18

Introduction
All students must take the interdisciplinary introduction (3 hours)
   IIAS 201: Introduction to Irish and Irish American Studies (new course)

Culture (literature, art, music, language, etc.)
Choose one three-credit course from the following:
   ENGL 325: Modern British Literature
   ENGL 326: Irish Literature

   IIAS 301: Special Topics in Irish and Irish American Culture

History
Choose one three-credit course from the following:
   IIAS 302: Special Topics in Irish and Irish American History

Social Sciences (anthropology, sociology, political science, geography, etc.)
Choose one three-credit course from the following:
   ANTH 326: Peoples and Cultures of Europe
   ANTH 352: Folklore of Ireland and the British Isles

   IIAS 303: Special Topics in Irish and Irish American Social Science

   POLI 367: Geography of International Conflict

Elective
Choose two more courses from the three categories above and/or the elective below:
   IIAS 304: Special Topic in Irish and Irish American Studies

Study Abroad
Ideally, students will spend a semester at one of our partner institutions in Belfast, Dublin, or Cork, during which time at least two of their courses will address the requirements or electives above. Students should seek the advice of the Director of IIAS before enrolling in courses at another institution to assure their applicability to this program of study. Also, the College offers summer study abroad courses taught by our own faculty.
Hi Jerry:

I have been working with Joe Kelly over the past couple of months on the Irish and Irish American Studies minor proposal. Joe has made a number of important changes that strengthen the curriculum and assessment components. However, there is a $13,000 budget associated with the program proposal and no indication of the source of funding. I know that Joe has talked with you about this and a subsequent proposal assigned some costs to you, some to Academic Affairs, and some to the Library. Unfortunately assignment of costs still doesn’t provide the basis for the funding.

After discussing this with Brian, I’m returning the proposal to you as the sponsoring Dean so that you and Joe can determine together how you wish to move forward. I’ll walk it to HSS this afternoon so that it doesn’t get lost in the holiday mail shuffle.

If I can be of assistance, please don’t hesitate to ask.

Best, Lynne

Lynne E. Ford
Associate Vice President for the Academic Experience
College of Charleston
Randolph Hall
66 George Street
Charleston, SC 29424
Phone 843-953-6531
Fax 843-953-5840
Dear Lynne,

I am sorry it has taken me a while to respond to your email regarding the proposed budget for Irish and Irish American Studies. Frankly, I wanted to meet with the Provost to see whether I could get him to commit to some of the items. HSS will absorb the initial costs of the program. Those included a director's stipend and travel support, programming money, and funds to support to classes taught by adjunct faculty members. Of those two classes, one was as a course reduction to the director and the other was to add curricular support unrelated to an administrative modification.

I've copied the Provost lest he need to correct any errors I might make. He has assured me that, as we push adjunct budgets out to the schools, the two adjunct sections for IIAS would fall within the margin of error for my initial projections. All other costs will be absorbed from the current HSS budget, or a revised one if my 7th ranked budget request or some portion of it is forthcoming.

Best Regards,

Jerry

Jerold L. Hale, Dean  
School of Humanities and Social Sciences  
College of Charleston  
2 Green Way  
Charleston, SC 29424
Thanks, Jerry. I think you have this exactly right.

Best,
Brian

Brian McGee
Interim Provost and Executive Vice President for Academic Affairs
College of Charleston
66 George Street
Charleston, SC 29424
o 843.953.5527
f 843.953.5840

Dear Lynne,

I am sorry it has taken me a while to respond to your email regarding the proposed budget for Irish and Irish American Studies. Frankly, I wanted to meet with the Provost to see whether I could get him to commit to some of the items. HSS will absorb the initial costs of the program. Those included a director’s stipend and travel support, programming money, and funds to support to classes taught by adjunct faculty members. Of those two classes, one was as a course reduction to the director and the other was to add curricular support unrelated to an administrative modification.

I’ve copied the Provost lest he need to correct any errors I might make. He has assured me that, as we push adjunct budgets out to the schools, the two adjunct sections for IIAS would fall within the margin of error for my initial projections. All other costs will be absorbed from the current HSS budget, or a revised one if my 7th ranked budget request or some portion of it is forthcoming.

Best Regards,

Jerry

Jerold L. Hale, Dean
School of Humanities and Social Sciences
College of Charleston
2 Green Way
Charleston, SC 29424
FACULTY CURRICULUM COMMITTEE
MINOR FORM

Instructions:
- Please fill out all of the portions of the form that are specified in section B. **You must do this before your request can move forward!**
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the detailed instructions on the website. Please feel free to contact the committee chair with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Joseph Kelly  Phone: 3-4815  Email: kellyj@cofc.edu
School: HSS  Department or Program: English
Name and Acronym of Minor: Irish and Irish American Studies (IIAS)

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Minor (complete all portions)

☐ Change an Existing Minor (complete C, D, E, G, H, and I)
  ☐ Add existing course or courses to requirements or electives
  ☐ Add new course(s) to requirements or electives (attach completed course form for each)
  ☐ Delete courses from requirements or electives

☐ Terminate a Minor (complete E, G, H, and I)

C. GENERAL INFORMATION.

Number of Current Credit Hours (for existing minors): _______
Number of Proposed Credit Hours (for new or changing minors): _18_

Catalog year in which changes will take effect: FALL _2015_

☐ Interdisciplinary (please see guidelines on the Curriculum Committee website and include acknowledgments from relevant departments)

According to academic policy, students may not obtain a major/concentration and minor in the same subject. Will students in specific majors be prohibited from declaring this minor because of this policy?

_____ Yes  Which major(s) or concentration(s)? ______

_____ No

D. CURRICULUM. For a changed minor, please list every change you are making below AND attach the current catalog entry for this minor (from the Minor Requirements section) with changes marked in RED. Additions should show where the course will be inserted, deletions should be noted by crossing out the course, and moves indicated with arrows. Distinguish between required and elective courses, and note any prerequisites, co-requisites, sequencing, or other restrictions. For each new course, submit the Curriculum Committee's Course Form and a sample syllabus. For

This form was last updated on 6/6/2013 and replaces all others.
a new program, please submit the complete curriculum and catalog description exactly as they should appear in the catalog.

See attachments

E. RATIONALE AND EXPLANATION. Please provide a narrative addressing the request you are making and why you are making it. In addition, for a new minor, please address its objectives, provide evidence of student interest (e.g., interviews with student focus groups, enrollment in special-topics courses in this area), and explain how the minor supports the liberal arts tradition as well as the mission of the institution.

The College has long supported faculty in several departments with high levels of expertise in Irish and Irish American culture and history. One member of the History department has conducted a year-long, Fulbright-supported research project in Ireland; members of the English and Anthropology departments have directed summer study abroad programs in Ireland; several departments have courses in Irish studies in the catalog, while several others appear periodically as special topics courses. These faculty have academic connections all over Ireland-Dublin, Cork, Galway, and Belfast. This proposal exploits these pre-existing, latent assets by organizing them into a coherent program of study.

Students have long demonstrated an interest in such a program. Summer study abroad in Ireland has consistently attracted students from various disciplines. One year ago, Queens College in Belfast solicited and obtained from CofC’s CIE a reciprocating student exchange program, and potential programs in Dublin, Cork, or Galway promise equal success. Disciplinary courses in Irish subjects are consistently popular with majors.

In addition, the local Irish and Irish American community is eager to support the program. We have established connections with the Ancient Order of Hibernians and the Irish History Society, as well as informal contacts with several Irish-related businesses, prominent citizens, and the Irish consulate in Atlanta. We believe the potential for private support of study-abroad scholarships is promising.

As an inter-disciplinary program largely staffed by faculty in the Humanities and Social Sciences, this program will support our liberal arts tradition by training students in methods of historical, cultural, and social analysis. The College’s strategic plan values "the history, traditions, culture and environment of Charleston and the Lowcountry." Irish names like Rutledge, Calhoun, Grace, and Riley have long dominated our politics, just as the Irish migrating down the Appalachians settled the Upcountry and others arriving by ship from New York worked the docks of Charleston. Yet the role of the Irish in the Lowcountry and in the South Carolina is a largely neglected topic. This program will join a few other distinctively Irish Studies programs (as opposed to Irish and Irish American Studies) in Southeastern states. None of these are in South Carolina, despite the huge numbers of Irish Americans both in the Upcountry and along the coast. Thus program enhances our support of the core value of local history, traditions, and culture.

The College’s strategic plan also supports initiatives "that foster distinctive opportunities for innovative academic programs and relationships that advance our public mission in the city of Charleston, the state of South Carolina and the world." This program will help us to continue internationalizing the College’s curriculum and our student body-by bringing Irish students to campus and sending students to Ireland. As a geo-politically neutral nation, Ireland plays a distinctive role in the European Union and the United Nations, while it sustains very close relations to American businesses, both as an attractive setting for corporate headquarters but also as high-tech manufacturing site. Ireland’s culture is bound close to our own, especially in folk music forms and in literature. These business and cultural relations are evident in the Irish consulate office’s strong interest in the success of this new program.
F. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the minor? Attach a Curriculum Map.</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students will demonstrate a general knowledge of the major political, cultural, and religious movements in Ireland and concerning the Irish in America.</td>
<td>Assessment of signature assignment in IIAS 201; 80% or more students should be assessed as &quot;good&quot; or better on assessment rubric.</td>
</tr>
<tr>
<td>2. Competence in basic methods of historical, cultural, and social science methods of analysis; and advanced knowledge of and methodological competence in one area of study in an Irish and/or Irish American subject</td>
<td>Upon each student’s completion of the program, the director will collect that student’s best research-supported paper, as determined by the student. Assessment committee will create and apply an appropriate rubric to those samples. 80% or more students should be assessed as &quot;good&quot; or better on the rubric.</td>
</tr>
<tr>
<td>3. International cultural competencies:</td>
<td>Using Qualtrics, the director will administer to students an assessment survey, such as Nathan Corbitt's Global Awareness Profile (GAPrest) or Meyers &amp; Kelley's Cross-Cultural Adaptability Inventory (CCAI), at the beginning and end of their program of study.</td>
</tr>
<tr>
<td>a. The ability to creatively imagine another’s perspective, to code switch into this perspective and to know where one's own values interrupt such code switching</td>
<td></td>
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<tr>
<td>b. An awareness of who key leaders are and an understanding of customs, negotiating strategies and developments”*</td>
<td></td>
</tr>
<tr>
<td>&quot;Mel Bolen, &quot;Basic Student Data and Outcomes Assessment in International Education,&quot; Brown University, p. 4.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

How does the minor align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this minor?

This program supports general education by requiring at least one course that serves as a Humanities elective (see the proposal for a new course, IIAS 301). In general, this minor compliments other majors in HSS by providing students with a greater breadth of disciplinary experience, especially on the upper-division; and it provides majors in other schools with an advanced program in the liberal arts. Specifically, the chair of International Business has indicated that this minor will be listed among those that IB majors can choose to fulfill their minor requirement.

G. IMPACT ON EXISTING PROGRAMS AND COURSES. Please describe the impact of this request on other programs and courses. If you are deleting a minor, please identify all programs that will be affected. If you are adding or changing a minor, please explain any overlap with existing programs at the College.
The International Business major requires students to minor in an appropriate international subject area, and Rene Mueller has expressed her enthusiasm for including Irish and Irish American Studies among the approved minors. She predicts that we would, at a minimum, expect 5-10 minors from International Business each year. In addition, we are setting up student exchanges with several universities in Ireland (we already have such an arrangement with Queens University, Belfast). Such exchange programs will benefit both International Business and International Studies, whether the students minor in Irish studies or not, because both majors require students to study abroad. International Studies expects to "count" several of our courses for its European concentration.

H. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
<th>Funding source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Director compensation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 course release/year</td>
<td>$2500.00</td>
<td>HSS</td>
</tr>
<tr>
<td>stipend</td>
<td>2500.00</td>
<td>HSS</td>
</tr>
<tr>
<td>2. General</td>
<td></td>
<td></td>
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<tr>
<td>travel, professional meetings</td>
<td>1500.00</td>
<td>HSS</td>
</tr>
<tr>
<td>operations (programming, clerical, etc.)</td>
<td>2000.00</td>
<td>HSS</td>
</tr>
<tr>
<td>library</td>
<td>1000.00</td>
<td>HSS</td>
</tr>
<tr>
<td>3. Teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjunct (1 course per year)</td>
<td>3500.00</td>
<td>HSS</td>
</tr>
<tr>
<td>Total</td>
<td>$13,000</td>
<td></td>
</tr>
</tbody>
</table>

I. CHECKLIST.

☑ I have completed all relevant parts of the form.

☑ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☑ I have attached a Course Form for each newly-created or modified course.

☑ (For proposals that affect other departments in any way) I have attached an acknowledgement from the relevant department.

☑ I have provided the complete curriculum for the minor, including the description and course list, exactly as it should appear in the catalog.

☐ I have submitted one Signature Form that lists all of the different forms I am submitting.

This form was last updated on 6/6/2013 and replaces all others.
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
• Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
• Fill out the parts of the form specified in part B. You must do this before your request can move forward!
• Remember that your changes will not be implemented until the next catalog year at the earliest.
• If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Joe Kelly
Phone: 3-4815
Email: kellyj@cofc.edu

Department or Program: English
School: HSS

Subject Acronym and Course Number: IIAS 201

Catalog Year in which changes will take effect: FALL 2015

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

[ ] Add a New Course (complete parts C, D, F, G, H, I, J)
[ ] Change Part of an Existing Course (complete parts C, D, E, F, G, H, I, J)
  [ ] Course Number (you must submit a course deactivation request for the old course number)
  [ ] Course Name
  [ ] Course Description
  [ ] Credit/Contact Hours
  [ ] Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
[ ] Deactivate an Existing Course (complete parts C, D, E, G, I, J)
[ ] Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

This request is to establish the introductory course to a proposed minor in Irish and Irish American Studies. The course will prepare students for the inter-disciplinary methods of study required in more advanced courses, and it will lay a foundation of knowledge regarding Irish political and cultural history and the history of the Irish in America.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

This course will not have any effect on existing programs. There is no overlap with existing courses.

E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department:
School:
Subject Acronym:
Course Number:

Credit hours: ___ lecture ___ lab ___ seminar ___ independent study
Contact hours: ___ lecture ___ lab ___ seminar ___ independent study

This form was last updated on 12/13/13 and replaces all others.
Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? □ yes □ no  If yes, how many total credit hours may the student earn? ___

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use **boldface** for the information that is changing.

Department: n/a  School: HSS  Subject Acronym: IIAS  Course Number: 201

Credit hours:  _3_ lecture  _lab  _seminar  _independent study
Contact hours:  _45_ lecture  _lab  _seminar  _independent study

Course title: **Introduction to Irish and Irish American Studies**

Course description (maximum 50 words, exactly as it appears in the catalog):

An inter-disciplinary introduction to the Irish in Ireland and in North America, focusing on migrations of people and cultures into and out of Ireland since the Stone Age; the prominent political movements since 1798; and the current sociological profile of people living in Ireland and people of Irish extraction living in America.

Restrictions (pre-requisites, co-requisites, majors only, etc.):

If this is a newly-created course, is it intended to be the equivalent of an existing course? □ yes  □ no
If so, which course? _______________

If equivalent, will the newly-created course replace the existing course? □ yes  □ no

*Note: If yes, you must deactivate that course by submitting an additional Course Form.*

Cross-listing, if any (submit approval from relevant department): _______________

*Note: Cross-listed courses are equivalent.*

Is this course repeatable? □ yes  □ no  If yes, how many total credit hours may the student earn? ___

Is there an activity, lab, or other fee associated with this course? □ yes  □ no  What is the fee? $_____

*Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.*
**G. COSTS.** List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

This course requires no new costs, nor does it save costs. It will be staffed by existing faculty, from various departments, who are affiliated with Irish and Irish American Studies. It will be offered once or twice a year, depending on demand.

**H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.**

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<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students will demonstrate a general knowledge of the major political, cultural, and religious movements in Ireland and concerning the Irish in America, from the Stone Age to the present.</td>
<td>Students will be quizzed weekly or bi-weekly, and they will take mid-term and final exams. At least 80% of students will earn a C or better on the cumulative grade for these assignments.</td>
</tr>
<tr>
<td>2. Students will analyze and interpret Irish historical and cultural texts</td>
<td>Short papers and term paper. At least 80% of students will earn a C or better on the cumulative grade for these assignments.</td>
</tr>
<tr>
<td>3. Students apply social science concepts, models or theories to explain the behavior, social interactions and social institutions of the Irish.</td>
<td>Short papers and term paper. At least 80% of students will earn a C or better on the cumulative grade for these assignments.</td>
</tr>
<tr>
<td>4. Students will analyze how ideas are represented, interpreted or valued in various expressions of human culture; and examine relevant primary source materials and interpret the material in writing assignments.</td>
<td>Term (research) paper. At least 80% of students will earn a C or better on the cumulative grade for this assignment. This is the signature assignment for the minor; faculty must collect these papers and submit them to the director for program assessment.</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This course lays the foundation for higher-level work in the IIAS minor. Students will be introduced to analytical methods used in the humanities, including the interpretation of primary historical texts and cultural artifacts; and they will be introduced to basic social science methods of analysis. The course will also give students a broad overview of Irish political and cultural history, which will help them place period-specific work in upper-division courses into a coherent context. It serves Goal 1 of the minor, general knowledge of the major political, cultural, and religious movements in Ireland and concerning the Irish in America; and Goal 2, Competence in basic methods of historical, cultural, and social science methods of analysis.
I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? □ yes □ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

J. CHECKLIST.

☒ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☒ (For new courses only) I have attached a syllabus.

☒ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☒ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

☒ I have submitted one Signature Form that lists all of the different forms I am submitting.
Introduction to Irish and Irish American Studies

Course description:
An inter-disciplinary introduction to the Irish in Ireland and in North America, focusing on migrations of people and cultures into and out of Ireland since the Stone Age; the prominent political movements since 1798; and the current sociological profile of people living in Ireland and people of Irish extraction living in America.

Outcomes:

Content
Students will demonstrate a general knowledge of the major political, cultural, and religious movements in Ireland and concerning the Irish in America, from the Stone Age to the present.

Methodology
Students will analyze and interpret Irish historical and cultural texts; and apply social science concepts, models or theories to explain the behavior, social interactions and social institutions of the Irish.

Materials:
various readings supplied in electronic format via OAKS

Assignments:

<table>
<thead>
<tr>
<th>Title</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short papers</td>
<td>20</td>
</tr>
<tr>
<td>Homework</td>
<td>20</td>
</tr>
<tr>
<td>Quizzes/homework</td>
<td>10</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>15</td>
</tr>
<tr>
<td>Final exam</td>
<td>15</td>
</tr>
<tr>
<td>Final paper</td>
<td>20</td>
</tr>
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</table>

Short Papers:

Students will complete four short paper assignments of 600 words each. These will be exercises in various disciplinary methods of analyzing primary documents. They will not require outside research, but they will require a mastery of the examined texts, and an understanding, based on work conducted in class, of disciplinary approaches.

Term Paper:
The term paper will assert a thesis, supported by arguments and evidence, involving at least two primary texts or cultural artifacts from different genres. Students will develop their thesis in private conference with the instructor; they will follow an appropriate disciplinary approach; and they will incorporate into their argument research in the secondary literature.

**Quizzes/Homework**

Students will complete unscheduled quizzes and homework as assigned by the instructor. These assignments will be designed to help students master the historical and cultural content that constitute the focus of class meetings.

**Schedule:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Texts/evidence</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1     | Introduction  
Natural history  
Stone-age peoples | Moody, ch. 1 and 2                                                            |                 |
| 2     | Celtic migration  
pre-Christian law and  
religion | Moody, ch. 3                                                                   |                 |
| 3     | Iron Age  
culture  
mythologies | selections from *Book of Invasions, and the Ulster and Fenian Cycles*          |                 |
| 4     | Christianization  
Monastic Ireland  
Irish missionaries | Moody, ch. 4 and 5  
*Confession, St. Patrick*                                                       | Paper 1         |
| 5     | Viking invasion  
formation of towns  
Medieval society | Moody, ch. 6                                                                   |                 |
| 6     | Norman invasion  
arquitecture  
feudalism  
Gaelicisation in law,  
language, dress,  
literature | Moody, ch. 8                                                                  |                 |
| 7     | Elizabethan/Cromwellian invasions  
colonialism--law and culture  
racism  
Irish exiles | Moody, ch. 11 and 14                                                          | Midterm exam    |
| 8     | Enlightenment Ireland  
United Irishmen/political | Moody, ch. 15                                                                 | Paper 2         |
| Week 9 | **Romantic Ireland**  
         Young Ireland/ cultural nationalism  
         Celticism (language and art)  
         public education  
         land reform  
         Repeal and Home Rule | Thomas Moore, selections from |
| Week 10 | **Emigration**  
          Famine  
          immigrant experience  
          American Nativism | Moody, ch. 17 | Paper 3 |
| Week 11 | **Easter Rising**  
          Celtic Renaissance (language and art)  
          socialism  
          feminism | Moody, ch. 19 |
| Week 12 | **Free State - Republic**  
          Civil War  
          political parties  
          WWII neutrality  
          family life | Moody, ch. 21 and 22 | Paper 4 |
| Week 13 | **Modern Troubles**  
          Unionism  
          terrorism  
          civil rights movement  
          peace accords | Moody, ch. 20 |
| Week 14 | **European Union**  
          Celtic Tiger/Euro-zone  
          Cold War neutrality  
          reproductive rights | Moody, ch. 23 |
| Week 15 | **American Assimilation** | Final paper |
FACULTY CURRICULUM COMMITTEE  
COURSE FORM

Instructions:
• Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
• Fill out the parts of the form specified in part B. You must do this before your request can move forward!
• Remember that your changes will not be implemented until the next catalog year at the earliest.
• If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Joe Kelly  Phone: 34815  Email: kellyj@cofc.edu

Department or Program: English  School: HSS

Subject Acronym and Course Number: IIAS 301

Catalog Year in which changes will take effect: FALL 2015

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)
  ☐ Course Number (you must submit a course deactivation request for the old course number)
  ☐ Course Name
  ☐ Course Description
  ☐ Credit/Contact Hours
  ☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

This request is to establish a special topics course in the study of Irish and Irish American culture. Our curriculum requires coursework in disciplines that fall under the three rubrics, Culture, History, and Social Science, and this course will fulfill the Culture requirement. We anticipate that most offerings of this course will cross-list with a course in the instructor’s discipline. For instance, the course used as a sample syllabus is a special topics course that has been offered three times in the English department.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap. Sometimes, this course will not have any effect on existing programs. More often, it might be cross-listed with courses from other disciplines.

