

College of Arts, Social Sciences, and Celtic Studies

Four-Year Structured PhD in Arts, Humanities, and Social Sciences

Welcome

Dear Student,

I should like to take this opportunity to welcome you onto the Structured PhD programme in Arts, Humanities, and Social Sciences. I hope that all of you, and especially those who are new to the University, will enjoy not only your programme of study but also life in the West of Ireland.

The core component of doctoral training is the advancement of knowledge through original research. The primary importance of scholarly research is reflected either in the writing of a dissertation or in work directed towards a comparable practice-based project

The Structured PhD is a four-year programme which offers added value to the core component of doctoral training. Students on this programme are offered disciplinary or dissertation-specific modules, as well as generic and transferable skills designed to meet the needs of an employment market that is wider than academe. The programme is flexible and student-centred, as candidates choose their own pathways in consultation with their Supervisor and Graduate Research Committee.

Undertaking doctoral studies is one of the most intellectually demanding and rewarding challenges that you can set yourself. Embrace the challenge and plan for success.

Dr Edward Herring

Dean of the College of Arts, Social Sciences, and Celtic Studies

College of Arts, Social Sciences, and Celtic Studies

Four-Year Structured PhD in Arts, Humanities, and Social Sciences

Duration

Four years, full-time.

Intake

Annual. Once a year in September.

Structure

The credit rating of the **dissertation** will amount to **290 ECTS** within an overall framework of **360 ECTS** spread over 4 years. **70 ECTS will be allocated to modules**, thus allowing for each student's course to be tailored to the research needs of her/his dissertation topic and to a menu of available modules.

Chosen modules must encompass weightings of **40 ECTS from discipline- or dissertation-specific activities** and **30 ECTS weighted courses taken from a menu of transferable/generic skills**.

Summary Guidelines

- The new Structured PhD is a 4-year programme (360 ECTS).
- The thesis remains central to the award of the PhD and is weighted at 290 ECTS.
- New entrants will register for the programme in September of each year.
- Galway Doctoral Research Scholarships are only available to candidates on the Structured PhD.
- Students select modules to the value of 70 ECTS over 4 years in consultation with their Supervisor and/or Postgraduate Research Committee as follows:
 - **40 ECTS Dissertation/Discipline Specific – directly relevant to the student's research.**
 - **30 ECTS Generic/ Transferable Skills – to equip students for employment outside academe.**
 - **No student shall take more than 5 ECTS in a taught module in final year.**

- Students will receive an oral examination in the first year so as to ‘confirm’ her/his status as a doctoral student
 - This examination will be conducted by the student’s supervisory committee during the period April to June; a second opportunity to present for the oral will be provided before the end of August.
 - The supervisory committee will provide continuous scrutiny of the student’s progress throughout the duration of the programme.
 - Students whose PhD status remains ‘unconfirmed’ after the second attempt at the oral may be recommended for transfer to the standard MLitt (year 2).
 - The opportunity for transfer may also be provided at the end of second year.
 - The supervisory committee will report to the College Office on student progress, recommending either continuation on the PhD track or a change of status to MLitt.
 - In normal circumstances the principal supervisor will remain in place for the duration of the MLitt.

- A mandatory induction course worth 5 ECTS must be undertaken by all Structured PhD students in September. Students on traditional research degree routes may also attend this course.

- Course details for all modules will be available on the College website.

Advice on Selecting Modules

You should design your individual pathway in order to maximise the benefits for your dissertation project. Your research topic should determine all your decisions regarding dissertation-/discipline-specific modules. Students taking MA modules should discuss their individual needs with lecturers at the outset, and aim to tailor assessments to their dissertation research. Your supervisor will advise you on your module choices and s/he must approve them by signing the registration form (available on the College website). Please note that the normative working hours (notional learning time) associated with 5 ECTS are approximately 100. Students are advised to make contact with module coordinators once their module choices have been made; while every effort has been made to ensure accuracy in the information provided here, it has not been possible to provide comprehensive information in all cases.

The only mandatory module on the Structured PhD programme is the Induction (5 ECTS) held in September. This 5 ECTS will be awarded upon successful completion of the Research and Professional Development Plan, to be presented at the confirmation examination. The minimum credit awarded for dissertation work in Year 1 is 55 ECTS. Students and supervisors thereafter may select any combination of modules (i.e. up to 30 ECTS) to support the student’s dissertation work. Nevertheless, it is likely that most students will elect to take particular modules at particular times.

It is recommended that the following modules, if selected, be taken at the beginning of the student’s period of study: Career/Professional Development; Research and Information Skills; IT for Graduate Students; Research Ethics; Discovering the Archives; Introduction to GIS; Theory/Methodologies: Humanities; Social and Political Theory; Qualitative and Quantitative Research Methods; Funding Applications.

The need for certain generic/transferable skills may emerge over time. Thus, Presenting your Research, for example, may be most useful during the second or third year of study, when the student plans a conference presentation. Most students begin teaching in their second year; hence, Teacher Training may be most useful in that year.

Modules such as Conference Presentation and Academic Writing are usually the product of a sustained period of research. These will often be awarded in the second or subsequent years.

Students may wish to avail of training modules offered outside the College of Arts or outside the University. The range of Summer/Autumn/Winter/Spring School modules is designed to facilitate externally accredited work. In such cases, the supervisor must certify the academic integrity of the external module.

The scenarios set out below are hypothetical and are unlikely to be replicated (at least in their entirety) in the real world. They do, however, illustrate the sort of choices that can be expected to arise when supervisors and students sit down to decide on the specifics of the student's structured programme.

SCENARIO 1

Student A is working towards a PhD in Archaeology.

This student selects the following modules in Year 1: Induction (5); Research and Information Skills (5); Introduction to Digital Surveying – Total Station (10); Introduction to Digital Surveying – Trimble GPS (5); Funding Applications – Personal Funding (5), amassing a total of 30 ECTS (25 Generic/Transferable; 5 Dissertation/Discipline-specific).

In Year 2, this student selects the following modules: Archaeological Specialisms (10); Presenting your Research (5); Conference Presentation (5); Peer Review Seminar Series (10), amassing 30 ECTS (5 Generic/Transferable; 25 Dissertation/Discipline-specific).

In Year 3, this student selects Academic Writing: Preparation (5), amassing 5 ECTS (Dissertation/Discipline-specific).

In Year 4, this student is awarded 5 ECTS for Book Review in International Journal (Dissertation/Discipline-specific), thus fulfilling the non-dissertation requirements of the Structured PhD programme.

SCENARIO 2

Student B is working towards a PhD in Sociological and Political Studies.

This student selects the following modules in Year 1: Induction (5); Career/Professional Development (5); Research and Information Skills (5); IT for Graduate Students (5); Social and Political Theory (5); Qualitative and Quantitative Research Methods (10), amassing a total of 35 ECTS (20 Generic/Transferable; 15 Dissertation/Discipline-specific).

In Year 2, this student selects the following modules: Teacher Training (5); Presenting your Research (5); Summer School (5); Academic Writing: Preparation (5); Funding Application: Group Funding (5), amassing a total of 25 ECTS (10 Generic/Transferable; 15 Dissertation/Discipline-specific).

In Year 3, this student selects the following modules: Academic Writing: Report (5); Conference Presentation (5), amassing a total of 10 ECTS (10 Dissertation/Discipline-specific).

This student has fulfilled the non-dissertation requirements of the Structured PhD programme, allowing her/him to concentrate on the dissertation in the fourth year.

SCENARIO 3

Student C is working towards a PhD in Spanish.

This student selects the following modules in Year 1: Induction (5); Research and Information Skills (5); Latin American Literature I (10); Theory/Methodologies: Humanities (5); Latin American Literature II (10), amassing a total of 35 ECTS (10 Generic/Transferable; 25 Dissertation/Discipline-specific).

In Year 2, this student selects the following modules: Language Teaching Methodologies for Postgraduates (10); Career/Professional Development (5); Presenting your Research (5); Conference Attendance (5), amassing a total of 25 ECTS (20 Generic/Transferable; 5 Dissertation/Discipline-specific).

In Year 3, this student selects the following module: Academic Writing: Preparation (5), amassing a total of 5 ECTS (Dissertation/Discipline-specific).

In Year 4, this student is awarded 5 ECTS for Academic Writing: Journal (Dissertation/Discipline-specific), thus fulfilling the non-dissertation requirements of the Structured PhD programme.

SCENARIO 4

Student D is working towards a PhD in Philosophy.

This student selects the following modules in Year 1: Induction (5); Research and Information Skills (5); Career/Professional Development (5); Theory/Methodologies: Humanities (5); Phenomenology of Art and Culture (10); Funding Applications: Personal Funding (5), amassing a total of 35 ECTS (15 Generic/Transferable; 20 Dissertation/Discipline-specific).

In Year 2, this student selects the following modules: Research Ethics (5); Teacher Training (5); Conference Presentation (5); Academic Writing: Preparation (5), amassing a total of 20 ECTS (10 Generic/Transferable; 10 Dissertation/Discipline-specific).

In Year 3, this student selects the following modules: Academic Writing: Essay (5); Conference Attendance (5), amassing a total of 10 ECTS (Dissertation/Discipline-specific).

In Year 4, this student takes Sourcing Leadership and Innovation (5 ECTS Generic/Transferable), thus fulfilling the non-dissertation requirements of the Structured PhD programme.

STRUCTURED 4 YEAR (360 ECTS) PHD

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DISSERTATION: 290 ECTS

DISCIPLINE SPECIFIC: 40 ECTS

TRANSFERABLE: 30 ECTS

(TOTAL: 70 ECTS)

DISSERTATION/ DISCIPLINE SPECIFIC

Code	Title	ECTS	Course Description	Assessment	Coordinator
SPA400	Theory/ Methodologies: Humanities	5	<p>This course will introduce students to a variety of methods and theoretical frameworks current in Humanities research, focusing on the disciplines of history, literature and philosophy. It will address issues surrounding interdisciplinarity. A key objective is to promote self-reflexivity with regard to students' own research projects. Accordingly, a key outcome of the course will be the investigation and analysis of methodologies appropriate to individual doctoral dissertations. The module will be team-taught over five two-hour seminars in Semester 1.</p> <p><u>Learning outcomes:</u> Students will: describe and appraise some current Humanities methodologies; compare and contrast disciplinary approaches to research; investigate, research and evaluate theoretical frameworks useful to their own research projects; problematise their own methodological assumptions and approaches; establish the methodologies most valuable to their own research projects; produce an essay that constructs and defends the methodological basis for their dissertations.</p>	An essay analysing and defending the methodological approach to her/his dissertation taken by the student, assessed by the supervisor.	<p>Marie-Louise Coolahan , English</p> <p>TB306, Tower 2 Fridays, 1-3 From 24 September to Friday 5 November</p>
SPA401	Conference Attendance (2	5	Students must attend two conferences relevant to	Students must submit a	Supervisor

	conferences only)		<p>their research topic.</p> <p><u>Learning outcomes:</u> Students will: identify the current state of research in the area; meet peers and established scholars working in the area; identify research that complements, challenges or modifies their own conclusions; apply insights to their own dissertation work; appraise presentation skills and reflect on own practice.</p>	report on both conferences to their Supervisor, addressing the stated learning outcomes.	
SPA402	International Conference attendance (2 conferences only)	5	<p>Students must attend two international conferences, defined as a conference with explicitly international participation.</p> <p><u>Learning outcomes:</u> Students will: identify the current state of research in the area; meet peers and established scholars working in the area; identify research that complements, challenges or modifies their own conclusions; apply insights to their own dissertation work; appraise presentation skills and reflect on own practice.</p>	Students must submit a report on both conferences to their Supervisor, addressing the stated learning outcomes.	Supervisor
SPA403	Conference Presentation	5	<p>Students will fulfil the conference submission requirements (e.g. abstract of proposed paper) and deliver a paper on a topic arising from their research.</p> <p><u>Learning outcomes:</u> Students will: identify a suitable forum for the presentation of their research; submit an academic proposal; consider the skills necessary to the successful oral presentation of an argument; write and present an academic conference paper; obtain feedback on their research from peers and established scholars; incorporate feedback to their dissertation.</p>	Students' performance of the above tasks will be conducted with their Supervisor's guidance and support. Assessment will focus on the process of producing the paper, its delivery, and evaluation of the paper itself.	Supervisor
SPA404	International Conference presentation	5	<p>An international conference is deemed to be a conference that advertises explicitly international participation. Students will fulfil the conference submission requirements (e.g. abstract of proposed paper) and deliver a paper on a topic arising from</p>	Students' performance of the above tasks will be conducted with their Supervisor's guidance and support. Assessment will focus on the process of	Supervisor

			<p>their research.</p> <p><u>Learning outcomes:</u> Students will: identify a suitable forum for the presentation of their research; submit an academic proposal; consider the skills necessary to the successful oral presentation of an argument; write and present an academic conference paper; obtain feedback on their research from peers and established scholars; incorporate feedback to their dissertation.</p>	producing the paper, its delivery, and evaluation of the paper itself.	
SPA405	Conference Organization	5	<p>The student plays a major role in the organisation of an academic conference, whether graduate, national, or international.</p> <p><u>Learning outcomes:</u> Students will: publicise the conference according to the appropriate procedures and via the appropriate channels (e.g. international call for papers); assess the proposals submitted; compile a programme; correspond with all participants; arrange venues, dates, catering, audiovisual requirements; liaise with fellow organisers and support staff. Supervisors to advise where appropriate.</p>	Implementation and delivery of the conference, which the Supervisor should attend at least in part.	Supervisor
SPA406	Academic Writing: Preparation	5	<p>The student targets an appropriate publication outlet for written work arising out of the dissertation research, prepares and submits that writing to the publication concerned.</p> <p><u>Learning outcomes:</u> Students will: identify an appropriate publication outlet for their research; investigate the protocols for publication in that outlet; write the piece according to the specified requirements of that outlet; submit the piece for publication.</p>	Students' performance of the above tasks will be conducted with their Supervisor's guidance and support. The Supervisor will evaluate the student's construction and development of argument; adherence to the publication's requirements and timely production of a publishable piece of writing.	Supervisor
SPA407	Academic Writing: Journal	5	An article written by the student is accepted by an appropriate journal for publication.	Students' performance of the above tasks will be conducted with their	Supervisor