E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department:  School:  Subject Acronym:  Course Number:

Credit hours:  ☐ lecture  ☐ lab  ☐ seminar  ☐ independent study
Contact hours:  ☐ lecture  ☐ lab  ☐ seminar  ☐ independent study

This form was last updated on 12/13/13 and replaces all others.
Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? ☐ yes ☐ no  If yes, how many total credit hours may the student earn? _6_.

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use **boldface** for the information that is changing.

Department: n/a  School: HSS  Subject Acronym: IIAS  Course Number: 301

Credit hours: _3_ lecture _ labs _ seminar _ independent study

Contact hours: _45_ lecture _ labs _ seminar _ independent study

Course title: **Special Topics in Irish and Irish American Culture**.

Course description (maximum 50 words, exactly as it appears in the catalog):

* A study of Irish and/or Irish American culture. May be repeated when topics vary. No more than 6 credit hours may be applied to the Irish and Irish American Studies minor*

Restrictions (pre-requisites, co-requisites, majors only, etc.):

If this is a newly-created course, is it intended to be the equivalent of an existing course? ☐ yes ☒ no

If so, which course? ____________________________

If equivalent, will the newly-created course replace the existing course? ☐ yes ☐ no

Note: If yes, you must deactiviate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department):  ☐ Maybe __________________________

Note: Cross-listed courses are equivalent.

As a special topics course, it is likely that the course would be cross-listed on an ad hoc basis with courses from other disciplines. In such a case, the director of IIAS would secure permission of the appropriate department chair.

Is this course repeatable? ☒ yes ☐ no  If yes, how many total credit hours may the student earn? __unlimited__

Is there an activity, lab, or other fee associated with this course? ☐ yes ☒ no  What is the fee? $________

Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

*It is difficult to determine a cost. The course will probably be offered infrequently. If taught by a faculty member in a department not yet associated with IIAS, there will be no staffing cost—the course will more than likely be cross-listed with a course*
in that faculty's discipline. If the course ever is taught by an adjunct, it would require the one-course adjunct fee. The IIAS program proposal includes a line item for one course per year taught by an adjunct.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students will master the body of knowledge appropriate to the topic.</td>
<td>tests; at least 80% of students will earn a C or better on the cumulative grade for these assignments.</td>
</tr>
<tr>
<td>2. Students will demonstrate their ability to execute the disciplinary methodology appropriate to the topic.</td>
<td>formal papers; at least 80% of students will earn a C or better on the cumulative grade for these assignments.</td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This course will contribute to the "middle" of the minor, providing students with an in-depth cultural study of an Irish or Irish American topic. They will master a body of knowledge and practice appropriate methods of cultural study. Each offering of the course will "count" towards the "Culture" category in the minor. It serves Goal 2 of the minor, advanced knowledge of and methodological competence in one area of study in an Irish and Irish American subject.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? ☐ yes ☒ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

J. CHECKLIST.

This form was last updated on 12/13/13 and replaces all others.
☒ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☒ (For new courses only) I have attached a syllabus.

☒ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☒ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

☒ I have submitted one Signature Form that lists all of the different forms I am submitting.
Sex, God, and Guns:  
Irish Literature, Film, and Song in the 20th Century

Catalog Description:

This introductory course for non-majors examines selected topics in literature, based on the interests of both students and faculty. It is designed to supplement course offerings in the English curriculum.

Outcomes:

The Irishman serves two masters, James Joyce once said, and a third who wants him for odd jobs: the holy Roman Catholic church and British Empire were the two masters, and the odd jobber was the nationalist who dodged the priests to shoot the English. This course will study the interplay of culture and political ideology in Ireland in the last hundred years, focusing on a few key moments in history, including the Easter Rising of 1916, the partition of Northern Ireland, the modern "troubles," and the Good Friday Agreement.

As a Humanities general education elective, this course will teach students to analyze how ideas are represented, interpreted or valued in various expressions of human culture; and to examine relevant primary source materials and interpret the material in writing assignments. These outcomes will be assessed on the final research paper.

Class materials

Books:
Dubliners, James Joyce
The Concise History of Ireland, Sean Duffy
Modern and Contemporary Irish Drama, Harrington, ed.
The Snapper, Roddy Doyle

Movies:
Michael Collins, Neal Jordan, director
The Informer, John Ford, director
The Quiet Man, John Ford, director
The Crying Game, Neal Jordan, director
The Snapper, Stephen Frears, director

Music:
The Clancy Brothers and Tommy Makem  
*Live at Carnegie Hall*  
The Dubliners  
U2  
*War*  
The Pogues  
*The Very Best of the Pogues*  
  
.pdfs  
Yeats, "Easter 1916" and "September 1913"  
Joyce, "Telemachus"  
O'Connor, "Guests of the Nation"  
Kavanagh, "The Great Hunger"  
O'Brien, *The Country Girls*  
  
**Grades:**  
<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>First Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Discussions</td>
<td>15%</td>
</tr>
<tr>
<td>Paper</td>
<td>25%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>63-66</td>
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<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
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</tbody>
</table>

**Quizzes**  
I will give unscheduled quizzes on the class materials (readings, viewings, etc.) often. For every ten quizzes that I give, I will drop one of your lowest quiz scores at the end of the semester. So your quiz average will not be ruined by missing a class in which I give a quiz or by being unprepared on the odd occasion.

**Discussions**  
Just about every class, you'll have an opportunity to participate in a group discussion on-line about that day's reading/viewing/etc. You will post your
messages on OAKS. Each reading has a seed comment on the syllabus, but you should feel free to depart from that initial question if the argument within your group drifts. Respond to each other, not to me, and get into arguments if you can. Just be sure to keep on the topic of the day's reading.

These are "low stakes" writing assignments. You will not be graded on mechanics--grammar, punctuation, usage, etc. Demonstrate a high level of engagement with the text, write persuasive arguments citing evidence from the text, and you'll do fine. These Discussion posts will be graded on a 10-point scale.

Your discussion posts must be 150 words long, and you must post 12 messages by the end of the semester (there are 24 opportunities for posts).

<table>
<thead>
<tr>
<th>Readings</th>
<th>Discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>January 10</strong></td>
<td><strong>De-Anglicizing Ireland</strong></td>
</tr>
<tr>
<td><strong>January 12</strong></td>
<td><strong>Introduction</strong></td>
</tr>
<tr>
<td><em>Cathleen ni Hoolihan</em>,</td>
<td>1. Did Michael do the right thing? Why or why not?</td>
</tr>
<tr>
<td>Harrington; Duffy, pp.</td>
<td></td>
</tr>
<tr>
<td>131-147</td>
<td></td>
</tr>
<tr>
<td><strong>January 17</strong></td>
<td></td>
</tr>
<tr>
<td><em>Rising of the Moon</em>,</td>
<td>2. It's easy to sympathize with the fugalitive in</td>
</tr>
<tr>
<td>Harrington; Ballads; Duffy,</td>
<td>this play, since its events are comfortably back</td>
</tr>
<tr>
<td>pp. 157-179</td>
<td>in history. Can you translate the issues into, say,</td>
</tr>
<tr>
<td></td>
<td>contemporary Iraq or Afghanistan? How would you</td>
</tr>
<tr>
<td></td>
<td>judge the loyalties then?</td>
</tr>
<tr>
<td><strong>January 19</strong></td>
<td></td>
</tr>
<tr>
<td><em>Riders to the Sea</em>; &quot;On the Necessity for De-Anglicizing Ireland&quot;</td>
<td>3. How do you react to this play? Do you find it moving or not? Why?</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td></td>
</tr>
<tr>
<td><strong>January 24</strong></td>
<td></td>
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<tr>
<td><em>Riders to the Sea</em>; &quot;On the Necessity for De-Anglicizing Ireland&quot;</td>
<td>4.</td>
</tr>
<tr>
<td><strong>January 26</strong></td>
<td></td>
</tr>
<tr>
<td><em>Michael Collins</em>, film;</td>
<td>5. How is the Insurrection interpreted in the</td>
</tr>
<tr>
<td>&quot;September 1913&quot; and &quot;Easter 1916&quot;; Duffy, pp.</td>
<td>opening scenes of the film? Look also at &quot;Easter</td>
</tr>
<tr>
<td>179-192</td>
<td>1916.&quot; Does Jordan agree with Yeats or not?</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td></td>
</tr>
<tr>
<td><strong>January 31</strong></td>
<td></td>
</tr>
<tr>
<td>&quot;Araby,&quot; &quot;Eveline,&quot; &quot;After&quot;</td>
<td>6. What is at the root of all of the</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>February 2</td>
<td>&quot;A Mother,&quot; &quot;A Painful Case,&quot; &quot;Ivy Day in the Committee Room&quot;</td>
</tr>
<tr>
<td>February 7</td>
<td>&quot;Telemachus&quot; (.pdf)</td>
</tr>
<tr>
<td>February 9</td>
<td>First Exam</td>
</tr>
</tbody>
</table>

**The Catholic Republic**

<table>
<thead>
<tr>
<th>Week 6</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>February 14</td>
<td><em>The Informer</em>, film</td>
<td>9. How does the film treat the Civil War? What did Ford think about the conflict?</td>
</tr>
<tr>
<td>February 16</td>
<td>&quot;The Guests of the Nation,&quot; O'Connor</td>
<td>10. What do you think about how Noble and Bonaparte acted at the end of the story?</td>
</tr>
</tbody>
</table>

**Week 7**

| February 21| Yeats, "Leda and the Swan," "Sailing to Byzantium," "Among School Children" | 11. These are all very difficult poems. Post your reaction to one of them, explaining yourself as well as you can. |
| February 23| *Hidden Ireland*, .pdf                                                 | 12. What do you think Corkery would think of Yeats and the Revival?     |

**Week 8**

| February 28| "The Great Hunger," Kavanagh;                                         | 13. What's the cause of Maguire's misery?                               |

**Week 9**

| March 7     | Spring Break                                                          |                                                                         |
| March 9     | Spring Break                                                          |                                                                         |

**Week 10**

| March 13    | *The Country Girls*                                                   | 15. This book is at least a generation younger than anything else we've read so far. How has Ireland changed? |

**America's Ireland**

<p>| March 15    | <em>The Quiet Man</em>, film                                                 | 16. Discuss the relations between the                                          |</p>
<table>
<thead>
<tr>
<th>Week 11</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>March 20</td>
<td>No class</td>
</tr>
<tr>
<td>March 22</td>
<td>The Clancy Brothers and Tommy Makem: Live at Carnegie Hall</td>
</tr>
<tr>
<td></td>
<td>17. What type of &quot;Irishness&quot; were the Clancy Brothers selling?</td>
</tr>
</tbody>
</table>

**The Modern Troubles**

<table>
<thead>
<tr>
<th>Week 12</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>March 27</td>
<td>The Dubliners: selections</td>
</tr>
<tr>
<td>March 29</td>
<td>The Bog Poems, Heaney</td>
</tr>
<tr>
<td></td>
<td>18. Compare the Dubliners to the Clancy Brothers</td>
</tr>
<tr>
<td></td>
<td>19. How does Heaney come off in &quot;Punishment&quot;?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 13</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>April 3</td>
<td>U2: War</td>
</tr>
<tr>
<td>April 5</td>
<td>The Crying Game</td>
</tr>
<tr>
<td></td>
<td>20. The album begins with &quot;Sunday Bloody Sunday&quot; and ends with &quot;40&quot;. Interpret these songs in light of each other.</td>
</tr>
<tr>
<td></td>
<td>21. What do you think about Fergus's relationship to Dill?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 14</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>April 10</td>
<td>The Pogues: The Very Best of the Pogues</td>
</tr>
<tr>
<td>April 12</td>
<td>The Snapper, novel</td>
</tr>
<tr>
<td></td>
<td>22. Listen especially carefully to &quot;Fairy Tale of New York.&quot; How does America figure in the Irish imagination?</td>
</tr>
<tr>
<td></td>
<td>23. This is a different version of Ireland than what we've seen in the other work. How so?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 15</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>April 17</td>
<td>The Snapper, film</td>
</tr>
<tr>
<td>April 19</td>
<td>Review</td>
</tr>
<tr>
<td></td>
<td>24. How well or poorly does the film interpret the novel? Explain.</td>
</tr>
</tbody>
</table>
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Joe Kelly  
Phone: 3-4815  
Email: kellyj@cofc.edu  
Department or Program: English  
School: HSS  
Subject Acronym and Course Number: IIAS 304  
Catalog Year in which changes will take effect: FALL 2015

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☑ Add a New Course (complete parts C, D, F, G, H, I, J)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)
☐ Course Number (you must submit a course deactivation request for the old course number)
☐ Course Name
☐ Course Description
☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

This request is to establish a special topics course in Irish and Irish American history. Our curriculum requires coursework in disciplines that fall under the three rubrics, Culture, History, and Social Science, and this course will count as the History requirement.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap. Sometimes, this course will not have any effect on existing programs. More often, it will be cross-listed with courses from other disciplines, especially History.

E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department:  
School:  
Subject Acronym:  
Course Number:  
Credit hours:  
Contact hours:  
Course title:

This form was last updated on 12/13/13 and replaces all others.
Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? ☑ yes ☐ no  If yes, how many total credit hours may the student earn? 6

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use **boldface** for the information that is changing.

Department: n/a  School: HSS  Subject Acronym: IIAS  Course Number: 302

Credit hours: _3_ lecture _ lab _ seminar _ independent study
Contact hours: _45_ lecture _ lab _ seminar _ independent study

Course title: Special Topics in Irish and Irish American History.

Course description (maximum 50 words, exactly as it appears in the catalog):

A study of a topic in modern Irish or Irish American history. May be repeated when topics vary.

No more than 6 credit hours may be applied to the Irish and Irish American Studies minor

Restrictions (pre-requisites, co-requisites, majors only, etc.):

If this is a newly-created course, is it intended to be the equivalent of an existing course? ☐ yes ☑ no
If so, which course? ________________________________

If equivalent, will the newly-created course replace the existing course? ☑ yes ☐ no
Note: If yes, you must deconstruct that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department): ________________________________
Note: Cross-listed courses are equivalent.

As a special topics course, it is possible that the course would be cross-listed on an ad hoc basis with courses from other disciplines. In such a case, the director of IIAS would secure permission of the appropriate department chair.

Is this course repeatable? ☑ yes ☐ no  If yes, how many total credit hours may the student earn? ☑ unlimited

Is there an activity, lab, or other fee associated with this course? ☑ yes ☐ no  What is the fee? $________
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

Most often, this course will be taught by a member of the History department and cross-listed with a course in that discipline. If the course ever is taught by an adjunct, it would require the one-course adjunct fee.
☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

☐ I have submitted one Signature Form that lists all of the different forms I am submitting.
HAS 302/HIST 241  
Irish History Since 1850  
Spring 20XX

MWF 1:00-1:50  
Maybank Hall Room 303

Dr. Cara Delay  
Office: Maybank 214  
Phone: (843) 953-7597  
Office Hours:  
Email: delavc@cofc.edu  
M 2-3, T 12-2:30, W 2-3

Course Description
In this course, students will explore the history of Ireland since 1850. Through an analysis of primary sources, historiography, and historical debates, we will analyze the social, cultural, economic, intellectual, and political developments that have shaped Ireland's history. We will also ask how and why the people of Ireland have attempted to define both themselves and their nation (through politics, statehood, religion, gender, literature and language, etc.) and how Irish identities have changed in the past and continue to change today. Specific topics covered include the impact of the Great Famine, nationalism, religion, the "Troubles" in Northern Ireland, Ireland's relationship with Britain and the rest of Europe, and the role of rural and urban landscapes in Ireland's history. This course is informed by new research in the field. In this spirit, we will pay particular attention to social and cultural history, with a special emphasis on gender, family, and sexuality.

This course demands your commitment and attention; here, learning is a collaborative process. Please make sure that you are able to devote serious time to this course before you choose to take it. Welcome to what promises to be a challenging, exciting, and rewarding semester!

Outcomes

As a modern History general education elective, students in this course will

• demonstrate knowledge of history and awareness of the historical experience.
• situate primary historical records in their context and use sources to construct historical arguments.

These outcomes will be assessed on Short Essay #3.

Requirements and Grading Policies

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map Quiz</td>
<td>5%</td>
</tr>
<tr>
<td>Reading Analyzes (2-3 pages each; you must do 4)</td>
<td>25%</td>
</tr>
<tr>
<td>Group Project</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm Examination</td>
<td>20%</td>
</tr>
<tr>
<td>Take-Home Final Examination</td>
<td>20%</td>
</tr>
<tr>
<td>Attendance, Participation, and In-Class Work</td>
<td>20%</td>
</tr>
</tbody>
</table>
All essays and assignments must be handed in at the beginning of class on the assigned due date. I will not accept essays by email. Late essays will be marked down one full letter grade per day late. Essays or assignments handed in after the start of the class period will be considered one day late. Missed exams and assignments not handed in will receive a grade of zero. Any student who does not complete all required assignments, essays, and exams may fail the course.

Attendance
Given the nature of this course, it will be impossible for you to do well if you do not come to class. I expect all students to attend all classes, to arrive on time, and to turn off all electronic devices when they enter the classroom. If you do miss class, you are responsible for contacting me about missed work, announcements, or handouts; for turning in any missed assignments; and for getting notes from another classmate. If emergency or illness prevents you from coming to class and you wish to have the absence excused, it is your responsibility to bring appropriate documentation to the Office of the Associate Dean of Students at 67 George Street. The Dean will then inform me that the absence has been documented. If you do not provide the Dean's office with documentation, the absence will not be excused. For more information, see www.cofc.edu/studentaffairs/general_info/absence/.

You may miss 5 classes without penalty (although I don't recommend it). If you have more than 5 undocumented/unexcused absences by the end of the semester, you will fail the attendance/participation portion of the final grade. Note also the cell phone policy below: bringing cell phones to class can earn you undocumented absences. Arriving late to class counts as 1/2 an undocumented absence.

Readings and Class Participation
Students must complete readings in a timely fashion to make possible full participation in class discussions and exercises. Make sure that you read all readings carefully and critically by the beginning of the class period for which they are assigned. Come to class with notes on the readings and be prepared to both answer questions and ask questions about the readings. Participation counts toward your final grade. Participation grades will be calculated based on both the frequency of your contributions in class and, more importantly, on the quality of your comments. In particular, I am looking for evidence that you have completed the readings and that you are connecting them to the themes we have discussed in class.

When I calculate final attendance and participation grades, I use the following general guidelines:
A = student has attended almost every class, participates regularly, demonstrates knowledge of readings, makes thoughtful and insightful comments, and asks relevant questions.
B = student has attended almost every class and participates regularly. Comments and questions are relevant but could be more thoughtful; student could engage more deeply with the readings or course materials.
C = student has attended almost every class but does not participate regularly.
D = student demonstrates spotty attendance and rarely participates.
F = student has attendance problems and does not contribute to class discussions in any meaningful way.
Classroom Conduct
The College’s Classroom Code of Conduct is available at
www.cofc.edu/student_affairs/general_info/honor_system/classroom_disruption.html.
Please note that conduct in class constitutes part of your attendance and participation
grade; repeated or excessive disruptions may result in further penalties. Do not talk with
classmates, allow cell phones to ring, or email/IM in class. Napping in class is not
acceptable. Each time your cell phone or other electronic equipment disturbs our class,
and each time you fall asleep, you will earn one undocumented absence.

Academic Dishonesty
Academic dishonesty of any form will not be tolerated in this course.
The College of Charleston has a clearly laid out policy on academic dishonesty. Students
who commit honor code offenses will be required to appear before the Honor Board; if
found guilty, students will receive a grade of “XF,” which denotes failure due to plagiarism
and will appear on your transcript. Please review this policy at
www.cofc.edu/Student_Affairs/general_info/honor_system/.
If you have any questions about what constitutes academic dishonesty, please ask me.
You are not permitted to access any online sources when you are writing your reading
analyses unless you have received my permission to do so.

Special Accommodations
If you have a documented disability, please see me within the first two weeks of class so
that we may make a reasonable accommodation for you and make sure that you are
registered with the Center of Disability Services/SNAP. Contact the Center of Disability
Services at 953-1431 with any questions.

Getting in Touch With Me
The easiest way to get in touch with me is by email (delayc@cofc.edu), but please note that,
during the week, it may take me up to 24 hours to return your email. On weekends, I
check email more infrequently and may not get back to you until Monday. When you
email me, you must use your CofC account, not a personal email account. You are
welcome to try and reach me by phone, but I check my voicemail less frequently. I keep at
least four office hours per week; please feel free to stop by during office hours or make an
appointment to see me at other times. I am happy to meet and talk with you about how
you're doing in the course or to discuss themes or issues that come up in the course.

Required Texts (available for purchase at the bookstore)
The bookstore will send back unpurchased books around the middle of the term, so be sure to
buy your books early in the semester. It is your responsibility to acquire books for this course
and to have the reading completed on time.
Please see also the course schedule for additional readings online and on electronic reserve.
The ERES password for this course is IRELAND.

John O’Beirne Ranelagh, A Short History of Ireland, rev. ed. (1999)
Angela Bourke, *The Burning of Bridget Cleary: A True Story*
Roddy Doyle, *A Star Called Henry*
James Smith, *Ireland's Magdalen Laundries and the Nation's Architecture of Containment*
Nancy Scheper-Hughes, *Saints, Scholars, and Schizophrenics: Mental Illness in Rural Ireland*
Patrick Michael Rucker, *This Troubled Land: Voices from Northern Ireland on the Front Lines of Peace*
Bryan Fanning, *Racism and Social Change in The Republic of Ireland*
Schedule of Class Meetings, Readings, and Assignments (subject to change)

**W 1/9:**  
Introduction and Review of Syllabus

**F 1/11:**  
Political and Economic Background  
*Background Readings:*  
Skim Ranelagh, prefaces and chapters 1-3

**M 1/14:**  
Ireland Before the Famine: Land and Population  
*Background Readings:*  
Skim Ranelagh, chapters 4-5

**W 1/16:**  
Ireland Before the Famine: Family and Community  
*Readings for Discussion:*  
(on ERES)  
♣ Reading Analysis # 1 Due

**F 1/18:**  
The Great Hunger: Facts and Chronology  
*Background Readings:*  
Ranelagh, chapter 6  
**MAP QUIZ**

**M 1/21:**  
No Class: *Martin Luther King, Jr. Day observed*

**W 1/23:**  
The Famine: Demography

**F 1/25:**  
Emigration and the Irish Diaspora

**M 1/28:**  
GROUP 1: The Effects of the Famine: Family and Community Life

**W 1/30:**  
The Famine: Cultural Legacies  
*Readings for Discussion:*  
Angela Bourke, “The Baby and the Bathwater: Cultural Loss in Nineteenth-Century Ireland.” (ERES)  
Nuala Ni Dhomhnaill, “A Ghostly Alhambra.” (ERES)  
♣ Reading Analysis # 2 Due

**F 2/1:**  
Post-Famine Society: Religion and Politics

**M 2/4:**  
Post-Famine Society: Gender Roles

**W 2/6:**  
Cultural Clashes at the Fin de Siècle  
*Readings for Discussion:*  
Angela Bourke, *The Burning of Bridget Cleary*  
♣ Reading Analysis # 3 Due
F 2/8: The Gaelic Revival and Nationalism
   Background Readings:
   Ranelagh, chapters 7-8

M 2/11: Nationalism, cont.