			<u>Learning outcomes:</u> Students will: submit an article for consideration to an appropriate journal; receive readers' reports; revise the article as required; resubmit the article; have article accepted for publication or actually published.	Supervisor's guidance and support. Publication, or acceptance for publication fulfils the assessment requirement.	
SPA408	Academic Writing: Essay	5	An essay written by the student is accepted for publication in an essay collection. <u>Learning outcomes:</u> Students will: follow the editor's instructions with regard to the theme and format of the essay collection; submit the essay for approval; revise the essay as required; resubmit the essay; have essay accepted for publication or actually published.	Students' performance of the above tasks will be conducted with their Supervisor's guidance and support. Publication, or acceptance for publication fulfils the assessment requirement.	Supervisor
SPA409	Academic Writing: Edited Book	5	The student edits, or co-edits, a collection of essays or conference proceedings. <u>Learning outcomes:</u> Students will: identify potential contributors; solicit proposals; compile, and submit a successful proposal to an appropriate publisher; oversee the completion of constituent essays or papers; edit the collection; submit to publisher, taking on board any revisions required; have edited book published or accepted for publication.	Students' performance of the above tasks will be conducted with their Supervisor's guidance and support. Publication, or acceptance for publication fulfils the assessment requirement.	Supervisor
SPA410	Academic Writing: Report	5	The student has a peer-reviewed report published. <u>Learning outcomes:</u> Students will: prepare data, text and supporting materials (e.g. illustrations, diagrams, and tables); follow instructions, whether given by an editor or the body commissioning the report, with regard to the content, style and formatting of the report; revise the report as required; have the report published or accepted for publication.	Students' performance of the above tasks will be conducted with their Supervisor's guidance and support. Publication, or acceptance for publication fulfils the assessment requirement.	Supervisor
SPA411	Book Review in International Journal	5	The student publishes a book review in an international journal. <u>Learning outcomes:</u> Students will: identify a journal	Students' performance of the above tasks will be conducted with their Supervisor's guidance and	Supervisor

			relevant to their dissertation topic; select a book to review from the list of Books Received; submit to the editor a proposal to review; follow editor's instructions as to length, format, audience; write the review; submit the review to the journal; revise as required; have book review published or accepted for publication.	support. Publication, or acceptance for publication fulfils the assessment requirement.	
SPA412	Visiting Speaker Seminar Series		Students must attend a minimum of five seminars delivered by visiting speakers. <u>Learning outcomes:</u> Students will: consider the current state of research in the areas presented by visiting speakers; meet established scholars; identify research that complements, challenges or modifies their own conclusions; apply insights to their own dissertation work; appraise presentation skills and reflect on own practice.	Students must submit a report to their Supervisor, addressing the above learning outcomes.	Nicholas Allen, Moore Institute Tuesdays, 4 Moore Institute Seminar Room *Consult website for programme and dates
SPA413	Peer Review Seminar Series	10	Students must attend a minimum of ninety per cent seminars delivered by their peers. Students discuss and present the current state of their research to their peers. <u>Learning outcomes:</u> Students will: meet regularly with their peers to discuss developments and problems arising in the course of their research; appraise each other's work; provide and receive constructive criticism on their research; direct a series of research seminars.	Students must submit a report to their Supervisor, addressing the above learning outcomes.	Disciplinary coordinators
SPA414	Seminar Series (Minimum 5 seminar attendances per year and reflective essay)	10	Students will attend a minimum of five seminars in any research series recommended by their Supervisor as relevant to the candidate's research. <u>Learning outcomes:</u> Students will: meet with other participants in the series to discuss developments and problems arising in the course of their research; reflect on their own research practice; apply methodology or theoretical approaches explored in the seminars to their own work.	Students must submit a report to their Supervisor, addressing the above learning outcomes.	Disciplinary coordinators

SPA415	Advances in Research	10			Disciplinary coordinators
*	Summer/Autumn/Winter/Spring School	5/10 /15	Students may be awarded credit for modules taken external to the College and/or University. The academic integrity of the module must be certified by the Supervisor.	In addition to completing the assessment, as required by the accrediting body, students will be required to submit a reflective report.	Supervisor
SPA417	Funding Applications: Personal Funding	5	Students will apply for personal external research funding. <u>Learning outcomes:</u> Students will: identify a suitable source of external research funding; master the procedures of that funding body; draft, revise and re-draft a proposal for research funding; submit a research proposal that conforms to the conditions set by the funding body.	In addition to the College's provision of advice on research proposals (e.g. IRCHSS), students' performance of the above tasks will be conducted with the guidance and support of their Supervisor. Completion and submission of a research proposal, endorsed by the Supervisor, fulfils the assessment requirement.	Vice Dean (Research)/Sean Ryder
SPA418	Funding Applications: Group Funding	5	Students work with a group of researchers in applying for research funding for a particular research cluster. <u>Learning outcomes:</u> Working with peers and established scholars, students will: identify a suitable source of research funding; master the procedures of that funding body; work effectively as a team member; draft, revise and re-draft a proposal for research funding; submit a research proposal that conforms to the conditions set by the funding body.	Usually group funding proposals will be directed by the supervisor or a member of the supervisory committee. Students' performance of the above tasks will be conducted with the guidance and support of fellow members of the group. Completion and submission of a research proposal, endorsed by the Supervisor, fulfils the assessment requirement.	Supervisor
SPA419	Social and Political Theory	5	This is a seminar-based course that provides the theoretical and normative foundations for PhD research. The topics chosen encourage students to engage with competing the theoretical tools to deal	Reflective essay and twenty minute oral presentation	Kevin Ryan, Political Science and Sociology

		<p>with common problems encountered in PhD research. Lecturers will act as a facilitator or guide, rather than use the didactic approaches appropriate to undergraduate teaching. The program consists of four modules; an introductory session, in which core conceptual problems are identified. A three-week research period presages a presentation by students at a collective session. Finally, students prepare for the third session at which they explain the relevance of some of these themes to their research topic.</p> <p>Learning Outcomes.</p> <ul style="list-style-type: none"> • provide students with the theoretical foundations for their PhD research. • unsettle the common sense view that methods of inquiry appear 'obvious'; • Sthat students are aware that when they are engaged in normative analysis, they need to identify explicit normative foundations when moving from empirical research to policy commendation. • to problematize their view of ideologies, whereby they learn to identify normative positions accurately. • to clarify their use of concepts. • to understand how 'surprising' social order can be • to understand hermeneutic forms of enquiry 		
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			<p>Methods 1 module (Qualitative Research).</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none">• equip fourth-level research students with the cognitive and practical skills required to plan and conduct their own research and disseminate results.• offer participants an overview of social research, focusing on quantitative approaches to data collection and analysis.• promote a critical understanding of the diverse traditions in social and political research, their impact on research design, methodology and techniques for data analysis and presentation• recognise different approaches to social research, their respective advantages and limitations,• develop and put into practice a research plan that includes a strong quantitative element,• select appropriate quantitative techniques for collecting, analysing and presenting data• justify the selection of particular research strategies.		
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SPA422	Gender Perspectives on Social Science Research	5	<p>This module aims to provide an advanced, cross-disciplinary, substantive introduction to the theory and practice of feminist and gender-focused research in the social sciences - from inception of a research idea to analysis and publication of findings. Following an introductory session on key ideas and concepts, the module is delivered as a series of seminars that focus on a gender-based research project undertaken by the seminar leader.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Build students' understanding of gender as a substantive area of inquiry • Facilitate reflection on the process of formulating and justifying concrete, feasible gender-specific research questions/problems • Demonstrate the process of locating such research in the relevant existing research, theoretical/analytical frameworks and debates • Explore methodological issues/challenges that arise in relation to the specific research questions/projects and various approaches to resolving these issues/challenges • Afford insights into the process of translating research into published work 	<p>This module will be assessed by</p> <p>a) In-class presentation of at least 20 minutes per presenter (20%) based on a research topic from a gender perspective;</p> <p>b) An extended research essay of c.3-5,000 words that focuses on student research topics. Students are advised to identify the gender specific research questions that might apply and to discuss the merits (or otherwise) of gender relevant theoretical and analytical framework that to advance their work (80%).</p>	<p>Niamh Reilly, Women's Studies, School of Political Science and Sociology</p> <p>Co-ordinator Anne Byrne, School of Political Science and Sociology</p>
SPA423	Power, Conflict and Ideologies	5	<p>This module examines three contested areas of contemporary political science in which a particular understanding of power has an important bearing upon the nature of political enquiry and the conclusions drawn: territory, hegemony and risk. The module will be delivered through an introductory session, three one-day workshops and a final session in which students will make presentations. Course participants will be introduced to topics by lecturers, are expected to engage in critical and independent research work.</p>	<p>Reflective essay and twenty minute oral presentation</p>	<p>George Taylor, Political Science and Sociology</p>

			<p>The skills to convert such research into peer-reviewed publications will be identified and considered.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • examine different theoretical approaches to the study of risk, hegemony and territory; their respective advantages and limitations (institutionalism, critical realism etc). • Identify and develop skills required to analyse competing theoretical and methodological approaches examined in year 1. <p>Identify and deliberate upon the skills required to convert such research into peer-reviewed publications.</p>		
SPA424	Evaluation for Public Policy	5			George Taylor, Political Science and Sociology
SPA425	Sustainable Development, Governance and Changing Communities	5	<p>This course examines case studies of environmental policy, debates on development and conflict over natural resources. We invite you as graduate level students to examine such case studies using the theoretical insights and methodological approaches to which you have been exposed. In particular, the question of the environment, what constitutes development, and conflict over natural resources, are all rich fields for applying insights from the diverse literatures on modernity/modernization, governmentality and power relationships, or the role of the state, NGOs, and activists more generally. The course is taught through a workshop style, whereby students are expected to engage readings, offer book/literature reviews, and meet together for an informal seminar style academic debate.</p> <p>Course Learning Outcomes.</p> <p>This course will enable you to apply theoretical and</p>	Reflective essay and twenty minute oral presentation	George Taylor, Political Science and Sociology

			methodological insights to discrete cases of the environment, natural resources, and debates on the topic of development. Students will be exposed to the relevant critical literature for these topics and will be expected to become familiar and offer a critique of these sources. This course will help graduate level students in developing the skills required to conduct a substantive literature review		
SPA426	Specialist Domains in Psychology: Theory 1	10	<p>This module will support students in critically analysing the theoretical background to the specialist domain of psychological research in which their thesis project falls. Students will demonstrate appropriate knowledge of the specialist field, identify critical debates shaping the area, and situate their PhD within these debates. This will be particularly relevant in working out the scope and focus of the study.</p> <p>This module will employ a self-directed/student-directed delivery mode in which meetings with supervisors/module coordinators are scheduled as necessary throughout the semester.</p>	The module gives a generic framework that will be fitted to the student's needs. Individualised learning needs will be identified at the beginning of the module and agreed in the form of a learning contract. Working within the research cluster to which their project is aligned, the student will complete a written assessment.	AnnMarie Groarke/ Padraig McNeela, Psychology
SPA427	Specialist Domains in Psychology: Theory 2	10	<p>This module will lead students to become critically engaged with their specialist domain of research in psychology. Students will be expected to develop arguments as to how the thesis project will make a new contribution to knowledge in the domain. The student will analyse relevant theory and research in order to show how their thesis will resolve particular controversies or inconsistencies, proposing refinements to existing theory or applying a theory not associated with the field to date. This will be particularly relevant in refining in some detail how the thesis will make a new contribution.</p> <p>This module will employ a self-directed/student-directed delivery mode in which meetings with supervisors/module coordinators are scheduled as necessary throughout the semester.</p>	The module gives a generic framework that will be fitted to the student's needs. Individualised learning needs will be identified at the beginning of the module and agreed in the form of a learning contract. Working within the research cluster to which their project is aligned, the student will complete a written assessment.	AnnMarie Groarke/ Padraig McNeela, Psychology

SPA428	Specialist Methodologies in Psychology: Research 1	10	<p>This module will support students in becoming familiar with the methodologies used in the specialist domain of psychological research in which their PhD project falls. The module will focus the initial analysis of the skills and concepts that will be important to data collection and analysis. The student will be able to critically describe the research methods in their specialist area, demonstrate proficiency in relevant skills, and relate these methods to the thesis project.</p> <p>This module will employ a self-directed/student-directed delivery mode in which meetings with supervisors/module coordinators are scheduled as necessary throughout the semester.</p>	<p>The module gives a generic framework that will be fitted to the student's needs. Individualised learning needs will be identified at the beginning of the module and agreed in the form of a learning contract. Working within the research cluster to which their project is aligned, the student will complete an assignment with practical, skills-based components as well as conceptual, critical components.</p>	AnnMarie Groarke/ Padraig McNeela, Psychology
SPA429	Specialist Methodologies in Psychology: Research 2	10	<p>This module will lead the student to contextualise specialised research methodologies to their thesis project. Working on a thesis-specific basis, the student will demonstrate a high level of proficiency in data collection, analysis techniques and interpretation, moving from a more generic understanding of these skills to a critically aware, thesis-specific analysis.</p> <p>This module will employ a self-directed/student-directed delivery mode in which meetings with supervisors/module coordinators are scheduled as necessary throughout the semester.</p>	<p>The module gives a generic framework that will be fitted to the student's needs. Individualised learning needs will be identified at the beginning of the module and agreed in the form of a learning contract. Working within the research cluster to which their project is aligned, the student will complete an assignment with practical, skills-based components as well as conceptual, critical components.</p>	AnnMarie Groarke/ Padraig McNeela, Psychology
PS531	Skill Theory and Skill Development <i>*Not available until 2010-11 as Mike Hogan on sabbatical leave</i>	5	<p>This course will introduce students to Skill Theory and related research examining skill development. Skill Theory is a powerful conceptual framework that has generated a body of empirical work which describes the process of cognitive, emotional, and</p>	<p>Students will be assessed by means of 2 oral examinations, midway and at the end of the course</p>	Mike Hogan