W 2/13: GROUP 2: Varieties of Nationalism: Sport and Culture

F 2/15: Early Twentieth-Century Political Movements

M 2/18: MIDTERM EXAMINATION

W 2/20: Urban Landscapes

F 2/22: Rebellion and Civil War
   Background Readings:
   Ranelagh, chapter 9

M 2/25: Film: Irish Civil War: The Madness from Within

W 2/27: Rebellion and Civil War: Literary Depictions
   Readings for Discussion:
   Roddy Doyle, A Star Called Henry
   ♦ Reading Analysis # 4 Due

F 2/29: Partition

SPRING BREAK!! March 3-7

M 3/10: Ireland, North and South

W 3/12: Marriage and Family in the Early Twentieth Century
   Readings for Discussion:
   Frank O'Connor, "The Impossible Marriage," in Collected Stories, 504-514. (ERES)
   ♦ Reading Analysis # 5 Due

F 3/14: GROUP 3: Women's Roles in the New Ireland

M 3/17: Church and State in the South
   Background Readings:
   Ranelagh, chapter 10

W 3/19: Rural Ireland, "Real" Ireland?
   Readings for Discussion:
   Nancy Scheper-Hughes, Saints, Scholars, and Schizophrenics, 2-56 and 135-328.
   ♦ Reading Analysis # 6 Due
The North and the “Troubles”
Background Readings:
Ranelagh, chapter 11

Film: Endgame in Ireland

The Troubles: Identities and Mentalities
Readings for Discussion:
Patrick Michael Rucker, This Troubled Land: Voices from Northern Ireland on the Front Lines of Peace
♣ Reading Analysis # 7 Due

The Republic in the 1980s and 90s

GROUP 4: Culture and Irishness in Recent Decades

Film: Song for Ireland

Church, State, and Sexuality in the Twentieth Century
Readings for Discussion:
James M. Smith, Ireland’s Magdalen Laundries and the Nation’s Architecture of Containment
♣ Reading Analysis # 8 Due

Ireland and the European Union

GROUP 5: The Celtic Tiger and Ireland’s Economic Miracle

Cultural Conflicts and National Identity in Recent Decades
Readings for Discussion:
Bryan Fanning, Racism and Social Change in The Republic of Ireland
♣ Reading Analysis # 9 Due

Family, Reproduction, and National Identity

The State of the Peace Process
Background Readings:
Ranelagh, chapter 12

GROUP 6: The Church in Contemporary Ireland

Writing and Representing Ireland Today

Conclusions

Take-Home Final Examination: Due by Fri. 4/25 at 3 pm
Assignment: Reading Analyses

There are nine reading analyses scheduled on the syllabus (see above). By the end of the semester, each student must complete FOUR analyses. You may choose to complete whichever four analyses you wish. I will allow each student, if s/he desires to do so, to revise one reading analysis for an improved grade.

Requirements:
Reading analyses must be at least 2-3 pages, double-spaced, and typed in a 12-point font. No title page is necessary; just put your name, the course number, and the date on the top of the first page.

Citations:
You do not need to use outside sources for this assignment and you are not permitted to use any online sources or materials. As always, you must credit your sources: you must cite not only when you directly quote from an author but also when you paraphrase from an author or discuss another author’s ideas. When citing from the assigned reading, put the author’s last name and the relevant page number or range of pages in parentheses (MLA style); no footnotes or bibliography are necessary.

Writing Guidelines:
1. First, briefly summarize the reading in no more than 1-2 paragraphs.
2. Next, analyze the reading. What does this particular piece tell us about the historical period in question? How does it relate to topics we’ve discussed in class, to other readings, or to ideas that you’ve read about in your textbook?
   If this is a secondary source (one written by a historian), consider the following:
   • Do you agree with the author’s argument? Why or why not?
   • What’s your critical analysis of his/her sources, style and organization?
   If this is a primary source, consider the following:
   • Why was this source written? For what audience was it written?
   • How typical or representative is this particular source?
   • What does this document tell us about the topic in question? What can it not tell us?
3. Give your own assessment of the academic value of the reading or film. How useful do you feel this particular reading is for understanding the history of the time? Overall, is this reading a valuable contribution to the history of Ireland? Why or why not? Be specific.
4. Do not give your personal judgment, opinions, or feelings about the reading. Instead of engaging in a personal or emotional response to the reading or the topic, try to think objectively and critically and assess the academic value of the reading. Avoid the use of “I,” “we,” “think,” “feel,” etc.

Assessment and Grading:
Each analysis will be graded on a scale of 1 to 10 (one being poor, 10 being excellent). At the end of the semester, I will average the points from the four responses and assess a final grade by multiplying the average by 10. So, for example, if your average is a 7.5, then you would receive a 75 (or C).
Instructions:

- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Joe Kelly  Phone: 34815  Email: kellyj@cofc.edu

Department or Program: English  School: HSS

Subject Acronym and Course Number: IIAS 303

Catalog Year in which changes will take effect: FALL 2015

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

- [x] Add a New Course (complete parts C, D, F, G, H, I, J)
- [ ] Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)
  - [ ] Course Number (you must submit a course deactivation request for the old course number)
  - [ ] Course Name
  - [ ] Course Description
  - [ ] Credit/Contact Hours
  - [ ] Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
- [ ] Deactivate an Existing Course (complete parts C, D, E, G, I, J)
- [ ] Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

This proposal seeks to create a social science special topics course in Irish and/or Irish American subjects. Our curriculum requires coursework in disciplines that fall under the three rubrics, Culture, History, and Social Science, and this course would fulfill the social science requirement.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap. Sometimes, this course will not have any effect on existing programs. Other times, it might be cross-listed with courses from other disciplines.

E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department:  School:  Subject Acronym:  Course Number:

Credit hours:  _ lecture  _ lab  _ seminar  _ independent study
Contact hours:  _ lecture  _ lab  _ seminar  _ independent study

Course title:

This form was last updated on 12/13/13 and replaces all others.
Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? □ yes □ no If yes, how many total credit hours may the student earn? ___

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: n/a School: HSS Subject Acronym: IIAS Course Number: 303

Credit hours: _3_ lecture ___ lab ___ seminar ___ independent study
Contact hours: _45_ lecture ___ lab ___ seminar ___ independent study

Course title: Special Topics in Irish and Irish American Social Science

Course description (maximum 50 words, exactly as it appears in the catalog):

A study of an Irish or Irish American topic in social sciences. May be repeated when topics vary. No more than 6 credit hours may be applied to the Irish and Irish American Studies minor

Restrictions (pre-requisites, co-requisites, majors only, etc.):

If this is a newly-created course, is it intended to be the equivalent of an existing course? □ yes ☒ no
If so, which course? ____________

If equivalent, will the newly-created course replace the existing course? □ yes □ no
Note: If yes, you must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department): _Maybe ____________
Note: Cross-listed courses are equivalent.

As a special topics course, it is possible that the course would be cross-listed on an ad hoc basis with courses from other disciplines. In such a case, the director of IIAS would secure permission of the appropriate department chair.

Is this course repeatable? ☒ yes □ no If yes, how many total credit hours may the student earn? ___uncharted___

Is there an activity, lab, or other fee associated with this course? □ yes ☒ no What is the fee? $_____
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

Normally, this course will be taught by an affiliated faculty member in Anthropology or Political Science, and cross-listed with a course in those disciplines. If the course ever is taught by an adjunct, it would require the one-course adjunct fee.

This form was last updated on 12/13/13 and replaces all others.
H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students will master the body of knowledge appropriate to the topic.</td>
<td>tests; at least 80% of students will earn a C or better on the cumulative grade for these assignments.</td>
</tr>
<tr>
<td>2. Students will demonstrate their ability to execute social science disciplinary methodology.</td>
<td>formal papers; at least 80% of students will earn a C or better on the cumulative grade for these assignments.</td>
</tr>
<tr>
<td>3.</td>
<td></td>
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<tr>
<td>4.</td>
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</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This course will contribute to the "middle" of the minor, providing students with an in-depth study of a social science topic. Each offering of the course will "count" towards one of those requirements, as appropriate. It serves Goal 2 of the minor, advanced knowledge of and methodological competence in one area of study in an Irish and Irish American subject.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? [ ] yes [x] no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

J. CHECKLIST.

[ ] I have completed all relevant parts of the form.

[ ] I have attached a cover letter that describes my request and lists all the documents I am submitting.

[ ] (For new courses only) I have attached a syllabus.

This form was last updated on 12/13/13 and replaces all others.
☒ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☒ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

☒ I have submitted one Signature Form that lists all of the different forms I am submitting.
IIAS 303 (WGST 320-01): PEOPLES AND CULTURES OF EUROPE

Spring 2013
TR 8:00AM – 9:15AM

Professor: E. Moore Quinn, Ph.D.  
Telephone: 843-953-7306
Office address: 88 Wentworth Street, Room, Room 203
Mailbox address: 19 St. Philip Street, 1st floor
E-mail address: quinnc@cofc.edu
Office Hours: Fridays, 10AM to 12 noon, and by appointment.
If possible, please arrange your visits with the professor ahead of time to avoid having to wait.

Please turn off all mobile phones and pagers before each class.
Thank you for not text-messaging or receiving text-messages, etc., during class.

Course Description: Peoples and Cultures of Europe is an interdisciplinary course that introduces students to the diverse cultures and nations of Europe through the study of history, literature, languages, visual arts, economics, business, politics, religion and society. This course provides students with the opportunity to broaden and synthesize their interdisciplinary knowledge.

Students in Peoples and Cultures of Europe will have ample opportunities to demonstrate their understandings of how anthropological “tools of the trade” help us to better understand Europeans’ ideas, interactions, behaviors, material cultural artifacts, social institutions, etc.

In addition, students in this class will have ample opportunities to demonstrate their understandings of how the discipline of Anthropology can enable us in determining what “European culture,” be it past or present, “insider” or “outsider,” means.

Student Learning Outcomes
Because this is a social science general education course, students apply social science concepts, models or theories to explain human behavior, social interactions or social institutions. These applications will be assessed in the written portion of the final project.

COURSE MATERIALS
There is one (1) required text (hereinafter, it is called TEB):
The Europe Book. 2010. Victoria, Australia: The Lonely Planet, Inc.
This book is available at the College of Charleston Bookstore on Calhoun Street.

There are also a number of REQUIRED E-Reserve (E-RES) Readings. These articles are available through OAKS, the College of Charleston’s E-Reserve website. To access OAKS, go to the College of Charleston homepage, find the “oak” icon, find ANTH 326, find the “content” link, and access the articles, etc., for the weekly and daily readings.

We will discuss data on specific pages and in specific paragraphs in class, and you should also be prepared to quote from the readings, and from your reader responses, in class if
you are asked to do so.

Course Requirements:
Attendance and Class Participation: 20%
Weekly submission of a two (2) page typed "reader response"
for the week’s readings, visual materials, guest lectures, etc.
(to be submitted on Thursdays and to be used in class discussion) 20%
One mid-term test (in class) 10%
One final project (oral: 10 min.; written: 8-10 pages @ 15% each) 30%
One final examination 20%
TOTAL 100%

WHAT THE COURSE REQUIREMENTS MEAN:
Attendance and class participation mean regular attendance, timely completion of reading assignments (before the class in which the material is to be discussed), and thoughtful contribution to class discussions.

ATTENDANCE POLICY: Attendance and preparation are required! Do not plan to take this course if you are unable to come to class on time, commit to readings, and prepare for class discussion. Much of the time, this course will function as a seminar, and input from students will be essential. Students may be asked to serve as discussion leaders on particular readings, serve on debate and panel discussions, etc. Please take this dictum seriously.

Two (2) unexcused absences are allowed without loss of final grade evaluation over the course of the entire semester. Course materials build upon one another; thus, it is advisable to plan your “cuts” according to known and planned events (i.e., Spring Break) rather than to take them at random. Students who take an inordinate amount of absences early in the semester will be asked to withdraw, or will be withdrawn with the grade of WA (Withdrawal for excessive absences). WA’s convert to F’s on the final transcript. Likewise, the buildup of absences during the course is seriously discouraged. Excused absences must be obtained from the professor. Reporting a visit to health services does not constitute a valid excuse for missing class. You must present medical, legal, etc. documentation directly to the professor. It is wise to come to class.

Two-page typed reader response means that, for each set of weekly readings (1) each student will prepare a typewritten (or word-processed) analysis that addresses ideas from the weekly readings, guest lectures, and/or visual materials. (It is permissible to include issues and concepts from the professors’ and guests’ lectures, but students MUST address the readings). Reader Responses are due each Thursday.
The mid-term test will consist of objective questions.
The final project will consist of an oral presentation to the class (10 minutes) AND a final paper which both address a topic of the student’s choosing but approved by the professor and linked to some aspect of the course. Both the oral and written project should be considered “Work In Progress” throughout the term, and should be considered (a) a preparation for a conference presentation and (b) a publication. More will be said about the final project during the semester.
The final examination will consist of essay questions.

Honor Code: Lying, cheating, and plagiarism are violations of the Honor Code and are not permitted at the College. Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student responsible for academic dishonesty will receive a XF in the course, indicating failure based on dishonesty. Students should be aware that unauthorized collaboration -- or working together on papers without permission -- is a form of cheating.

Disabilities: If you have a disability that qualifies you for academic accommodation, please present a letter your instructor from the Center for Disability Services at the beginning of the semester. Please inform the professor of any special needs you may have.

EVALUATION:
Graded weekly thought questions and the language-in-the-media exercise will be evaluated according to a “check” policy:

\( \checkmark^+ \) check plus – excellent
\( \checkmark \) check – good
\( \checkmark^- \) check minus – fair
0 Do over

Grading Scale: Mid-term and final grades will be based on the following point system:
A+(100-97), A (96-93), A- (92-90), B+ (89-87), B (86-83), B- (82-80), C+ (79-77), C (76-73), C- (72-70), D+ (69-67), D (66-63), D- (62-61), F (60 or lower).

College Grading System:
A 4.0  C-  1.7
A- 3.7  D+  1.3
B+ 3.3  D  1.0
B 3.0  D-  0.7
C+ 2.3  WA  0.0
C 2.0  XF  0.0 (Failure due to academic dishonesty),

OTHER PERTINENT INFORMATION:
Letters of recommendation:
Please request letters of recommendation at least one (1) week before the due date. Please provide as much pertinent information as possible so that I can write a strong, cogent letter based on what you have done in this and/or in other classes taken with me. This information should include resumé data regarding what you have done in your life.
READING SCHEDULE

WEEK ONE: INTRODUCTION: WHAT IS THE ANTHROPOLOGY OF EUROPE?
Thursday, January 10: Course Overview. “Meet and Greet”

WEEK TWO: WHAT IS THE IDEA OF EUROPE?
Tuesday, January 15:
SCAN READ: TEB, the entire book (This means: “Turn every page and browse it.”
READ: OAKS: “Europe Today Map”
READ: OAKS: “Europe Today Timeline”
READ: OAKS: “Europe Today Statistics”

Thursday, January 17:
READ: OAKS: “The Turkish Coffeehouse”
READ: OAKS: “Ten Terms Not to Use with Muslims”

WEEK THREE: WHAT IS THE IDEA OF EUROPE, Continued
Tuesday, January 22:
READ OAKS: “Selections from ‘How Art Made the World’”

Thursday, January 24:
READ: OAKS: “The Italian Opera”
READ: OAKS: “Vasilika, The Greek Village, Then and Now”
READ: OAKS: ONE (1) additional article from the “Legacy of Ethnicity” Module (i.e., “Belgian Lace,” “Irish Conversations,” “Swedish Stuga” etc.).

WEEK FOUR: THE LEGACY OF COLLECTIVE MEMORY: THEORY AND PRACTICE I
Tuesday, January 29:
READ: OAKS: “The Semiotics of Collective Memories”

Thursday, January 31:
READ: OAKS: “Conflicting Cultures of Memory in Europe”
READ: OAKS: “The German Symphony”
GUEST LECTURE: Lauren Bader
WEEK FIVE: THE LEGACY OF MONETARY (AND MUSICAL?) CHANGE IN EUROPE
Tuesday, February 5:
READ: OAKS: “Forging Memory: Beethoven’s ‘Ode’ . . .”
READ: OAKS: “The Euro and European Identity”
READ: OAKS: “Europe’s Debt Crisis: No Relief on the Horizon”

Thursday, February 7:
Mid-Term Examination - No Reading Required

WEEK SIX: LEGACY OF SOCIAL CHANGE
Tuesday, February 12:
READ: OAKS: “Social Change in Europe”

Thursday, February 14:
READ: OAKS: “Hopkins Readings” 1, 2, 3, and 4
GUEST LECTURE: Dr. George Hopkins

WEEK SEVEN: THE LEGACY OF COLLECTIVE MEMORY: THEORY AND PRACTICE II
Tuesday, February 19:
READ: OAKS: “Meaning in Social Memory and History”
READ: OAKS: “Belonging in Europe: Modern Identities in Minds and Places”
GUEST LECTURE: Dr. Irina Gigova

Thursday, February 21:
GUEST SPEAKER: Dr. Hilary Barnes

WEEK EIGHT: LEGACY OF THE EUROPEAN SOCIAL MODEL
Tuesday, February 26:
READ: OAKS: “The European Social Model”
READ: OAKS: “Past and Future of the European Social Model”
VIEW: OAKS: “The Stockholm Syndrome, Parts 1 and 2”
GUEST LECTURE: Dr. William Olejniczak

Thursday, February 28: NO CLASS

WEEK NINE SPRING BREAK – NO CLASSES – ENJOY!
Tuesday March 5: Spring Break; Enjoy!
Thursday, March 7: Spring Break; Enjoy!

WEEK TEN:
THE LEGACY OF THE DIASPORA AND ITS CONNECTION TO THE HOMELAND: A CASE STUDY FROM IRELAND
March 12
READ: OAKS: “Diasporas and Trade Tourism”

March 14:
READ: OAKS: “Michael Lewis (from Boomerang)
READ: “Managing the American Tourist”
GUEST LECTURE: Eimer Dougherty

WEEK ELEVEN: ART AND POETRY IN RUSSIA
Tuesday, March 19:
READ: OAKS: “The Russian Ballet”

Thursday, March 21:
READ: OAKS: “Summary of ‘Letters Not About Love’”
READ: OAKS: “A Meaning Alliance”
VIEW IN CLASS: “Letters Not About Love”

WEEK TWELVE: WOMEN’S TRANSCULTURAL BODIES AND TRADITIONS IN EUROPEAN MIGRATIONS: THEORIES AND CASE STUDIES
Tuesday, March 26:
READ: OAKS: Transcultural Bodies 1: Transcultural Positions: Negotiating Rights and Culture”
READ: OAKS: “Transcultural Bodies 2: Gender Crusades: The Female Circumcision Controversy in Cultural Perspective”

Thursday, March 28:
READ: OAKS: “Transcultural Bodies 3: Persistence of Tradition or . . . ?”
READ: OAKS: Transcultural Bodies 4: Making Mandinga or Making Muslims? . . . ”

WEEK THIRTEEN: THE FUTURE OF EUROPE I: YOUNG EUROPEANS: WHAT THEY SAY AND WHAT IS SAID ABOUT THEM
Tuesday, April 2:
READ: OAKS: “Young Europeans in a Changing World”
READ: OAKS: “European Youth: Research . . . ”
READ: OAKS: “Social Change, Family Support and Young Adults in Europe”

READ: Thursday, April 4:
READ: OAKS: “Transitions from School to Work in Europe”
READ: OAKS: “Young Europeans: Speaking Out on the Twenty-First Century”

WEEK FOURTEEN: STUDENT PRESENTATIONS AND REPORTS
Tuesday, April 9:
Thursday, April 11:

WEEK FIFTEEN: STUDENT PRESENTATIONS AND REPORTS
Tuesday, April 16:
Thursday, April 18:

WEEK SIXTEEN: THE FUTURE OF EUROPE II
Tuesday, April 23: Last Day of Classes

READING DAY: Thursday, April 25th

FINAL EXAMINATION:
Thursday, May 2, 8:00AM (in Bell Building 415)

N.B. Professor reserves the right to make changes to the reading schedule, and will notify students accordingly.
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Joe Kelly                    Phone: 3-4815       Email: kellyj@cofc.edu

Department or Program: English     School: HSS

Subject Acronym and Course Number: IIAS 304

Catalog Year in which changes will take effect: FALL_2015__________

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)
  ☐ Course Number (you must submit a course deactivation request for the old course number)
  ☐ Course Name
  ☐ Course Description
  ☐ Credit/Contact Hours
  ☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

This request is to establish a special topics course in modern Irish and Irish American history. Our curriculum requires coursework in disciplines that fall under the three rubrics, Culture, History, and Social Science, and this course will count as the History requirement.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap. Sometimes, this course will not have any effect on existing programs. More often, it will be cross-listed with courses from other disciplines, especially History.

E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department:                       School:           Subject Acronym:       Course Number:

Credit hours: __ lecture __ lab __ seminar __ independent study
Contact hours: __ lecture __ lab __ seminar __ independent study

Course title:

This form was last updated on 12/13/13 and replaces all others.
Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? □ yes  □ no  If yes, how many total credit hours may the student earn?  _6_

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use **boldface** for the information that is changing.

Department: n/a  School: HSS  Subject Acronym: IIAS  Course Number: 302

Credit hours:     _3_ lecture  _2_ lab  _0_ seminar  _0_ independent study
Contact hours:    _45_ lecture  _0_ lab  _0_ seminar  _0_ independent study

Course title: **Special Topics in Irish and Irish American History.**

Course description (maximum 50 words, exactly as it appears in the catalog):

_A study of a topic in Irish or Irish American history. May be repeated when topics vary. No more than 6 credit hours may be applied to the Irish and Irish American Studies minor_

Restrictions (pre-requisites, co-requisites, majors only, etc.):

If this is a newly-created course, is it intended to be the equivalent of an existing course? □ yes  □ no
If so, which course? ________________

If equivalent, will the newly-created course replace the existing course? □ yes  □ no
Note: If yes, you must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department):  _Maybe_________________
Note: Cross-listed courses are equivalent.