			<p>social development. Students will learn the fundamentals of theory and research practice in this area and explore the different ways in which an understanding of skill development can be applied in context. Module to be offered as a Discipline/Student Specific module.</p> <p>This module will employ a self-directed/student-directed delivery mode in which meetings with supervisors/module coordinators are scheduled as necessary throughout the semester.</p>		
PS532	Functional Contextualism in Psychology	5	<p>This seminar based course will investigate functional contextualism as a distinctive philosophical world view whose assumptions underlie behavior analysis as an approach to psychology. The historical development and current instantiation of this approach will be explored through the study of a number of writers including C. S. Pierce, Ernst Mach, B. F. Skinner, S. C. Pepper, Sam Leigland, Edward Morris, Mecca Chiesa, Linda Hayes, Steven Hayes, Hayne Reese and Dermot Barnes-Holmes. Module to be offered as a Discipline/Student Specific module.</p> <p>This module will employ a self-directed/student-directed delivery mode in which meetings with supervisors/module coordinators are scheduled as necessary throughout the semester.</p>	Students will be assessed by means of 2 oral examinations, midway and at the end of the course	Ian Stewart
PS533	Goals and Goal-Directed Behaviour	5	<p>Aristotle described man as a goal seeking animal. Much of human behavior is goal-directed. In organizational psychology, goal setting is one of the widest used and most effective interventions that can be used to increase employee performance. This module will employ a self-directed teaching approach to introduce the student to a wide range of theories of goal-directed behavior and to a thirty-year history of empirical research on applied goal-directed interventions. Module to be offered as a Discipline/Student Specific module.</p> <p>This module will employ a self-directed/student-</p>	Students will be assessed by means of 2 oral examinations, midway and at the end of the course	Denis O'Hora

			directed delivery mode in which meetings with supervisors/module coordinators are scheduled as necessary throughout the semester.		
PS536	Language Acquisition and Reinforcement	5	<p>This module introduces the student to theories of first language acquisition and focuses on the controversial role of reinforcement in language learning. The module uses a self-directed teaching methodology and covers a range of theoretical and empirical literature in psychology. Stemming from historical disagreements between noted theorists BF Skinner and Noam Chomsky, theories of children's acquisition of language has been divided between those that argue that language is mostly learned from parents and the early environment and those that argue that language mostly develops because of biological changes as the child grows. A central focus of this dispute concerns the role of reinforcement in first language acquisition. Module to be offered as a Discipline/Student Specific module.</p> <p>This module will employ a self-directed/student-directed delivery mode in which meetings with supervisors/module coordinators are scheduled as necessary throughout the semester.</p>	Students will be assessed by means of 2 oral examinations, midway and at the end of the course	Denis O'Hora
PS534	Introduction to Psychological Time	5	<p>This course introduces the basic research agendas concerned with understanding psychological time and the psychology of time. Using self-directed learning this course examines the relationship between psychophysical measures of time and experienced time, differentiates internally determined psychological time from time governed by event-structures and provides a critique of the range of theoretical models describing psychological time. The course asks how can psychological time be examined using experimental methods? Module to be offered as a Discipline/Student Specific module.</p> <p>This module will employ a self-directed/student-directed delivery mode in which meetings with</p>	Students will be assessed by means of 2 oral examinations, midway and at the end of the course	Mark Elliott

			supervisors/module coordinators are scheduled as necessary throughout the semester.		
PS535	Perception and Phenomenological Structure	5	<p>This course asks how we structure our visual environment, which mechanisms and principles are involved and what are the consequences of these in terms of our experience of visual structure. The course uses self-directed learning strategies and explores basic Gestalt grouping, neurophysiological processes and applied Gestalt principles, in the form of structured works of visual art. The course also examines relationship between phenomenology and neuronal function and asks how can these issues be examined using experimental methods? Module to be offered as a Discipline/Student Specific module.</p> <p>This module will employ a self-directed/student-directed delivery mode in which meetings with supervisors/module coordinators are scheduled as necessary throughout the semester.</p>	Students will be assessed by means of 2 oral examinations, midway and at the end of the course	Mark Elliott
PS537	Theoretical Principles in Dynamical Cognitive Science	5	<p>This course uses self-directed learning strategies towards answering some fundamental questions concerning the dynamic structure underlying perception and cognition. The course asks: What are these structures? How can they be best described statistically? and what are the relationships between phenomenology and neuronal function? What is neurophenomenological equivalence? How can experimental methods in the psychological and psychophysiological sciences be used to advance our knowledge of the interface between dynamic brain systems, perception and cognition. Module to be offered as a Discipline/Student Specific module.</p> <p>This module will employ a self-directed/student-directed delivery mode in which meetings with supervisors/module coordinators are scheduled as necessary throughout the semester.</p>	Students will be assessed by means of 2 oral examinations, midway and at the end of the course	Mark Elliott
SPA437	Empirical Study of Derived Relational Responding	5	<p>This seminar based course will focus on the empirical investigation of derived relational responding, a phenomenon of key importance in modern behavior analytic research. Key papers on</p>	Students will be assessed by means of 2 oral examinations, midway and at the end of the course	Ian Stewart

			<p>derived relational responding will be studied, presented and critically discussed by students. These will include key empirical papers (e.g., Sidman, 1971) as well as core theoretical papers (e.g., Barnes, 1994). Core findings, theoretical debates and methodologies used to investigate DRR will all be examined. Module to be offered as a Discipline/Student Specific module.</p> <p>This module will employ a self-directed/student-directed delivery mode in which meetings with supervisors/module coordinators are scheduled as necessary throughout the semester.</p>		
PS538	Time and Serial Memory	5	<p>This module introduces the student to concepts in serial memory and the study of time using a self-directed teaching methodology. In order for us to remember when an event happened, we must record some information about the event in memory that allows us to locate the event in time. One possibility is that we remember the sequential position of the event relative to other events that we have experienced (i.e., the event of interest happened before or after other events). An alternative possibility is that we remember the time when an event occurred relative to a relatively stable internal process that acts as an internal clock (i.e., each memory is stamped with an internal clock time which orders our past experiences). Module to be offered as a Discipline/Student Specific module.</p> <p>This module will employ a self-directed/student-directed delivery mode in which meetings with supervisors/module coordinators are scheduled as necessary throughout the semester.</p>	Students will be assessed by means of 2 oral examinations, midway and at the end of the course	Denis O'Hora
PS539	Relational Frame Theory and Language	5	<p>This seminar based course will familiarise students with the modern functional analytic approach to language adopted by Relational Frame Theory (Hayes, Barnes-Holmes & Roche, 2001). RFT is a comprehensive behavioral approach to language that models key phenomena of higher functioning as learned patterns of contextually controlled</p>	Students will be assessed by means of 2 oral examinations, midway and at the end of the course	Ian Stewart

			<p>relational responding. The RFT empirical approach to a number of key areas of higher functioning including, for example language development, analogical reasoning, rule governed behavior and categorization will be examined in depth. Module to be offered as a Discipline/Student Specific module.</p> <p>This module will employ a self-directed/student-directed delivery mode in which meetings with supervisors/module coordinators are scheduled as necessary throughout the semester.</p>		
PS540	Probabilistic Theories in Cognition	5	<p>This module will provide basic introduction to Probabilistic Theories and advance by demonstrating application of those theories on studying cognition. Through self-directed learning strategies students will be encouraged to understand the main concepts of the mathematical theory of probability and discover the way they relate to neurophysiological basis for registering probability, statistical learning, language acquisition and processing. As probability plays important role in connectionist models, variety of those models that consider cognitive processes will be discussed. Finally, students will have an opportunity to discuss application of Probabilistic Theories on their research design and possibilities it would offer for data analysis. Module to be offered as a Discipline/Student Specific module.</p> <p>This module will employ a self-directed/student-directed delivery mode in which meetings with supervisors/module coordinators are scheduled as necessary throughout the semester.</p>	Students will be assessed by means of 2 oral examinations, midway and at the end of the course	Stanislava Antonijevic
SPA441	Archaeological Specialisms	10	Students work at an external institution which specialises in an aspect of archaeological research methodology that supports their PhD research.	Students must submit a report to their Supervisor, addressing the outcome of the course and its impact on their PhD research.	Maggie Ronayne, Archaeology
SPA442	Phenomenology of Art and Culture	10	The module will explore phenomenological approaches to art and culture, focussing on Heidegger, Merleau-Ponty, Cassirer, and Adorno.	An essay exploring a specific problematic identified by the course.	Paul Crowther, Philosophy

			Through this, participants will be familiarised with key texts, techniques and strategies of phenomenological analysis, central problematics, and issues which cross divides between different areas of cultural practice. The expertise gained will allow participants to develop more specialised doctoral studies in phenomenology of art and culture (and cognate areas) or develop skills which can inform related areas of philosophical doctoral studies such as ethics, and globalization.	Students will be encouraged to choose a topic which links material covered in the course, to the specific area in which they are likely to do their thesis	
*	Philosophy – Participation and Management	10	This module allows students to do a substantial presentation of their research at discipline level, and to receive training and experience in both chairing seminars and contributing to them.	Continuous Assessment	Paul Crowther, Philosophy
SPA447	Reflective Practice in Teaching Classics and Late Antiquity	10	<p>This module supports the research student in acquiring the skill-set required for effective third-level teaching and course development, fostering and applying skills in course design, delivery, and professional self-awareness. The student will be assigned an undergraduate group and unit of teaching, typically a tutorial series but potentially all or part of a lecture/seminar module. He/she will be coached by a supervisor while designing the unit, and will prepare a short paper planning the content and pedagogical strategies chosen. Liaison meetings with the supervisor will be held during the period in which the unit is being taught, and the module will be completed on submission of a paper reflecting on the experience and relating it to broader and deeper questions of educational theory.</p> <p><u>Learning outcomes:</u> Awareness of strategies for course planning.</p> <p>Knowledge of major theoretical issues in educational theory.</p> <p>Experience in reflective practice/action research in higher education.</p>	Continuous Assessment	Michael Clarke

Texts, Contexts, Cultures offers candidates a multi-disciplinary PhD programme delivered in co-operation between Arts and Humanities research institutes at three of Ireland's leading institutions - [Trinity College Dublin](#), [University College Cork](#) and [NUI Galway](#). The programme investigates the most basic component of Arts and Humanities research – the text as material object. **Texts, Contexts, Cultures** offers graduate education in Critical Thinking from the early modern period to the present.

Texts, Contexts, Cultures is based in the Moore Institute for Research in the Humanities and Social Studies, an international research community of researchers concerned with the full range of Humanities disciplines. The Moore Institute is located within the College of Arts, Social Sciences, and Celtic Studies at National University of Ireland, Galway, and has links with researchers in each of the Six Schools of the College. The Institute fosters the culture of research within the College by bringing scholars and graduate students in the Humanities and Social Studies into contact with peers in top-ranking universities throughout the world.

Texts, Contexts, Cultures offers a structured research path to the completion of a fourth level degree. It allows candidates to engage with the research knowledge and skills of scholars from three universities. It encourages candidates to develop their research interests, ideas and skills in challenging, supportive interdisciplinary contexts. Their research interests will develop through foundation year modules which are delivered at participating institutions by online learning media and video conferencing. PhD candidates have the benefit of wide-ranging guidance from supervisory panels comprised of leading scholars in discrete and related fields.

Texts, Contexts, Cultures is funded by the HEA's Strategic Innovation Fund and PRTL14.

The taught element of Texts, Contexts, Cultures consists of two core courses.

*	Core Course One - Texts, Contexts, Cultures: Critical Thinking (1500-1800).	10	This element of research training in the Texts, Contexts, Cultures pathway grounds students in a range of theoretical and material approaches to humanities research. Located in the historical period from 1500 to 1800, it prepares for the related seminar, Texts, Contexts, Cultures: Critical Thinking (1800-2000). The seminar's interdisciplinary framework is designed from elements of literature, history, visual arts, philosophy, and critical theory	Continuous assessment	Nicholas Allen, Moore Institute Semester 1, Tuesdays, 9-11 am, Moore Institute seminar room
*	Core Course Two - Texts, Contexts, Cultures: Critical Thinking (1800-2000).	10	This element of research training in the Texts, Contexts, Cultures pathway grounds students in a range of theoretical and material approaches to humanities research. Located in the historical period from 1800 to the present, it builds on the related seminar, Texts, Contexts, Cultures: Critical Thinking (1500-1800). The seminar's interdisciplinary framework is designed from elements of literature, history, visual arts, philosophy, and critical	Continuous assessment	Nicholas Allen, Moore Institute Theory. Semester 1, Tuesdays 11am-1pm, Moore Institute seminar room

Modules listed below are selected from existing Undergraduate and MA Programmes (*v. infra*, notes)

Students taking MA modules should discuss their individual needs with lecturers at the outset, and aim to tailor assessments to their dissertation research. In addition to existing assessment for the following modules, students will be required to submit a reflective report to reach Level 10 standard.