_As a special topics course, it is possible that the course would be cross-listed on an ad hoc basis with courses from other disciplines. In such a case, the director of IIAS would secure permission of the appropriate department chair._

Is this course repeatable? □ yes  □ no  If yes, how many total credit hours may the student earn?  _unlimited_

Is there an activity, lab, or other fee associated with this course? □ yes  □ no  What is the fee? $_____  
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

_Most often, this course will be taught by a member of the History department and cross-listed with a course in that discipline. If the course ever is taught by an adjunct, it would require the one course adjunct fee._
H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students will master the body of knowledge appropriate to the topic.</td>
<td>tests; at least 80% of students will earn a C or better on the cumulative grade for these assignments.</td>
</tr>
<tr>
<td>2. Students will demonstrate their ability in historical studies, including the analysis of primary documents and the incorporation of secondary sources.</td>
<td>formal papers; at least 80% of students will earn a C or better on the cumulative grade for these assignments.</td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This course will contribute to the "middle" of the minor, providing students with an in-depth historical study of an Irish and/or Irish American topic; it will count as the History requirement of the minor. It serves Goal 2 of the minor, advanced knowledge of and methodological competence in one area of study in an Irish and Irish American subject.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? ☐ yes ☒ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

J. CHECKLIST.

☒ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

This form was last updated on 12/13/13 and replaces all others.
☒ (For new courses only) I have attached a syllabus.

☒ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☒ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

☒ I have submitted one Signature Form that lists all of the different forms I am submitting.
THE IRISH in CHARLESTON: A Survey

Stephen Jennings White, Sr.
17 Smith Street Charleston, SC 29401
(843) 723-3398 sjwunc75@yahoo.com
Office hours: 3

In this survey we will examine the impact that Irish immigrants have made in Charleston from the very beginning of its history to the present. We will evaluate the political, economic, social, cultural, intellectual and religious influences of the Irish on Charleston, and of Charleston on its Irish immigrants.

Required reading:

Gleeson, David T., PhD. The Irish in the South, 1815-1877. UNC Press (2005)

Outcomes

Students will study the experience of the Irish and Irish Americans in Charleston with an inter-disciplinary methodology, exploring economics, culture, religion, politics, social practices and demographics.

Grading:

Exam 1 15%
Exam 2 15%
Exam 3 15%
Final exam 15%
Paper 1 15%
Paper 2 15%
Class participation/homework/etc. 10%

Grading Scale: A=90-100 B+=87-89 B=84-86 B-=80-83 C+=77-79 C=74-76 C-=70-73
D+=67-69 D=64-66 D-=60-63 F=59...below

Papers: These assignments will allow you explore subjects in Charleston Irish history in a five (5) page, well-researched analytical essay. Primary and secondary sources are expected. Proper and thorough sourcing is required. Wikipedia and other internet sources are to be avoided. And non-sourced assertions will be prosecuted. NO LATE PAPERS WILL BE ACCEPTED!
Attendance: It is extremely important that you attend class. We will be covering over 300 years of Charleston’s history, so missing a class meeting will leave gaps in your knowledge of class materials which cannot be made up by simply reading the assigned texts. You are expected to have read the assignments for each class before you come to class. If you don’t do the assigned readings before coming to class, you will find it difficult to follow the lectures and participate in class discussions. You will be responsible for all material in the lectures, text and class discussions. A significant portion of your grade will come from your attendance and class participation. Students with more than three unexcused absences may be dropped from the course at the professor’s discretion.

Honor Code: The Honor Code of the College of Charleston specifically forbids cheating, attempted cheating, and plagiarism. A student found guilty of these offenses will receive a grade of F for this course. Additional penalties may include suspension or expulsion from the College at the discretion of the Honor Board. See the College Charleston Student Handbook for definition of these offenses.

Eating, drinking and smoking are prohibited in classrooms at CofC. No cell phones, beepers, pagers, I-pads are to be active within this classroom. Latecomers also are extremely disruptive and are not appreciated in the least. If you are not here when roll is called you will be considered absent.
CALENDAR OF READINGS, EXAMS and ASSIGNMENTS, Etc.

Week 1 From the very beginning 1670
Florence O’Sullivan & indentured servants

Week 2 Colonial period contributions
immigration patterns, settlement locations, royal governors, etc.

Week 3 Irish in the American Revolution
signers of Declaration of Independence, backcountry warriors

Week 4 Confederation and Constitution
Hibernian Society, St. Patrick’s Benevolent Society, assimilation

Week 5 Exam; Antebellum advances and effect of Potato Famine
1st paper due
John England, mass influx of Catholics

Week 6 Irish and Slavery
Thomas Ryan, Bishop Lynch

Week 7 Irish in the Civil War
Irish Volunteers for the war, Capt. James Armstrong Jr., Gov. Magrath

Week 8 Reconstruction & restoration
Judge Geo. S. Bryan, Mayor Geo. D. Bryan

Week 9 Exam; Gilded Age

Week 10 Irish and labor movement
railroads, canals, domestic servants

2nd paper due

Week 11 Immigration as a political & social concern
nativism, anti-Irish prejudice, KKK, etc.

Week 12 Exam; Irish militias, social organizations, churches, and cultural activities

Week 13 Irish Independence and the global wars
Mayor John P. Grace and Friends of Irish Freedom

Week 14 Eamon deValera, the Republic and his visit to Charleston

Final Exam
Joe,

This looks like a terrific minor. I don't see any issues in terms of staffing difficulties and I welcome the opportunity to cross-list the ANTH 326 course.

Thanks,

Tracy

Tracy Burkett, Ph.D.
Professor of Sociology and Interim Chair
Department of Sociology and Anthropology
College of Charleston
843-953-7143

From: Kelly, Joseph P
Sent: Monday, September 29, 2014 11:40 AM
To: Burkett, Tracy L
Cc: Quinn, E Moore
Subject: Irish and Irish American Studies

Dr. Burkett,

As you probably know, Moore Quinn has been involved with several faculty from other HSS departments in putting together a proposal for an Irish and Irish American Studies (IIAS) minor. We're on the verge of submitting our paperwork to the Curriculum Committee, so I wanted to send you a copy to inform you of what we've been up to and especially in case you have some objection we need to address. Most of these documents are for new courses, so you might focus in on the cover letter and the file called "IIAS catalog" for a quick overview.

There would be very little impact on Anthropology, and we're hoping you'd find a partnership with us supportive of your department. We have one category (Social Science) in which we'll need to offer at least one course a year, but both Moore and Mark Long in Political Science teach in that area, and one course that Moore already offers, ANTH 326, would "count" for this requirement, so long as you thought it appropriate to cross-list it with IIAS. I hope that some Anthropology students already attracted to Moore's classes would find this minor a congenial program, especially with its study abroad feature. We'll also need to staff an intro course, and I'm hoping that each of the committee members might do that once every five or six years.

If you have any questions at all, please feel free to ask me or Moore. I appreciate any time you can give to looking over this proposal.

Joe

Joe Kelly
Dept. of English
5 College Way
Hi, Lynne:

The History Department is planning to propose several new courses in January that will support the new Irish/Irish-American Studies proposal. These courses will be:
Modern Ireland (Cara Delay)
Trauma & Memory in Modern Europe (which will count for Irish Studies) (Cara Delay)
Premodern Ireland (Phyllis Jestice)

Pending approval of these new courses, we plan to start offering them in 2015-2016.

Best,
Phyllis
-- Dr. Phyllis G. Jestice
Professor & Chair
Department of History
College of Charleston
Sent from my iPad

Begin forwarded message:

From: "Jestice, Phyllis G" <jesticepg@cofc.edu>
Date: October 29, 2014 at 5:26:40 PM GMT
To: "Kelly, Joseph P" <KellyJ@cofc.edu>
Subject: History's commitment to the Irish/Irish-American Studies minor

Hi, Joe:

Cara Delay and I have discussed what the History Department can contribute to the Irish/Irish-American Studies minor. We can make the following two commitments:

1) Cara Delay can offer a course for the program every other year, starting in 2015-2016

2) We can make a firm three-year commitment, which I hope will be enough time to assess how well the program will catch on. For the next three years we will offer the following classes: 2015-2016: Cara's Modern Ireland class; 2016-2017 a course I will create on pre-modern Ireland; 2017-2018 a class to be determined that Cara will offer.

Best,
Phyllis
-- Dr. Phyllis G. Jestice
Professor & Chair
Department of History
College of Charleston
Looks good. Please let me know if you need anything from me.

Gibbs

From: Kelly, Joseph P
Sent: Monday, September 29, 2014 11:47 AM
To: Knotts, Gibbs
Subject: Irish and Irish American Studies

Gibbs,

As you probably know, Mark Long has been involved with several faculty from other HSS departments in putting together a proposal for an Irish and Irish American Studies (IIAS) minor. We're on the verge of submitting our paperwork to the Curriculum Committee, so I wanted to send you a copy to inform you of what we've been up to and especially in case you have some objection we need to address. Most of these documents are for new courses, so you might focus in on the cover letter and the file called "IIAS catalog" for a quick overview.

There would be very little impact on Political Science, and we're hoping you'd find a partnership with us supportive of your department. We have one category (Social Science) in which we'll need to offer at least one course a year, but both Mark and Moore Quinn in Anthropology teach in that area, and one course that Mark already offers, POLI 367, would "count" for this requirement. I hope that some Political Science or Geography students already attracted to Mark's classes would find this minor a congenial program, especially with its study abroad feature. We'll also need to staff an intro course, and I'm hoping that each of the committee members might do that once every five or six years.

If you have any questions at all, please feel free to ask me or Moore. I appreciate any time you can give to looking over this proposal.

Joe

Joe Kelly
Dept. of English
5 College Way
College of Charleston
Charleston, SC 29424
843-953-4815 (office)
843-953-3180 (fax)
Thanks Joe.

I'll send this along to Blake and Michael and have a chat with them soon.

Let's stay in touch.

Cheers,

Edward

Dr. Edward Hart
Professor of Music
Chair, Department of Music
The College of Charleston
Charleston, SC 29424
harte@cofc.edu
843-953-6532
Website http://blogs.cofc.edu/harte/

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From: <Kelly>, Joseph P <Kellyj@cofc.edu>
Date: Thursday, September 25, 2014 at 2:36 PM
To: Edward B Hart <harte@cofc.edu>
Subject: Irish Studies

Ed,

Thanks for a productive meeting this afternoon. I look forward to meeting with you and Michael and Blake, if they are at all intrigued.

Attached is our proposal for catalog copy for the Irish and Irish American Studies minor. The course that would be cross-listed with an MUSC course would be IIAS 301.

Joe

Joe Kelly
Dept. of English
5 College Way
College of Charleston
Charleston, SC 29424
843-953-4815 (office)
843-953-3180 (fax)
From: "Mueller, Rene Dentiste" <MuellerFI@cofc.edu>
Subject: Re: Irish Studies
Date: September 29, 2014 1:33:21 PM EDT
To: "Kelly, Joseph O" <KellyJ@cofc.edu>

Yes, you will get IB majors. 5-10 sounds right.

Regards,
Rene Dentiste Mueller, PhD
Professor of Marketing
Director, Global Business Resource Center and Global Scholars Program
School of Business
College and University of Charleston, SC

On Sep 29, 2014, at 12:07 PM, "Kelly, Joseph O" <KellyJ@cofc.edu> wrote:

Rene,

Attached you'll find a revised draft of the Irish and Irish American Studies proposal, as we plan to submit it to the Curriculum Committee next week. Most of these documents concern new courses. If you want to see a quick overview, I'd recommend the cover letter and the "IIAS catalog". As you'll see, there's a reference to the IIAS minor being available to IB majors. I claimed that we could expect 5-10 IB students in the minor, which I think reflects our conversation, but if not, please let me know and I'll strike all such references.

My Ireland trip is shaping up--meetings at University College Cork, Trinity, and Queens (Belfast); no work yet from UCD, DCU, or NUI, Galway.

Joe

Joe Kelly
Dept. of English
5 College Way
College of Charleston
Charleston, SC 29424
843-953-4815 (office)
843-953-3180 (fax)
Hi Joe,

I'd love to help out where I can - of course, if I said anything different things at home would be rather strained. As you know I am a firm advocate of international education and any effort in that regard is worth my support. So, let's see how we can get this going. I have looked at the curriculum and it will need some work. You have only four regular courses to rely upon - the rest being special topics (with three courses cited that you are treating as special topics which cannot be used in that manner). If this is what you must rely on you are going to need to show that the special topics courses can support the minor - that there are regularly enough of these courses to support the program. Otherwise it will not pass. There are some other curriculum committee issues but the curriculum is the chief problem. It is impressive that you have lined up so much community support already. I think that you might be able to copy the program model developed by Marty for Jewish studies - he does not have many students signed up as majors or minors but he still serves many many students and has super community support. I'd be happy to sit down and talk with you about the program and how you might get it ready to put through the system. Let me know when you are available.

best

doug

---

Dr. Douglas Friedman, Director
Latin American and Caribbean Studies
International Studies
College of Charleston
Charleston, SC
9 Glebe Street
843-953-5701
friedman@cofc.edu
http://ilacs.cofc.edu/
http://internationalstudies.cofc.edu/

the poverty of the poor is not a call to generous relief action, but a demand that we go and build a different social order. Gustavo Gutierrez.

On 9/5/2014 11:53 AM, Kelly, Joseph P wrote:

Doug,

I'm in the late stages of drafting an Irish and Irish American Studies minor, which I hope will launch in Fall 2015. I hope that I can make it attractive to IS students, and design it in such a way that it will be a benefit to your program. I'll attach the draft docs - I'd be very appreciative if you'd look them over with an eye to suggested changes, and if you think it's promising if you'd meet with me about the draft, that would be great too.

Joe

Joe Kelly
Dept. of English
5 College Way
College of Charleston
Charleston, SC 29424
843-953-4815 (office)
843-953-3180 (fax)
**Prerequisite:** ENGL 110 or equivalent.

**Repeatable:** May be repeated for credit when course content varies.

Franklin J. Czwazka, M.A.

Catalog Manager | Office of the Registrar, College of Charleston
66 George Street | Charleston, SC 29424
843.953.5421 (voice) | 843.953.6560 (fax) | czwazkaf@cofc.edu
Office of the Registrar website: http://registrar.cofc.edu/
Academic Catalogs: http://catalogs.cofc.edu/

Treasurer | Carolina Association of Collegiate Registrars and Admissions Officers (CACRAO)

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**From:** Czwazka, Franklin James

**Sent:** Friday, February 06, 2015 3:30 PM

**To:** Kelly, Joseph P

**Cc:** Mackeldon, Jerry W; Boyd, Cathy; Bergstrom, Mary C; Springer, Bonnie C; Ford, Lynne E

**Subject:** FW: IIAS Packet

Hello Joe,

The Registrar’s Office is reviewing your proposals to create new IIAS courses. Please see the question below:

The new special topics courses IIAS 301, 302, 303, and 304 are checked as being repeatable for up to 6 credit hours, however, the course description concludes with “..maybe repeated when topics vary.” If these courses are passed they’re currently written then the limit and course description will actually contradict each other because a student can’t take the course twice (passing and earning 6 credit hours) and then take it a third time (for 9 credit hours total) even if the topics are different.

Is this correct or what you intended? Please advise us as to how you would like to proceed.

Thanks!
Franklin

---

Franklin J. Czwazka, M.A.

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66 George Street | Charleston, SC 29424
843.953.5421 (voice) | 843.953.6560 (fax) | czwazkaf@cofc.edu
Office of the Registrar website: http://registrar.cofc.edu/
Academic Catalogs: http://catalogs.cofc.edu/

Treasurer | Carolina Association of Collegiate Registrars and Admissions Officers (CACRAO)
No worries.

Sounds good. We'll just add a sentence to each course description, similar to that found in other departments, communicating the restriction for the course itself as it pertains to the minor requirements:

“No more than 6 credit hours may be applied to the Irish and American Studies minor.”

We're covered now 😊 Thanks!

Franklin J. Czwazka, M.A.
Catalog Manager | Office of the Registrar, College of Charleston
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843.953.5421 (voice) | 843.953.6560 (fax) | czwazka@cofc.edu
Office of the Registrar website: http://registrar.cofc.edu/
Academic Catalogs: http://catalogs.cofc.edu/

Treasurer | Carolina Association of Collegiate Registrars and Admissions Officers (CACRAO)

From: Kelly, Joseph P
Sent: Monday, February 09, 2015 10:16 AM
To: Czwazka, Franklin James
Subject: Re: IIAS Packet

Franklin,

1. Yes, I purposely left IIAS 304 out, because someone who completes the other requirements will only have 6 hours of electives left for the minor, and 304 is just an elective designation. In other words, they couldn't take more than 6 hours of 304 towards the minor. However, if you think for the sake of parallelism it's better to add that in to the course description, please go ahead and do so.

2. A student CAN take 6 credit hours from IIAS 301 to count towards the minor AND another 3 credit hours IIAS 302 towards the minor. So my intent was to restrict the individual course to this limit, not a combination of courses. However you see fit to phrase that intention, I'd be much obliged for the revision.

Franklin, I deeply appreciate this careful attention to the minutiae. It's not my long suit, and I hope I've not caused too much extra work.

Joe

Joe Kelly
Dept. of English
On Feb 9, 2015, at 9:41 AM, Czwazka, Franklin James wrote:

Thanks Joe!

I will amend the course forms to reflect that there is no limit for the course to be repeated for credit when its content varies. I will include your email as documentation.

As for the minor:

1) Concerning this sentence: "IIAS 301, 302, and 303 can only be repeated for up to 6 hours towards the IIAS Minor." What about IIAS 304, should that be included as well or was it intentionally left out?

2) Is it no more 6 credit hours from each course or a combination of no more than 6 hours between the courses can count towards the minor. In other words, for example, can a student earn 6 credit hours from IIAS 301 to count towards the minor and another 3 credit hours from IIAS 302 towards the minor? Or is just 6 credit hours between the two?

Thanks!
Franklin

Franklin J. Czwazka, M.A.
Catalog Manager | Office of the Registrar, College of Charleston
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Treasurer | Carolina Association of Collegiate Registrars and Admissions Officers (CACRAO)

From: Kelly, Joseph P
Sent: Friday, February 06, 2015 4:32 PM
To: Czwazka, Franklin James
Subject: Re: IIAS Packet

Franklin,

OK, I think I better give this another try. I see no reason why a course might not be repeated for credit every time its content varies. However, it can only be repeated up to six hours for credit towards the IIAS minor. So I guess in the course description itself, we should go with "May be repeated for credit when course content varies." And I guess that means some clarification needs to be put into the catalog copy for the minor's curriculum. If you have standard language you can suggest, that would be great. If you don't, I'd suggest adding this sentence to the "Elective" category: "IIAS 301, 302, and 303 can only be repeated for up to 6 hours towards the IIAS Minor."
On Feb 6, 2015, at 3:31 PM, Czwazka, Franklin James wrote:

Oh yes, one last thing that is more informational than a question.

Regardless of the course description we will now be including information in the course descriptions to indicate if a course is repeatable and what the limit, if any, is. This will be seen starting with the 2015-16 catalog. Below are two such examples with ENTR 260 being a course that has a 6 credit hour limit and ENGL 363 being a course without a credit limit.

**ENTR 260 Special Topics in Entrepreneurship (1-3)**
An in-depth treatment of a current area of special concern within the field of entrepreneurship.
*Repeatable:* For up to 6 credit hours.

**ENGL 363 Studies in Literature in History 1900-Present (3)**
A detailed study of literature written since 1900, focused on a special topic to be determined by instructor. May be repeated when topic varies.
*Prerequisite:* ENGL 110 or equivalent.
*Repeatable:* May be repeated for credit when course content varies.
Hello Joe,

The Registrar’s Office is reviewing your proposals to create new IIAS courses. Please see the question below:

The new special topics courses IIAS 301, 302, 303, and 304 are checked as being repeatable for up to 6 credit hours, however, the course description concludes with “...maybe repeated when topics vary.” If these courses are passed they’re currently written then the limit and course description will actually contradict each other because a student can’t take the course twice (passing and earning 6 credit hours) and then take it a third time (for 9 credit hours total) even if the topics are different.

Is this correct or what you intended? Please advise us as to how you would like to proceed.

Thanks!
Franklin

Franklin J. Czwazka, M.A.
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Treasurer | Carolina Association of Collegiate Registrars and Admissions Officers (CACRAO)
Subject: Fwd: new Irish History courses in the works
Date: Tuesday, February 24, 2015 at 10:11:13 AM Eastern Standard Time
From: Kelly, Joseph P
To: Springer, Bonnie C

Bonnie,

If this email is not in the packet, and you think it should be, could you please add it? I solicited this commitment from Phyllis Jestice after I submitted the proposal to the Provost’s Office, which is why it was not in the original bundle of materials.

Joe

Joe Kelly  
Dept. of English  
5 College Way  
College of Charleston  
Charleston, SC 29424  
843-953-4815 (office)  
843-953-3180 (fax)

Begin forwarded message:

From: "Jestice, Phyllis" <jesticepg@cofc.edu>  
Date: December 5, 2014 8:41:28 AM EST  
To: "Ford, Lynne E" <fordl@cofc.edu>  
Cc: "Kelly, Joseph P" <KellyJ@cofc.edu>, "Delay, Cara Margo" <DelayC@cofc.edu>  
Subject: new Irish History courses in the works

Hi, Lynne:

The History Department is planning to propose several new courses in January that will support the new Irish/Irish-American Studies proposal. These courses will be:  
Modern Ireland (Cara Delay)  
Trauma & Memory in Modern Europe (which will count for Irish Studies) (Cara Delay)  
Premodern Ireland (Phyllis Jestice)

Pending approval of these new courses, we plan to start offering them in 2015-2016.

Best,  
Phyllis  
-- Dr. Phyllis G. Jestice  
Professor & Chair  
Department of History  
College of Charleston
Franklin,

OK, I think I better give this another try. I see no reason why a course might not be repeated for credit every time its content varies. However, it can only be repeated up to six hours for credit towards the IIAS minor. So I guess in the course description itself, we should go with "May be repeated for credit when course content varies." And I guess that means some clarification needs to be put into the catalog copy for the minor's curriculum. If you have standard language you can suggest, that would be great. If you don't, I'd suggest adding this sentence to the "Elective" category: "IIAS 301, 302, and 303 can only be repeated for up to 6 hours towards the IIAS Minor."

Joe

Joe Kelly
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5 College Way
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Charleston, SC 29424
843-953-4815 (office)
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