Code	Title	ECTS	Course Description	Assessment	Coordinator
NG533	Traditional Music, Identity Politics and Political Resistance	10	In this rigorous interdisciplinary course, students will engage and grapple with concepts of identity and their importance in political struggle in relation to Irish Traditional Music. Students will read 3 readings each week from a disparate range of philosophical, historical, folkloristic and sociological perspectives. Ideas from the readings will be accessed to gain increased understanding of the political significance of Irish Traditional Music as an emblem of identity. Students will prepare a presentation including a summary of the readings which will be distributed to all class members. This will form the basis of class discussion. By week six, in consultation with Professor Savage, students will submit a draft proposal for a paper in which they apply what they have learned from their readings to an aspect of traditional Irish music. By the end of the semester students will submit a 6000 word paper. Attendance and participation will also form part of the assessment.	Continuous assessment	Roger Savage, UCLA, Fulbright Fellow, NUI Galway. 3 Hours class contact weekly. Moore Institute Seminar Room; Wednesdays, 9-12 Contact: Lillis Ó Laoire
MV502	Sources and Resources, Palaeography and Diplomatic for Medieval Studies I	10	This module is designed to introduce students to the most important disciplines dealing with source criticism, with a strong emphasis on palaeography. Other topics include diplomatic, heraldry, sigillography, philology, and the preparation of critical editions. The final project is a group presentation of the activity of a scriptorium either at Sankt Gallen or Cologne based on the study of online manuscript facsimiles.	Continuous assessment	Mark Stansbury, Classics

MV551	Sources and Resources, Palaeography and Diplomatic for Medieval Studies 2	5	This module introduces students to the ways that sources are used by various disciplines in the study of Late Antiquity and the Middle Ages. Students will read, discuss, and write essays on such topics as Medieval Views of Language, Medieval Philosophy of Language, Nationalism, Medieval Music, and Literary Criticism.	Continuous assessment	Mark Stansbury Classics
MV509	Medieval and Middle French	10	To what extent were modern perspectives on Islam already prefigured in medieval Europe? Muslims appear as stereotyped adversaries in a wide range of medieval texts. Usually depicted with manifest ignorance of their traditions as pantheists, they may be bloodthirsty savages but are often more civilized counterparts of the European knights whom they encounter. In either case, the encounter with the Islamic other tells us more about the fears and aspirations of French writers than it does about contemporary Islam. This course offers the opportunity to study a range of (mainly thirteenth-century) texts (chansons de geste, drama, romance, mixed genres) either in the original language or in modern French translation.	Continuous assessment	Catherine Emerson, French
†MV510	Elementary Medieval Latin	20	This module will introduce students to the grammar and the history of the Latin language. In addition to the traditional grammatical teaching of basic Classical and Medieval Latin, the course will provide students with a solid knowledge of the linguistic evolution of Latin, illustrating the principal changes which took place from Proto-Indo-European to the Classical phase, and from Classical Latin to the Medieval Romance languages.	Continuous assessment	Jacopo Bisagni Classics
†MV513	Advanced Medieval Latin	10	In this module, selected Medieval Latin texts will be read and analysed in depth, paying special attention to their manuscript tradition and language, as well as to their literary and historical significance. Besides acquiring further knowledge in Medieval Latin literature, the students will thus be introduced to various aspects and techniques of textual philology through a direct approach to texts.	Continuous assessment	Mark Stansbury Classics
†CC230	Beginning Latin I	5	This course introduces students to Latin, one of the	Continuous	Jacopo Bisagni Classics

			most important languages in the history of western civilisation. Students will gradually become acquainted with the pronunciation and the grammar of the language of Rome, with the aim of acquiring enough knowledge to be able to access Latin texts in their original form.	assessment	
†CC232	Beginning Latin II	5	This module, running in the second semester, is a continuation of the corresponding first-semester module (CC230 'Beginning Latin I'). At this stage, students will have acquired a basic knowledge of Latin grammar, and will be able to read and translate texts.	Continuous assessment	Jacopo Bisagni Classics
CCS202	Latin and Historical Linguistics Part 1	5	This module consolidates the grammar being taught in the 'Beginning Latin' module and also introduces students to the study of the history of the Latin language. Primary sources such as inscriptions and graffiti will be used to investigate the Indo-European origins of Classical Latin.	Continuous assessment	Jacopo Bisagni Classics Semester 1
CCS203	Latin and Historical Linguistics Part 2	5	This module consolidates the grammar being taught in the 'Beginning Latin' module and also continues the study of the history of the Latin language initiated in "Latin and Historical Linguistics Part 1". Manuscripts, graffiti and other primary textual sources will be used to illustrate the developmental process which transformed Latin into the various Romance Languages.	Continuous assessment	Jacopo Bisagni Classics Semester 2
CC318	Introduction to Latin Prose		A course of language study, centred on grammar consolidation and guided reading of select passages from late antique and medieval texts, designed to enable the student to progress towards confident independent reading. <u>Learning outcomes:</u> Acquisition of competence in understanding and translating Latin prose texts. Acquisition of a basic knowledge of Latin prose literature through the reading of selected passages from Classical and Late Antique authors.	Continuous assessment	Jacopo Bisagni Classics
CC319	Introduction to Latin Verse		A first introduction to the challenge of reading Latin verse with an appreciation of language, metre and	Continuous assessment	Michael Clarke, Classics

			<p>vocabulary, focussed on guided class reading in texts selected from the most influential Classical authors in quantitative metres.</p> <p><u>Learning outcomes:</u> Acquisition of competence in understanding and translating Latin verse texts, as well as in recognising and analysing the most important Latin metres.</p> <p>Acquisition of a basic knowledge of Latin poetry through the reading of selected passages from Classical and Late Antique authors.</p>		
CC320	Latin texts from Medieval Ireland and Britain		<p>This module explores the creative and intellectual achievement of early Christian Ireland and Britain. Selected Latin texts from Insular sources will be studied in detail in the original language, focussing on historiography, theology, and verse. The texts chosen will include such authors as Bede, Adomnán, and Columbanus, varied according to the needs and interests of the group. Close attention will be paid to the interaction of ecclesiastical learning with vernacular culture and languages.</p> <p><u>Learning outcomes:</u> Understanding of the Early Christian achievement in Ireland and Britain.</p> <p>Experience in reading Insular Latin.</p> <p>Skills for independent research in Insular studies.</p>	Continuous assessment	Jacopo Bisagni Classics
CC321	Studies in Latin Literature		<p>A selection of Latin texts will be read and studied in detail with an eye to their literary and linguistic character and to the cultural background from which they emerged. The texts read will form a representative range from the Classical, Late Antique and medieval phases of the language, chosen in the light of the needs and interests of the group.</p> <p><u>Learning outcomes:</u> Cultural and linguistic appreciation of Latin literature and its historical significance.</p>	Continuous assessment	Michael Clarke Classics
EN507	Early Modern Print & Manuscript	10	This course examines the relationships between	Assessment will	Marie-Louise Coolahan

			print and manuscript cultures in the early modern period, asking what determined the choice of one medium over another. It explores the social and political, as well as literary, contexts informing decisions about the appropriate medium of textual dissemination. It addresses issues of class, gender, censorship and authorship; well-known as well as anonymous authors. We will also examine recent electronic projects which have attempted in various ways to make both print and manuscript texts more accessible to scholars and students. Finally, we will consider the specific issues which surround the editing of early modern writers for the twenty-first century, looking at both anthology and single-author approaches.	include class projects and presentation. Students will work towards a final essay, which develops a topic of their own interest. PhD students will additionally write a reflective report.	English Semester 1 Wednesdays, 1-3 Room 505, Tower 1
EN563	Textual Studies	10	This course examines theoretical and practical issues concerning the creation, publication and circulation of literary texts. The first part of the course looks at debates about the relationship between the meaning of a text and its physical form, about the nature of an author's "authority", and about the effects of historical and political contexts on the processes of composition, publication and reception. The second part of the course examines specific issues that arise in the editing and transmission of texts. There will be a special emphasis on recent developments in the theory and practice of hypertext and digital media. Ideas and debates will be illustrated throughout by reference to specific authors and case studies, A good basic introduction to the field is David C. Greetham, <i>Textual Scholarship: An Introduction</i> .	Assessment will be based on class assignments and presentations. 80% of the final grade will be allocated to an end-of-semester individual project..	Sean Ryder English
EN570	Book History	10	This course examines the role of the book as a material object within western culture. From the print revolution in the fifteenth century to the advent of the world wide web and its fundamental alteration of society's attitude toward print, the book is at the forefront of social change and forms a convenient matrix through which the interrelations		Elizabeth Tilley, English Semester 1

			between the production and consumption of texts can be observed. The course discusses the history of printing methods, paper manufacture, illustrations, publishing trends, along with recent theory surrounding print culture. The emphasis, wherever possible, will be on Ireland.		
EN573	Travel Literature	10	The genre of travel writing includes a vast array of literary forms from journals to letters, ambassadorial reports, captivity narratives, historical descriptions, ethnographies, and natural histories. The appearance of such accounts explodes in the early modern period in an era of expanded travel for purposes of trade, education, exploration, and colonial settlement. This course looks at a range of documents from different historical moments to track the development of this important genre, including the emergence of travel writing by women.	Assessment is by minor continuous assessment and major final assignment.	Daniel Carey English Semester 2
EN541	Colonialism in Twentieth Century Cultural Theory	10	An introduction to twentieth-century theorisations of colonialism and neo-colonialism, especially in relation to cultural production. The course focuses on issues of identity, political agency and representation. Ireland's relation to postcolonial theory is also considered. Some of the theorists discussed include Fanon, Said, Spivak and Ahmad.		Malcolm Sen and Louis De Paor English/ Irish Studies Semester I Wednesdays 11-1pm
EN597	Approaches to the Study of Culture and Colonialism	10	Approaches to the Study of Culture and Colonialism will consider in a systematic fashion the variety of disciplinary and methodological approaches that can be adopted in order to address key concerns related to the study of culture and colonialism. A series of lectures and seminars will be convened involving academics from some or all of the following disciplines: English, Economics, History, Sociology and Political Science, French and Spanish. Students will be introduced to a range of key texts and critical methodologies. Assessment will consist of a 2,500 word essay and a detailed weekly learning journal.	Essay	Lionel Pilkington English Semester I Wednesdays 4-6pm
EN571	Twentieth-century Irish Women's writing	10	This course focuses on texts by twentieth-century Irish women writers considered in the light of the	70% of the final grade for a 3500-4000 word	Sinéad Mooney

			<p>contested nature of national and political identity over the course of the century, and according to the insights of various avenues of literary theory. Topics to be covered on this course will include the Irish female Bildungsroman; Ascendancy identities; comedy; gender and nationalism; the body; the post-colonial; identity and the contemporary novel; the short story; the woman poet in the lyric tradition; Irish feminist scholarship. Authors include Somerville and Ross, Elizabeth Bowen, Kate O'Brien, Eavan Boland, Mary Morrissy, Medbh McGuckian, Edna O'Brien, Marina Carr, Molly Keane.</p>	<p>essay and 30% for seminar presentations and general participation</p>	
SP544	Decolonization and Neo-Colonialism: The Politics of 'Development'	10			Tony Varley and Su-ming Khoo, Soc & Pol Semester I Fridays 2-4pm
HI503	Historical Debates and Controversies: Studies in Historiography	15	<p>This module examines various approaches to the writing of History. It examines perceptions of who and what should be studied, highlighting the relationship between ideology and historiography. It considers different views on the extent to which we can know and explores various methodological approaches. Specific historiographical controversies are examined in detail. Topics covered include the Historiography of Feudalism; History and Nationalism; Gender and History; Comparative History; the use of History to promote conflict and reconciliation; commemoration of controversial historical events.</p> <p>Students should be able to</p> <ul style="list-style-type: none"> - Demonstrate an awareness of differences in historiographical approaches and arguments in various periods and contexts - Outline the key arguments of a number of historians who have discussed what History is - Evaluate the strengths and weaknesses of various methodologies - Compare popular and academic accounts of particular events - Construct coherent arguments relating to 	<p>An oral presentations and a report</p> <p>Three assignments of 2,000 words</p> <p>An essay of 4,000 words</p> <p>Students may choose the order in which they will present these assignments</p> <p>Required Text:</p> <p>John Tosh, <i>The Pursuit of History</i> (Harlow: Pearson, 2010)</p> <p>John Tosh, <i>Historians on History</i> (Harlow: Pearson, 2009)</p>	<p>Semester 1: Tuesdays, 2.00-4.00</p> <p>Semester 2: Mondays, 11.00-1.00, alternating with Sources and Resources</p>

			historiography using the appropriate terminology		
HI124	Interpreting History		Led jointly by a philosopher and a team of historians, this seminar module will equip students with the critical tools for discussing history, theory and method. Topics covered include: anachronism; global history; microhistory; counterfactual history; 'great individuals' vs. structures and the <i>longue durée</i> ; progress narratives and 'Whig' history.		Semester 1, Friday 2-4, starting week 2, Nick Tosh
HI122	Ideas of War and Peace in the Nineteenth and Twentieth Centuries		This module will be a transnational course looking at the interplay of ideology, diplomacy and political activism in the European nineteenth and twentieth centuries. Beginning with the Napoleonic wars, the module will trace the development of political thought and praxis in response to mass mobilization of society for modern war. From the concept of the Concert of Europe to the writings of Tolstoy, Europeans attempted to imagine a peaceful continent. We will trace the elaboration of pacifist doctrine through secular and religious movements from the Universal Peace Congresses of the turn of the twentieth century to the peace witness of Quakers and other Christians. We will explore the dilemmas raised by the First World War, the emergence of belligerent communism in the Soviet Union, and the challenge of Fascism in Italy, Germany and Spain before and during the Second World War. The module will conclude with the peace movement's fate in Cold War Europe.		Semester 1, Wednesday 10-12 Gearoid Barry
PI124	Modernity and Knowledge		This module will examine the issues of truth and knowledge in modernity by focusing on the writings of the nineteenth century philosopher, Friedrich Nietzsche. Taking Nietzsche's claim that a lack of historical sense is the congenital defect of all philosophers as our guide, the course will examine Nietzsche's arguments in the specific context of modern philosophy. Particular attention is paid to his response to Descartes, Leibniz, Kant and Schopenhauer. This historical lens will be employed as a method to focus our attention on Nietzsche's		Semester 1, Thursdays 12-2, TB301 Tsarina Doyle

			arguments with regard to such issues as the nature of mind and world, objectivity, the status of natural science and human values, and the character of modern culture.		
HI120	Secret Societies and the Making of Modern Nations, 1700-1870		Secret societies are routinely at the center of conspiracy theories, but few know about the serious scholars who have studied them as crucial fora of radicalism and change in the modern Euro-American world. This module will introduce students to the rich scholarship on the role of secret societies in nation-building in 18th- and 19th-century Europe and in the Americas. In particular, the module will focus on the impact of Freemasonry and secret organizations such as the Illuminati and the Carbonari in the emergence of national consciousness in enlightened, revolutionary, and early 19th-century Europe, the United States, and Latin America in comparative perspective. Through the reading of seminal articles and key documents, discussions will take place in weekly seminars dedicated to specific case-studies dealing with different countries and to the historiographical debates related to them.		Enrico Dal Lago
PI125	Rationality and Relativism		There are bad arguments and good arguments. Chains of reasoning can be cogent or confused. In other words there are rational <i>standards</i> . But are these standards universal, or do they vary from culture to culture? The role of the history of ideas with respect to this question is extremely controversial. Some claim the study of past systems of thought has shown that there are no universal rational standards; others that such study is not even possible unless we assume that there are. We will explore both views, and seek to situate them within wider philosophical and historiographical debates. Authors discussed will include some or all of the following: Donald Davidson, Thomas Kuhn, Bernard Williams, and David Bloor.		Nick Tosh
HI156	Studies in Oral History	10	This course explores the potential of living people	The course will be	Caitriona Clear Semester

			<p>as a historical source. It includes an examination of the history of oral history, an exploration of the differences between oral tradition and oral history (and what one can contribute to the other), the reliability and representativeness of oral history, the ethics of this mode of historical research, the 'I' of autobiography, the difference between written and oral personal testimony. Instruction will be given on practicalities like transcription, taping, question order and so on. Two documentaries using oral history will be evaluated. There will be at least one visiting lecturer with experience in the field. As well as reading widely and preparing themselves for the interview situation, students 'learn by doing', carrying out their interviews early in the second half of the semester so that they can report back on them before the end of teaching.</p> <p>Learning outcomes: Knowledge of historiographical debates relating to oral history</p> <p>Learning outcomes: Ability to assess the value of oral history testimony</p> <p>Skills required to carry out an effective oral history interview</p> <p>Ability to interpret findings</p> <p>Ability to relate interview findings to their historiographical context</p>	<p>examined on the oral history interview, taped, transcribed (approx 2000 words) and evaluated as a historical source in a separate essay (approx 4,500-5000 words.). Each student picks his or her own person to interview, on a topic agreed on by the class.</p> <p>Suggested reading: Dunaway, D. & Baum, W. K. (eds) Oral history: an interdisciplinary anthology (Walnut Creek, c1996)</p> <p>Perks, R., & Thomson, A. (eds.), The Oral History Reader, Second Edn (London 2005)</p> <p>Thompson, P., The Voice of the Past (Oxford 1982)</p>	<p>1, 9.00-11.00 on Thursdays</p>
HI159	Movement, Settlement, Frontiers and Identity	10	<p>This core module examines the political, social and cultural implications of migration and change through a close examination of European and Irish case studies in the early modern period. It also aspects of nationalism in nineteenth-century Ireland and Europe, the nationalist activities of European immigrants in America. Finally, it considers the redrawing of boundaries and the emergence of new nation states in the aftermath of</p>	<p>Mid-term essay due on 28 February</p> <p>Final essay due on 11 April</p>	<p>Mary Harris Semester 2 Tuesdays, 2.00-4.00</p>

			<p>the first world war.</p> <p>Students should be able to</p> <ul style="list-style-type: none"> - Provide an overview of different types of migration - Discuss the relationship between migration and identity - Analyse the implications of migration in specific cases - Examine aspects of the relationship between nationalism and border change in twentieth-century Europe - Demonstrate an understanding of historiographical debates on these issues 		
HI160	Studies in Local History	10	<p>This is a practical course, in which participants will be enabled to 'do' Irish local history for themselves. Students will learn how to locate, to interpret, and to contextualise a wide range of sources for Irish local history; they will become familiar with approaches that have been used in the study of Irish local history, and they will consider the applicability to local history of certain other approaches to historical writing, including 'history from below.'</p> <ul style="list-style-type: none"> - The ability to locate the sources appropriate to Irish local history - The ability to interpret local historical sources - The ability to write an original local history study <p>Required text:</p> <p>Raymond Gillespie and Myrtle Hill, eds, <i>Doing Irish local history: pursuit and practice</i>, Belfast 1998.</p> <p>Carol Kammen, ed., <i>The pursuit of local history: readings on theory and practice</i>, New York and Oxford, 1996.</p>	<ol style="list-style-type: none"> 1. On a weekly basis, participants will be required to locate and interpret primary historical sources, to assess historical and historiographical articles, and to lead and participate in discussions based on such assignments. 2. On 4 March 2011, participants will submit a mid-term research paper of 1,500 to 2,000 words. 3. On 6 May 2011, participants will submit a final research essay, on a topic agreed with the module coordinator of 5,000 to 6,000 words. The essay will draw 	Dr John Cunningham Semester 2

				on a wide range of primary sources.	
HI519	Sources and Resources for the Study of History	15	<p>A range of scholars will introduce students to sources they have used in their own research in medieval, early modern, modern and contemporary history. Sources include medieval manuscripts, memoirs, folklore, and evidence presented to commissions of inquiry. The module aims to increase students' familiarity with source material, provide tools for evaluating sources and help students identify sources for their own studies. It also aims to develop students' ability evaluate the use of evidence in both scholarly and popular writings on history.</p> <p>Students should acquire the following:</p> <ul style="list-style-type: none"> - Knowledge of how, why and where various primary sources were produced - Ability to indicate the types of sources required for different forms of historical inquiry - Skills in using historical sources critically for their own research - Ability to provide examples of how historians have used and abused certain historical sources 	<p>Oral presentations</p> <p>Short written assignments</p> <p>An essay of 4,000 words due on 29 March</p>	<p>Mary Harris Semester 1 Mondays 11.00 -1.00, with occasional changes</p> <p>Semester 2, alternating with Historical Debates</p>
HI540	Gender and Colonialism	10	This course will explore the interaction between gender and colonial/postcolonial issues, drawing on a variety of theoretical models and a variety of social, political and literary contexts. Some of the areas to be studied include the relations among feminism, politics, and nationalism; the effects of race and gender in colonised societies, and gender and literature in colonial and post-colonial societies.	Each course is examined by an end-of-semester examination and/or essay. Course marks may also be awarded for assignments done during the semester. The combined course marks comprise 60% of the overall mark for the degree.	Semester 2
HI546	Studies in the History of Colonialism and Imperialism 1	10	This course introduces students to some of the key thinkers and concepts in the writing of British imperial history. The work of scholars such as J. A.	Continuous Assessment - Essay	Simon Potter, History Semester 2

			Hobson, Ronald Robinson and Jack Gallagher, Peter Cain and Tony Hopkins, Chris Bayly, Alan Lester and John Darwin will be discussed. Concepts such as finance imperialism, informal empire, the official mind, gentlemanly capitalism, colonial knowledge, imperial networks, and bridgeheads will be examined from a critical perspective. Full use of on-line journals and other e-resources will be encouraged. Students will be asked to read key texts, undertake wider reading and research to help put these key texts in context, comment on their readings, and present their own ideas as the basis for class discussion and debate. Course assessments will be linked closely to the core texts studied.		
EN547	Literature and Colonialism	10	Students will develop an in-depth knowledge and understanding of literature relating to the British Empire and its former colonies. They will learn to analyse literature in relation to colonial power structures and to consider the relationship between political power and literary representation. Students will read a wide range of postcolonial literary theory and learn both to apply these theories and to consider them critically. By the end of the course, students will be encouraged to consider how ideas concerning literary representation relate to present-day debates about representation and power in a modern globalised world.	Assessment will include an individual presentation to the class, and two written assignments.	Muireann Ó Cinnéide, English Semester II – Tuesdays 10-12pm (TBC)
EC535	Political Economy, Colonialism and Globalization	10	The aim of the course will be to identify the fundamental concepts of globalisation by analysing the various ideologies, systems and structures that underpin the progression of global capitalism through the ages. Underlying philosophical theories will be linked with political, legal sociological and economic ideals that are often the driving forces behind these processes.	Continuous Assessment	Emlyn Nardone Semester II (TBC)
EN549	Cinema and Colonialism	10	This course examines the thematic content and	Assessment will	Fiona Bateman

			narrative structures of films made in a postcolonial context, as well as the issues which affect the production of such films. The significance of film as a mode of cultural production and the role of 'national' cinema in forming identity in different geographical and political environments are explored. Students view a variety of films critically, and aspects of those films including genre, theme, narrative structure, and the political and historical circumstances of their production are discussed and analysed, with reference to postcolonial theory. Hollywood films, which address the subject of colonial history or conflict are also considered	include presentations, and students will work towards a final essay.	Semester II Thursdays 10-12pm (TBC)
FM521	Critical Theory I	10	This course aims to provide a critical understanding of classic and post-war film theories and their applications, assessing the impact of structural theories on debates about representation, concepts of film language and spectatorship. This semester's course will offer students an insight into the means by which meaning can be created within/through the film text.	One essay plus one exam question <i>Essay due 5th November.</i> <i>Exam on 26th November</i>	Charles Barr Huston School of Film & Digital Media Semester 1, Fridays, 12.30-2pm Critical Theory 1 Screenings, Thursdays 10-12 (Huston Main room)
FM522	Critical Theory II	10	This course aims to provide a critical understanding of classic and post-war film theories and their applications, assessing the impact of structural theories on debates about representation, concepts of film language and spectatorship. This semester's course will offer students an insight into the means by which meaning can be created outside the film text.	One essay plus one take home exam question <i>Essay due 4th March.</i> <i>Exam on 8th April.</i>	Conn Holohan and Rod Stoneman Huston School of Film & Digital Media Semester 2, Thursdays from 10-1 in Huston Main
FM518	Cinema and Vietnam	5	This course centres on representations of the Vietnam War, from both American and Vietnamese perspectives, and engages a range of themes including theoretical issues of translation, selectivity and knowledge consumption, and thematic issues such as neocolonial discourse, gender and postwar legacies. The course considers especially how films have negotiated and fostered	One essay of 2500 – 3000 words (50 marks). Essay due 3 rd December J.M. Devine, 1999, <i>Vietnam at 24 Frames a Second: A Critical and</i>	Dr. Seán Crosson and Dr. Rod Stoneman Semester 1 11 x 3 hr sessions, including screening each

			<p>myths and meanings of the war, and positioned public understandings of America's national identity, its involvement in South-East Asia and the suffering and horror which surrounded the human conflict there.</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> • Demonstrate a specific and comparative knowledge of representations of the Vietnam war and Vietnamese society in film. • Understand the significance of theoretical issues of translation, selectivity and knowledge consumption in the representation of Vietnam in film. • Discuss thematic issues such as neocolonial discourse, gender and postwar legacies. • Work in flexible, creative and independent ways, showing self-direction, self-discipline and reflexivity • Demonstrate skills in written, oral and visual communications. 	<p><i>Thematic Analysis of Over 400 Films About the Vietnam War</i>, Univ. of Texas Press, Austin</p> <p>L. Dittmar & G. Michaud (eds.), 1990, <i>From Hanoi to Hollywood: The Vietnam War in American Film</i>, Rutgers Univ. Press, New Brunswick, NJ</p> <p>Various readings recommended weekly by lecturer.</p>	week
FM519	Imagined Irelands	5	<p>This course provides students with a historical survey of representations of Ireland in cinema. It examines the major themes apparent in these representations and considers the challenges Irish filmmakers face in attempting to articulate a distinctive indigenous cinema with integrity. The course aims to provide students with a grounding in the issues surrounding national cinema, particularly as it pertains to Ireland. Students will examine indigenous and international representations of Ireland and evaluate the challenges facing contemporary Irish cinema.</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> • Comprehend the major issues and debates surrounding 'national cinema' • Recognise patterns in the representation of 	<p>One essay of 2500 – 3000 words (50 marks). Essay due 3rd December</p> <p>Course Reader:</p> <p>Barton, Ruth.: <i>Irish national cinema</i>. New York ; London : Routledge, 2004.</p> <p>McLoone, Martin.: <i>Irish film : the emergence of a contemporary cinema</i>. London</p>	<p>Dr. Seán Crosson</p> <p>Semester 1, 11 x 3 hr sessions, including screening each week and student presentations.</p>

			<ul style="list-style-type: none"> • Ireland in international cinema. Recall the major developments in the history of cinema in Ireland and recognise key texts. • Understand the major themes apparent in contemporary Irish cinema • Evaluate the challenges and advantages of film-making in Ireland today • work in flexible, creative and independent ways, showing self-direction, self-discipline and reflexivity; • demonstrate skills in written, oral and visual communications. 	<p>: British Film Institute, 2000.</p> <p>Kevin Rockett, Luke Gibbons, and John Hill: <i>Cinema and Ireland</i>. Syracuse, N.Y. : Syracuse University Press, 1988.</p>	
DM105	A History of Avant Garde Film	5	<p>This course aims to explore a range of forms of experimental film. It will examine some of histories of avant garde work in cinema from the beginning of the last century. The link with modernist movements will be traced as well as general artistic and political tendencies. The visual and non-narrative basis of much of this work is one factor which connects it to the creative potential of contemporary digital form.</p> <p>It will look at signifying practices which attempt to re-invent and reconstruct modes of representation and perception – conditions of consciousness – and exhibit a curiosity and a bravery to explore the edges of new technologies and techniques.</p> <p><u>LEARNING OUTCOMES</u></p> <p>By the end of this course students should be able to:</p> <ul style="list-style-type: none"> • demonstrate a specific and comparative knowledge of various forms of experimental film; • explain the historical context of avant garde film and the implications of specific film forms • discuss the effective manipulation of image and sound in film; • work in flexible, creative and independent 	<p>One essay of 2500-3000 words; due date 30th March</p>	<p>For schedule please contact co-ordinator</p>

			<p>ways, showing self-direction, self-discipline and reflexivity;</p> <ul style="list-style-type: none"> • demonstrate skills in written, oral and visual communications. 		
DM108	Film in the Digital Age	5	<p>This course aims to provide a critical understanding of the relationship between film and digital technology, assessing the impact of DV on film production and film theory. This semester's course will revolve around the following questions: What is the place of film (and cinema) in the digital age? What impact has digital technology on filmmaking and on film viewing? How has film reality been discussed and does DV reality differ? Does the use of digital technology necessitate change in the way we have thought about film previously? Does it impact differently on different genres? We will consider these questions in turn, dealing with the impact of digital on three areas of film: practice, narrative and reception.</p>	End of term essay and Reflective Report	<p>Conn Holohan Huston School of Film & Digital Media</p> <p>Semester 1, Wednesdays from 10-1 in Bubble 3</p>
FM524	Soviet Cinema	5	<p>This course will examine the history of Soviet and Russian cinema, focusing on the principal artists and works, and providing a critical understanding of the aesthetic, cultural and political movements that influenced their formation. The major artistic innovations of Soviet filmmakers will be introduced and, where appropriate, the relationship between Soviet cinema and its Western counterparts will be analysed. Are all filmmakers who work within a totalitarian regime necessarily a part of the great propaganda machine, or is it possible to be an auteur within such a system? What is the relationship between art, popular culture, and propaganda within the Soviet context? Works discussed will range from pre-Revolutionary silent Russian cinema to post-Soviet contemporary cinema.</p>	One essay of 2500 – 3000 words (50 marks). <i>Essay due 20th April.</i>	<p>Marina Levitina</p> <p>Semester 2, Wednesdays from 10-1 in Bubble 3</p>
FM528	Scéalta Scáileáin na Gaeilge (Screen Stories in Irish)	5	<p>Tá fás mór tagtha le deich mbliana anuas ar an Tionscal Scannán agus Teilifíse trí Ghaeilge agus,</p>	Aiste 2500 – 3000 focal (50 marks). One	Seán Crosson, Jennine Woods, Lillis Ó Laoire &

			<p>chun anailís a chothú ar an tréimhse seo agus chur leis an bhfás, diríonn an modúl seo ar scéal na Gaeilge ar an scáileán. Tabharfaidh an modúl seo forléargas ar stair agus ar thábhacht na Gaeilge sna scannáin agus sna léirithe Gaeilge a rinneadh don scáileán ó 1920 i leith, na Scannáin idirnáisiúnta ina measc. Tabharfar léargas ar léirithe Bord Scannán na hÉireann agus TnaG/TG4 ó bunaíodh an stáisiún; déanfar iniúchadh ar ról Ghael Linn, na léiritheoirí neamhspleácha agus RTÉ chomh maith. Déanfar anailís ar an tréimhse seo agus muid ag breathnú trí lionsa na mórscannán, gearrscannán agus clár faisnéise a bhaineann leis an réimse seo.</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> • Beidh léargas ag an mac léinn ar stair na scannán Gaeilge, chomh maith le húsáid na Gaeilge sna scannáin, idir mhórscannáin, ghearrscannáin, agus chlár faisnéise. • Beidh an mac léinn in ann tuiscint a léiriú ar thábhacht na Gaeilge i dtionscal closamhairc na hÉireann. • Beidh an mac léinn in ann tuiscint a léiriú ar shuíomh/áit na léirithe Gaeilge sa tsochaí chomhaimseartha. • Beidh an mac léinn ábalta léamh cúramach tuisceanach a dhéanamh ar scannáin i nGaeilge, agus na tuiscintí sin a chur ar pháipéar i nGaeilge chruinn, shoiléite. 	<p>essay of 2500 – 3000 words (50 marks). <i>Le cuir isteach 20^ú Aibreán</i></p>	<p>Dan Dwyer</p> <p>Semester 2, 2.30 – 5.30pm</p> <p>Bubble 1</p>
FM529	Screening Irish America	5	<p>This course offers a broadly chronological introduction to key themes relating to cinematic representations of Ireland and the Irish in American Cinema and through theoretical frameworks such as cultural studies, new historicism, ethnicity and gender studies seeks to go beneath such representations to uncover</p>	<p>This course will be assessed by an essay of 2500-3000 words. <i>Essay due 20th April.</i></p>	<p>Tony Tracy</p> <p>Semester 2</p> <p>11 x 3 hr sessions, including screening each week</p>

			<p>symptomatic issues in American society.</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> • Identify the key themes relating to cinematic representations of Ireland and the Irish in American cinema. • Demonstrate familiarity with the ideological and socio-political contexts within which these representations have been produced • Demonstrate skills in written, oral and visual communications. 	<p>Course Handbook Barton, Ruth (2009), <i>Screening Irish America</i> (IAP) Crosson, Sean, Stoneman, Rod (2009), <i>The Quiet Man and Beyond</i> (Liffey) Rains, Stephanie (2008) <i>The Irish American in Popular Culture</i> IAP Meagher, Tim (2007) <i>The Columbia Guide to Irish American History</i> Dolan, Jay (2008) <i>The Irish Americans - A History</i> (2008) Bloomsbury</p>	
FA506	Theory of Film Practice	5	<p>The first part of this course will explore a range of ideas and practical choices involved in film-making, with special attention to short film-making, many aspects of which are relevant to the two projects to be realised on the basis of Public Advocates' briefings.</p> <p>Following Noel Burch's seminal 1969 book of the same title, <u>Theory of Film Practice</u> will work to identify and to separate the parameters of film form to show how meaning is made.</p> <p>The juxtaposition of the various films on this course can lead to productive reflection about their formal strategies or their content. Cutting students free from the security of received opinions and normative approaches should encourage the rethinking of some of the underlying questions of film practice</p> <p><u>LEARNING OUTCOMES</u></p> <p>By the end of this course students should be able</p>	<p>One essay 2500-3000 words: date tbc</p>	<p>Rod Stoneman, Huston</p>

			<p>to:</p> <ul style="list-style-type: none"> • demonstrate a specific and comparative ability to observe and discuss various forms of signifying practice in film; • compare and contrast disparate films and the implications of specific film forms • discuss the effective manipulation of image and sound in film; • work in flexible, creative and independent ways, showing self-direction, self-discipline and reflexivity; • demonstrate skills in written, oral and visual communications. 		
GG102	Applied Gender Analysis	5	A comprehensive review of feminist approaches to knowledge, the links between theory and practice and gender analyses, particularly as applied in disciplinary and policy areas relevant to the MA programme themes.		Gillian Browne/Niamh Reilly, Political Science & Sociology
GG103	Feminist Theorising and Epistemologies	5	A critical survey of influential feminist ideas and schools of thought that seek to explain the sources and modes of gender-based oppression, explore women's agency and resistance in this context, and posit ways of transforming gender-based inequalities and exclusions.		Gillian Browne/Niamh Reilly, Political Science & Sociology Semester 1, Wednesday 9-12, first 6 weeks
GG111	Historical Perspectives	5	This Module aims to raise critical awareness of how to define and explore historical questions, how and where to find information and how to construct new interpretations of remembered, silenced and forgotten historical effort. Topics will include women's pre-franchise electoral participation, their involvement in working class political effort and representations, formal campaigning for political rights, imperial political spaces, independence and revolutionary participation, citizenship in post-enfranchisement societies, etc. Students will have the opportunity to consult a range of primary sources.		Gillian Browne/Niamh Reilly, Political Science & Sociology Semester 1, Tuesday 9-12, second 6 weeks
GG101	Gender Perspectives on Globalisation	10	Critically examines the gender dimensions of contemporary thinking and practice around		Gillian Browne/Niamh

			globalisation: economic, political, cultural, etc. Indicative topics include: feminist critiques of mainstream development, macroeconomic and trade paradigms; women in ethical globalisation and global governance; gender analyses of Western hegemony and South-North relations in globalisation.		Reilly, Political Science & Sociology Semester 1, Wednesday 1-4
GG100	Women's Human Rights: Issues, Debates and Practice	10	Considers the theoretical, political, legal, institutional and other dimensions of feminist interventions to ensure that mainstream human rights discourse and frameworks take account of women's experiences and gender analyses. A variety of issues ranging from extreme poverty and harmful traditional practices, to trafficking, migration, HIV/AIDS and violence against women, are considered from women's human rights perspectives.		Gillian Browne/Niamh Reilly, Political Science & Sociology Semester 1, Thursday 1-4
GG105	Women's Agency and Power	5	Critically examines the norms, conditions and strategies that underpin women's agency, empowerment and equality in different spheres - from personal, family, community and working life to local, national and global policy-making and governance. Particular attention is paid to the ways in which the private/public divide fosters roles and identities inimical to women's agency. In the context of specific political and policy challenges, students apply critical gender analyses to widely-used and emerging discourses and their role in promoting or hindering women's empowerment such as gender mainstreaming, rights-based development, civic participation, equality and the rule of law, and so on.		Gillian Browne/Niamh Reilly, Political Science & Sociology Semester 2, Tuesday 10-12
GG107	Gender and Health Crises	5	Considers current global health crises created by the worldwide drive to privatize healthcare, the rise of disease pandemics, particularly HIV/AIDS, as well as other complex emergencies. Students consider the deeply gendered dynamics, impacts and human rights dimensions of such crises, and explore the interconnections between sex, biology and gender for sexuality and reproductive health. They explore the different solutions available vis-a-		Gillian Browne/Niamh Reilly, Political Science & Sociology Semester 2, Tuesday 10-12

			vis policy (e.g. health promotion), human rights standards, and cultural practice and the roles therein of public, private and civil society actors, locally and globally.		
GG106	Women, Conflict and Human Security	5	Examines the gender dimensions of war, conflict and transitions from conflict, especially conflicts played out amidst civilian populations with particular consequences for women. Explores the limits of traditional approaches to post-conflict justice and the role of gender-conscious, bottom-up approaches to human rights in these contexts. It also considers how other forms of emergency or catastrophe, which often accompany or follow conflicts, erode human security and rights, especially in women's lives (e.g. community security, environmental security, food and water security, personal security, health security, political security, etc).		Gillian Browne/Niamh Reilly, Political Science & Sociology Semester 2, Wednesday 2-4
GG108	Gender, Development and Human Rights	5	Examines longstanding tensions and emerging areas of overlap between traditionally separate domains of development and human rights from feminist perspectives. Focusing on women's experiences and gender analyses of specific development issues (e.g. access to adequate water, food, shelter, land use, healthcare etc), students explore the limits and transformative potential of different concepts and frameworks that link development and human rights including: the right to development, the indivisibility of rights, human development, economic, social and cultural rights, reconciling capabilities, basic needs and rights-based approaches to development and so on.		Gillian Browne/Niamh Reilly, Political Science & Sociology Semester 2, Friday 10-12
*	Representations of the Islamic Other in Medieval France	10	To what extent were modern perspectives on Islam already prefigured in medieval Europe? Muslims appear as stereotyped adversaries in a wide range of medieval texts. Usually depicted with manifest ignorance of their traditions as pantheists, they may be bloodthirsty savages but are often more civilized counterparts of the European knights whom they encounter. In either case, the encounter with the Islamic other tells us more about the fears	Continuous Assessment	Catherine Emerson, French Semester 1

			and aspirations of French writers than it does about contemporary Islam. Most intriguing is the tradition of the erotic encounter with the Saracen blonde where the exotic is rendered both exciting and docile through feminization.		
*	Travel Literature: Real and Imaginary Journeys in French Literature	10	This course will examine travel writing as genre, as well as the practice of travel and its evolution. The focus will be on the one hand on the relationship between travel narratives and the development of imaginary spaces in literature, and on the other hand on the place of travel writing in intellectual history, for example how it has influenced the debate about French and European identities, ethical approaches to colonialism, and the development of science, ethnography and political theory.	Continuous Assessment	Jane Conroy, French Semester 1
*	Critical Approaches and Methods (French)	10	The aim of this seminar is to consolidate the critical skills and reinforce the critical awareness and confidence of participants. A number of dominant modes of French cultural criticism will be examined, including structuralist, post-structuralist, psychoanalytic, genetic, feminist, and sociocultural. Discussion will focus on a selection of illustrative French critical responses to a number of short literary texts. A secondary objective of the seminar is to ensure familiarity with the bibliographic resources (paper and electronic) available to students of French culture, as well as familiarity with relevant bibliographic conventions.	Continuous Assessment	Marie Scott, French Semester 1
*	The Literature of France in Algeria	10	This course examines the reflection in French literature of the country's colonial presence in Algeria from 1830 to 1962. It thus focuses on the wide variety of French literary engagement with this most strategically, economically, politically, and, above all, psychologically important of France's overseas territories. The texts selected for study range from early travel writing, through the mature output of the celebrated <i>Ecole d'Alger</i> , as well as literary responses to the process of decolonization, including particularly the	Continuous Assessment	Phil Dine, French Semester 1

			continuing output of the exiled European population of 'French' Algeria. Emphasis will be placed throughout the course on the system of myths developed by the settler community, and repeated by its metropolitan defenders, in an ultimately vain attempt to legitimize European minority control of the territory.		
FR/GR/IT/S H550	Advanced Language Skills	15	Students will attain a very high level of communication skills in their chosen language; (French, German, Italian or Spanish) both oral and written. This module will consolidate the language skills already acquired at degree level. Competences in reading, aural, speaking and writing skills will be further developed. A programme of oral and written texts and translations encourages students to extend their command of grammar and vocabulary and their sensitivity to stylistic variation, nuance and register. This will further their fluency and accuracy, extend their manipulation of various genres and registers of text in the language being studied and enhance their vocabulary, syntax and idiom. Entry level: advanced.	Continuous assessment and/or end of semester tests.	IT550: Laura McLoughlin, Italian
FR/GR/IT/S H 552	Intro to the skills of Consecutive Interpreting	15	Students will participate in realistic interpreting with the emphasis on frequently encountered scenarios. Practical seminars and workshops will be based on the use of Blackboard virtual learning environment, CD-ROMs, recording software (Audacity: and Sanako multimedia laboratory software (www.sanako.com) in the classroom and language laboratory. An emphasis will be placed on intensive practice of consecutive interpretation. This will involve the use of authentic material, including bilateral discussions on a variety of topics between native speakers of the practised languages, as well as pre-recorded speeches of 4-5 minutes. A range of exercises aimed at developing memory, note-taking, enunciation and generally good presentation skills will be practised by students. The topics discussed in the exercises will	Continuous assessment and end of semester tests.	IT552: Laura McLoughlin, Italian

			emulate the variety of issues raised in government and international organisations as well as in business and commerce. Such training will correspond to professional demands placed on interpreters. Entry level: advanced.		
FR/GR/IT/S H540	Translation Methodology and Text	15	This module will train students in the skills and techniques required by translators in the professional world. It will also provide a theoretical and practical in-depth examination of the conceptual background, development and use of technology in translation. This module will encompass the development of skills in advanced and specialised translation with an emphasis on translation software and the latest technological developments in translation work. This module will include hands on experience with Translation Memory software, including SDL Trados. Differences between Machine Translation tools and Translation Memory software will be discussed. Entry level: advanced knowledge of French and/or Italian.	Modes of assessment will include a mixture of project work and regular translation assignments.	IT540: Laura McLoughlin, Italian
SH505	Translation Studies	10	The course aims to introduce students to a range of key issues, both practical and theoretical, of relevance to translation. Reference is made in the course to a wide range of literature on translation, with the aim of encouraging students to explore the subject in depth and to bring theoretical issues to bear on the translation exercises that they carry out during the year. The course is delivered in English.	Overall assessment includes coursework evaluation based on regular class exercises, an essay and written examinations.	Mel Boland Spanish Tuesdays at 11.00 am AM110; Thursdays at 12.00 pm AM104
SH530	Latin American Literature I	10	In this course students will study the development of Latin American literature and culture of the twentieth century in relation to how social, political and cultural issues have affected the reception and production of the set texts.	Continuous assessment and end of semester test.	Kate Quinn Spanish Wednesdays from 9.00 – 11.00 am IT206
SH531	Latin American Literature II	10	This course draws on seminal texts from twentieth-century Latin American literature, emphasizing the impact and influence of indigenous concerns on language and communication, issues of representation and	Continuous assessment and end of semester test.	Kate Quinn Spanish Wednesdays from 9.00 – 11.00 am AM215

			identity.		
IT 553	Professional writing	15	This module will focus on developing students' awareness of style, register and usage, with a view to producing clear, concise, logical and professional texts. This course consists of an introduction to the technique of précis-writing based on texts of a specialised nature and also on recorded speeches in the chosen European language. It also includes note-taking, editing, and minute-writing in the chosen European language. This module also enables students to develop the practical skills required of an interpreter or translator with regard to revision and self-revision. Entry level: advanced.	Modes of assessment will include a mixture of project work, assignments and examinations.	Italian
FR/GR/IT/S H554	Language and Intercultural Communication	15	Intercultural Communication is about the interaction which takes place when people from different parts of the world come together in a personal or professional setting. In today's globalized world we have encounters with people from many different cultures. The aim of this course is to help us understand these intercultural interactions better and to have successful communication outcomes. Theoretical perspectives of culture and communication are examined and the application of this to real-life intercultural encounters. Elements of Chinese culture, European cultures including the new multi-ethnic Ireland, North America and South America are analysed. Reflection on one's own perspectives and experiences is encouraged, as is peer learning.	An essay and an in-house test.	Áine Ryan, German
FR/IT555	Audiovisual Training: Subtitling (French or Italian)	15	The aim of this module is to equip students with additional translational and technological skills. The module introduces elements of analysis of film discourse and audiovisual translation and focuses on theoretical and practical aspects of subtitling. After a theoretical introduction, the module will consist of hands-on workshops for the completion of a short subtitling project. Students will be required to select a film/documentary scene	Project work. Assessment of the project will consider both technical and linguistic aspects.	Laura McLoughlin Italian

			(among those provided by the instructor), cut it into shorter clips with the use of the Windows Movie Maker software and import it into a subtitling platform (subtitling software: DivXLand Media Subtiter: www.divxland.org). Translation of the script is then transformed into subtitles and a .txt file is created, ready for importing into DivXLand. Students will then be required to synchronise the subtitles with the audio from the scene.		
GR 521	Interpreting Literature: Theories and Methods	10	This course provides an introduction to literary and cultural theory and to methods of literary criticism. The aim is to familiarise students with key concepts of interpretation, as they have developed within the last decades (hermeneutics, psychoanalysis, poststructuralism, gender studies, New Historicism, etc.).	Continuous assessment	Hans-Walter Schmidt-Hannisa
GR 522	Modern German Literature: Functions and Forms.	10	This course focuses on the close reading and the interpretation of selected literary texts from the 19 th and 20 th centuries. Students will learn to interpret texts in their historical and cultural contexts, applying methods of literary criticism and theoretical concepts introduced in GR 521. Examples of various literary genres will be analysed.	Essay	Hans-Walter Schmidt-Hannisa
MIC 500	From Division to Unification: Literary Texts and their Political Contexts	10	This module explores the relationship between literary texts and their political contexts, focusing on the literature that emerged in the latter half of the twentieth century following the post-war division of Europe. Of particular interest is the caesura caused by the implosion in 1989 of an entire political and cultural system - the German Democratic Republic. Students will analyse a number of texts from a variety of literary genres, situating them in their economic, historical and political contexts. The module will examine how the post-war division of Europe, the Cold War, and the unification in 1990 of East and West are reflected in literary form.	Essay	Deirdre Byrnes German

MIC 501	Contemporary Literary Genres	10	What makes some genres more popular than others? This module will examine changing trends in contemporary popular genres such as Detective Fiction, Holocaust Literature, Travel writing, Fan fiction, Chick Lit, and will discuss reasons for the emergence of new genres in the context of social, cultural and technological changes.	Essay	Michael Shields German
MIC 503	Self-referentiality in postmodern media	10	This course addresses a typical postmodern phenomenon. It compares and analyses how media reflect upon other media, e.g. how the medium book is represented in films or paintings. Works which reflect upon their own medium are a special case in this context.	Essay	Hans-Walter Schmidt- Hannisa German
MIC 504	The Art of Reading	10	This module provides an introduction to recent canon debates in world literature and to theoretical approaches to textual analysis in modern literary and cultural studies. Students will familiarise themselves with key concepts of interpretation, as they have developed within the last 50 years (poststructuralism, gender studies, postcolonialism, hermeneutics, New Historicism, etc.). The course also covers research methodologies and skills in reviewing literary texts and films.	Written Exam	Tina Pusse German
†SG510	Grammar of Old & Middle Irish I	10	The module will in the first instance provide an introduction to the language of the Old Irish period (ca. 600-900). The core text here is: E.G. Quin, Old-Irish Workbook (Dublin: Royal Irish Academy, 1975), supplemented with other materials which will be given out in the classes. Old Irish texts will also be read in class.	Written examination in Semester 2.	Máirín Ní Dhonechadha Old Irish
†SG511	Grammar of Old & Middle Irish II	10	This module, which is intended to be followed in parallel with SG510, will go into greater detail about the grammatical structure of the language. Selected themes may include the declension of the noun, the verbal system and the system of the pronouns, amongst others.	Written examination in Semester 2.	Graham Isaac Old Irish
SG512	Literary History 600-1200	20	The history of the extensive literary production in	Written examination	Máirín Ní Dhonechadha

			Ireland in the period 600-1200 will be surveyed in detail, illustrated by key texts of the period from various genres.	in Semester 2.	Old Irish
SG513	Readings in Medieval Irish	20	Old and Middle Irish texts will be read in the original, with detailed commentary on their linguistic and literary characteristics.	Written examination in Semester 2.	Máirín Ní Dhonnchadha Old Irish
SG514	History, Scholarship and Culture in Medieval Ireland	10	The module will look at the intellectual background to Old and Middle Irish literature, placing it in the context of the general scholarly and cultural world of early medieval Ireland.	Written examination in Semester 2.	Máirín Ní Dhonnchadha Old Irish
SG515	Comparative Linguistics	10	The grammar of Old Irish will be put into its proper comparative-historical context, with selected topics being examined in detail to show their Common Celtic and Indo-European background. Attention will be paid to the way Old Irish reflects Indo-European grammatical patterns, and how those patterns have been altered over time to give us the picture of Old Irish that we receive from the early medieval sources.	Written examination in Semester 2.	Máirín Ní Dhonnchadha Old Irish
†MV508	Old and Middle Welsh	10	The module will introduce the student to medieval Welsh language and literature through readings of selected texts in the original and study of the grammar of medieval Welsh. No knowledge of Welsh of any period is required or assumed.	Continuous assessment in Semester 2.	Graham Isaac Old Irish
†SG221	Medieval Irish Language I	5	The modules will in the first instance provide an introduction to the language of the Old Irish period (ca. 600-900). The core text here is: E.G. Quin, Old-Irish Workbook (Dublin: Royal Irish Academy, 1975), supplemented with other materials which will be given out in the classes. Old Irish texts will also be read in class.	Continuous assessment in Semester 1.	Graham Isaac Old Irish
†SG222	Medieval Irish Language II	5	The modules will in the first instance provide an introduction to the language of the Old Irish period (ca. 600-900). The core text here is: E.G. Quin, Old-Irish Workbook (Dublin: Royal Irish Academy, 1975), supplemented with other materials which will be given out in the classes. Old Irish texts will also be read in class. Medieval Irish I is a prerequisite for Medieval Irish II.	Continuous assessment in Semester 2.	Old Irish
†SG317	Medieval Irish Language III	5	These modules (Medieval Irish Language III and IV) will deepen and extend the knowledge of Old	Continuous assessment in	Graham Isaac Old Irish

			Irish that will have been gained by students who have taken Medieval Irish Language I and II. The modules will provide the students with the experience to deal with Old Irish language in many of the texts that have come down to us from that period.	Semester 1.	
†SG319	Medieval Irish Language IV	5	These modules (Medieval Irish Language III and IV) will deepen and extend the knowledge of Old Irish that will have been gained by students who have taken Medieval Irish Language I and II. The modules will provide the students with the experience to deal with Old Irish language in many of the texts that have come down to us from that period.	Written examination in Semester 2.	Graham Isaac Old Irish
†NG523	Teanga na Nua-Ghaeilge	15	Is cúrsa riachtanach é seo a chabhráíonn leis an mac léinn barr feabhais a chur ar a c(h)uid eolais ar cheart na Gaeilge agus ar a scileanna scríbhneoireachta idir bhuncheapadóireacht agus aistriúchán.	Written and oral examination in Semester 2.	Gaeilge
NG526	Gnéithe de Phrós an 20ú hAois	10	Pléifear an forás a tháinig ar phrós na Gaeilge in imeacht an 20ú haois idir litríocht chruthaitheach agus litríocht dhioscúrsúil. Déanfar mionphlé ar shaothar údar ar leith.	Continuous assessment in Semester 1 & 2.	Gaeilge
NG527	Gnéithe d'fhillíocht an 20ú hAois	10	Pléifear fás na nuafhillíochta ó thús an fichiú haois agus díreofar go mion ar shaothar filí ar leith in imeacht na tréimhse.	Continuous assessment in Semester 1 & 2.	Gaeilge
NG525	Irisí agus nuachtáin na Nua-Ghaeilge	10	Déanfar staidéar sa chúrsa seo ar stair na n-irisí agus na nuachtán Gaeilge ó thús na hAthbheochana go dtí an lá atá inniu ann, ag díriú ach go háirithe ar na cinn is mó a d'imir tionchar ar chinníúint na Gaeilge. Breathnófar fosta ar stair na colúnaíochta Gaeilge sna nuachtáin logánta agus náisiúnta Bhéarla sa tréimhse chéanna.	Continuous assessment in Semester 1 & 2.	Gaeilge
NG528	Gnéithe den tSochtheangeolaíocht	10	Modúl ina dtugtar léargas don mhac léinn ar theoiric agus ar chleachtas na sochtheangeolaíochta, in Éirinn agus go hidirnáisiúnta. Scrúdaítear feacht teanga, pleanáil teanga, dátheangachas, débheascna agus ilteangachas, agus an gaol idir teanga agus cumhacht. Chomh maith le plé ar an nGaeilge, déantar staidéar ar theagmháil teangacha eile (An Bhreatain Bheag, Alba, An Chatalóin, Ceanada, An	Continuous assessment in Semester 1 & 2.	Gaeilge

			Nua-Shéalainn, An Bheilg). Tugtar oiliúint i modheolaíochtaí taighde do shochtheangeolaíocht na Gaeilge chomh maith.		
NG505	Prós na Gaeilge	10	Tabharfar léargas ar an éagsúlacht mhór ábhair agus stíle atá sna saothair phróis a scríobhadh sa tréimhse seo agus déanfar mionstaidéar ar cheann amháin acu.	Continuous assessment in Semester 1 & 2.	Gaeilge
NG507	Litríocht an 17ú hAois	10	Léireofar cé mar a chuaigh na hathruithe móra i saol na hÉireann sa 17ú haois i bhfeidhm ar litríocht na Gaeilge agus lucht a saothraithe idir fhilí agus scríbhneoirí próis.	Continuous assessment in Semester 1 & 2.	Gaeilge
NG508	Litríocht an 18ú haois	10	Déanfar scagadh ar shaothrú na litríochta sa dá cheantar ba mhó tábhacht san ochtú haois deag, Cúige Mumhan agus Oiriaila. Ina theannta sin scrúdófar an spéis a bhí á léiriú ag lucht an chinsil i saíocht na Gaeilge i mblianta deireanacha na haoise.	Continuous assessment in Semester 1 & 2.	Gaeilge
NG513	Stair Léann an Bhéaloidis	10	Pléifear teacht chun cinn léann an bhéaloidis agus na príomhfhorbairtí a tharla sa disciplín i gcaitheamh an 19ú agus an 20ú haois; díreofar ach go háirithe ar scéalta iontais.	Continuous assessment in Semester 1 & 2.	Gaeilge
NG518	An Chanúineolaíocht agus Staidéar ar aon Chanúint Amháin	10	Sa chúrsa seo rianaítear stair na gcanúintí Gaeilge in Éirinn agus déantar anailís ar na príomhchanúintí. Roghnaítear aon chanúint amháin freisin le mionstaidéar a dhéanamh uirthi.	Continuous assessment in Semester 1 & 2.	Gaeilge
NG522	Scríobhaithe agus Lámhscríbhinní na Nua-Ghaeilge	10	Scrúdófar saothar na scríobhaithe a bhí i mbun cúrsaí lámhscríbhneoireachta idir an 13ú haois agus an 19ú haois agus cuirfear ar chumas an iarchéimí lámhscríbhinní de chuid na tréimhse seo a léamh.	Continuous assessment in Semester 1 & 2.	Gaeilge
NG529	Ainmeolaíocht na Gaeilge	10	Scrúdófar bunús, forbairt agus struchtúr an ollchorpais ainmneacha sa Ghaeilge, idir ainmneacha pearsanta, sloinnte agus logainmneacha. Féachfar go háirithe ar thorthaí an taighde atá déanta ag scoláirí sa réimse léinn seo. Déanfar iniúchadh níos mine sa chúrsa seo ar gach gné den ábhar ná mar a dhéantar sa chúrsa fochéime den teideal céanna (NG 339).	Continuous assessment in Semester 1 & 2.	Gaeilge
NG531	Reachtaíocht Teanga agus an Ghaeilge	10	Tugtar léargas don mhac léinn ar chomhthéacs na reachtaíochta teanga go hidirnáisiúnta agus ar fhorbairt na reachtaíochta teanga in	Continuous assessment in Semester 1 & 2.	Gaeilge

			Éirinn. Pléitear Acht na dTeangacha Oifigiúla 2003 go mion agus a tábhacht i dtaca leis an bpleanáil teanga. Iarrtar ar na mic léinn na dúshláin a bhaineann le feidhmiú reachtaíochta teanga a aithint agus bearta a mholadh chun na dúshláin sin a shárú.		
NG541	Cultur & Coilineachas: An Coilineachas agus Domhan na Gaeilge	10	Déanfaidh an cúrsa seo iniúchadh ar dhearcadh phobal na Gaeilge in Éirinn ar an gconcas mar fheictear é sa litríocht ón 17ú haois i leith. Léifear agus pléifear trí mhodh seimineáir saothair i dtréimhsí mar seo thíos: Seathrún Céitinn agus filíocht an 17ú haois; filí éagsúla ón 18ú agus 19ú haois; scríbhinní mhuintir an Náisiúin; Athbheochan dheireadh an 19ú agus thús an 20ú haois. Ina theannta sin, déanfar iniúchadh ar imeachtaí cultúrtha agus teanga san aois seo in Éirinn faoi sholas na díospóireachta faoin meon iarchoilfneach.	Each course is examined by an end-of-semester examination and/or essay. Course marks may also be awarded for assignments done during the semester. The combined course marks comprise 60% of the overall mark for the degree.	Gaeilge Semester 2
PT801	Teoiricí Teangeolaíochta don Phleanáil Teanga	10	<p>Tabharfar eolas do na mic léinn:</p> <ul style="list-style-type: none"> • Ar na sainréimsí anailíse/acadúla a bhaineann leis an teangeolaíocht. • Ar na próisis sealbhaithe a bhaineann le fóineolaíocht, deilbhíocht, comhréir gus séimeantaic teanga. • Ar na cúinsí a bhaineann le réim, caighdeán, canúint agus saothrú teangacha. • Ar na próisis teagmhála idir teangacha. • Ar an struchtúr inmheánach a bhaineann le teangacha mionlaithe • Ar phaiteolaíocht teanga: críólú teanga, srl. • Ar ghnéithe de chanúileolaíocht agus de theangeolaíocht na Gaeilge <p><u>Torthaí Foghlama:</u> Ar chríochnú an mhodúil seo beidh léargas ag na mic léinn</p> <ul style="list-style-type: none"> • Ar bhuntuisicintí éagsúla teangeolaíochta. • Ar ar gcaoi le hanailís a dhéanamh ar struchtúr teanga. • Ar na comharthaí sóirt ar theanga atá i dteagmháil le teanga níos uiléaláithrí. • Ar theangeolaíocht na Gaeilge. 	Aiste chomh maith le tionscnaimh fhóneolaíochta. Caithfidh mic léinn PhD tuairisc mhachnamhach a scríobh freisin.	Conchúr Ó Giollagáin Pleanáil Teanga An Cheathrú Rua

			<p>Ar chríochnú an mhodúil seo beidh an mac léinn in ann anailís a dhéanamh:</p> <ul style="list-style-type: none"> • Ar an gcaoi a ndéantar saothrú ar theanga i gcomhthéacsanna éagsúla. • Ar an mbaint atá ag an bpleanáil teanga le réimsí eile de chuid na teangeolaíochta. • Ar an gceangal idir léargais teangeolaíochta agus cúinsí anailíse teanga don phleanáil teanga. 		
PT802	An Anailís Sochtheangeolaíochta	10	<p>Tabharfar eolas do na mic léinn:</p> <ul style="list-style-type: none"> • Ar an gcuidreamh socheolaíoch idir pobal agus a theanga(cha). • Ar na teoiricí sochtheangeolaíochta a bhaineann le seachadadh agus buanú teanga i bpobal. • Ar na codarsnachtaí sóisialta idir sealbhú agus seachadadh teanga • Ar na cúinsí socheacnamaíochta agus soch-chultúrtha a threisiónn agus a lagaíonn teanga i bpobal. • Ar an teoiric a shainmhíonn an caidreamh idir pobal teanga agus an córas stáit • Ar an anailís geoitheangeolaíochta agus ar déimeagrafaíocht teanga mar ghné den tsochtheangeolaíocht <p><u>Torthaí Foghlama:</u> Ar chríochnú an mhodúil seo beidh léargas ag na mic léinn</p> <ul style="list-style-type: none"> • Ar na teoiricí sochtheangeolaíochta a bhaineann le seachadadh, sealbhú agus buanú teanga i bpobal. • Ar an gcaoi a fheidhmíonn an aonteangachas, an dátheangachas agus an ilteangachas i gcineálacha éagsúla pobail. • Ar na acmhainní cuí anailíse le laincísí nó rathúnas teangeolaíoch a shainiú igcineálacha éagsúla pobail. <p>Ar chríochnú an mhodúil seo beidh an mac léinn in ann anailís a dhéanamh:</p> <ul style="list-style-type: none"> • Ar an gcaoi a múnlaíonn na cúinsí 	<p>Aiste chomh maith le cur i láthair ar thionscnamh taighde. Caithfidh mic léinn PhD tuairisc mhachnamhach a scríobh freisin.</p>	<p>Conchúr Ó Giollagáin Pleanáil Teanga An Cheathrú Rua</p>

			<p>socheacnamaíochta agus soch-chultúrtha na nósmhaireachtaí agus na dinimicí teanga atá á bhfeidhmiú i bpobal.</p> <ul style="list-style-type: none"> • Ar an imreas sóisialta agus polaitiúil idir mion- agus mórfhobal teanga • Ar na cúinsí éagsúla socheacnamaíochta agus polaitiúla a rialaíonn meath, tréigean agus díothú teanga(cha) 		
PT803	An Phleanáil Teanga mar Phróiseas	10	<p>Tabharfar eolas do na mic léinn:</p> <ul style="list-style-type: none"> • Ar an bpleanáil mar choincheap agus mar phróiseas. • Ar na gnéithe éagsúla den phleanáil a imríonn tionchar ar theanga(cha) an phobail. • Ar na gníomhaíochtaí feidhmiúla atá i gceist le pleanáil teanga, na cuspóirí atá ag na gníomhaíochtaí sin agus an comhtháthú gur gá a dhéanamh orthu. • Ar thábhacht na taighde gníomhaigh mar chuid den phleanáil teanga. • Ar an gceangal idir pleanáil, taighde agus anailís. <p><u>Torthaí Foghlama:</u> Ar chríochnú an mhodúil seo beidh léargas ag na mic léinn</p> <ul style="list-style-type: none"> • Ar na próisis éagsúla a bhaineann leis an bpleanáil teanga. • Ar an bpleanáil teanga mar choincheap comhtháite. • Ar an gceangal atá idir an phleanáil teanga agus na próisis phleanála i réimsí eile. <p>Ar chríochnú an mhodúil seo beidh an mac léinn ábalta:</p> <ul style="list-style-type: none"> • Idirdealú a dhéanamh idir na cuspóirí, na haidhmeanna agus an mhianaidhm straitéiseach a bhaineann le gníomhaíochtaí éagsúla pleanála teanga. • Idirdealú a dhéanamh idir dhearcadh pobal i leith teanga agus na cúinsí feidhmiúla a théann i bhfeidhm ar iompar 	Aiste. Caithfidh mic léinn PhD tuairisc mhachnamhach a scríobh freisin.	Conchúr Ó Giollagáin Pleanáil Teanga An Cheathrú Rua

			<p>teanga i bpobal.</p> <ul style="list-style-type: none"> Anailís a dhéanamh ar castacht na gcúinsí teanga a bhaineann leis an gcomhthéacs ina bhfuil sé/sí ag feidhmiú. 		
PT805	Polasaí agus Pleanáil don Ghaeilge	5	<p>Tabharfar eolas do na mic léinn:</p> <ul style="list-style-type: none"> Léargas a thabhairt ar stair na Gaeilge agus ar phleanáil teanga don Ghaeilge. Tuiscint a thabhairt ar stádas reachtúil agus dlíthiúil na Gaeilge. Tuiscint a thabhairt ar phleanáil teanga mar phróiseas agus ar staid reatha na pleanáil teanga in Éirinn. Léargas a thabhairt ar stair theagasc na Gaeilge sa chóras oideachais. Léargas a thabhairt ar an nGaeilge mar mheán ón naíoscolaíocht go hoideachas Gaeltachta. Léargas a thabhairt ar an bpleanáil teanga sa chomhthéacs domhanda. <p><u>Torthaí Foghlama:</u> Ar chríochnú an mhodúil seo beidh tuiscint ag na mic léinn:</p> <ul style="list-style-type: none"> Ar stair na Gaeilge, ar pholasaithe agus ar phleanáil teanga don Ghaeilge. Ar stádas reachtúil agus dlíthiúil na Gaeilge ó 1922 go dáta. Ar ról na Gaeilge i ngach gné den oideachas. <p>Ar chríochnú an mhodúil seo beidh an mac léinn in ann anailís a dhéanamh</p> <ul style="list-style-type: none"> Ar an bpleanáil teanga mar phróiseas in Éirinn. Ar staid reatha na Gaeilge sna Gaeltachtaí. Ar na hinstiúidí agus ar na heagraíochtaí teanga a fheidhmíonn in Éirinn. 	Aiste. Caithfidh mic léinn PhD tuairisc mhachnamhach a scríobh freisin.	Conchúr Ó Giollagáin Pleanáil Teanga An Cheathrú Rua
PT806	An Fhorbairt Pobail	10	<p>Tabharfar eolas do na mic léinn:</p> <ul style="list-style-type: none"> Ar na teoiricí agus spriocanna a bhaineann leis an bhforbairt pobail. Ar na gnéithe éagsúla den fhorbairt pobail 	Aiste chomh maith le cur i láthair ar thionscnamh taighde. Caithfidh mic léinn	Conchúr Ó Giollagáin Pleanáil Teanga An Cheathrú Rua

			<p>agus an bhaint atá acu le cinniúint pobal teanga.</p> <ul style="list-style-type: none"> • Ar an anailís shocheacnamaíochta is bunús leis an bhforbairt pobail. • Ar straitéisí forbartha pobail agus ar an gcaoi a bhfeileann siad pobail éagsúla. • Ar an aigneolaíocht pobail ina cuid comhthéacsanna éagsúla sóisialta. • Córais fheidhmiúcháin na forbartha pobail. • An fhorbairt pobail sa Ghaeltacht. <p><u>Torthaí Foghlama:</u> Ar chríochnú an mhodúil seo beidh léargas ag na mic léinn:</p> <ul style="list-style-type: none"> • Ar na gnéithe sóisialta, cultúrtha agus eacnamúil den fhorbairt pobail. • Ar na straitéisí forbartha do phobal teanga. • Ar an bhforbairt pobail mar straitéis fhorásach do phobail imeallacha. • Ar stair fhorás na gComharchumann. <p>Ar chríochnú an mhodúil seo beidh an mac léinn in ann anailís a dhéanamh:</p> <ul style="list-style-type: none"> • Ar riachtanais fhorbartha don Ghaeltacht. • Ar riachtanais fhorbartha do phobal traslimistéarach lena n-áirítear pobal na Gaeilge. • Ar an gcomhthéacs polaitiúil agus feidhmiúcháin ina dtugtar faoin bhforbairt pobail. 	PhD tuairisc mhachnamhach a scríobh freisin.	
PT807	Teoiricí Eagraíochta	5	<p>Tabharfar eolas do na mic léinn:</p> <ul style="list-style-type: none"> • Ar na teoiricí a bhaineann le struchtúr, le bunú agus le forás eagraíochta. • Ar éifeacht struchtúr earnála. • Ar chur i bhfeidhm tograí comhoibritheacha idir institiúidí éagsúla. • Ar an anailís theoiriciúil a bhaineann le hiompraíocht agus forbairt <p><u>Torthaí Foghlama:</u> Ar chríochnú an mhodúil seo beidh tuiscint ag na mic léinn</p> <ul style="list-style-type: none"> • Ar na teoiricí a bhaineann le bunú agus 	Aiste. Caithfidh mic léinn PhD tuairisc mhachnamhach a scríobh freisin.	Conchúr Ó Giollagáin Pleanáil Teanga An Cheathrú Rua

			<p>forás eagraíochta.</p> <ul style="list-style-type: none"> • Ar theoiricí feidhmiú eagraíochta agus ar theoiricí nósmaireachtaí iompair in eagraíochtaí. • Ar na teoiricí is bunús leis an deachleachtas eagraíochta. • Ar na caidrimh idir eagraíochta a chuireann le héifeacht earnála 		
PT808	An Dioscúrsa Teanga	5	<p>Tabharfar eolas do na mic léinn:</p> <ul style="list-style-type: none"> • Ar na réimsí éagsúla den dioscúrsa teanga ina chomhthéacs náisiúnta agus idirnáisiúnta. • Ar na bagairtí don oidhreacht theangeolaíoch dhomhanda. • Ar chás na Gaeilge i bhfianaise staid theangeolaíoch an domhain chomhaimseartha. • Ar chúinsí shoch-chultúrtha an ilteangachais. • Ar chomparáidí idir cinniúint na hilghnéitheachta bitheolaíochta agus dioscúrsa na hilghnéitheachta teanga • Ar na cúinsí polaitiúla, sóisialta agus eacnamúil a bhaineann le bás teangacha • Ar na himpleachtaí do chinniúint theangeolaíoch pobail san imobriú sochpholaitiúil idir tuiscintí eitniúlachta agus an fhéiniúlacht náisiúnta. • Ar an gceangal idir nósmaireachtaí tráchtála agus eacnamaíochta agus an ilghnéitheacht chultúrtha. <p><u>Torthaí Foghlama:</u> Ar chríochnú an mhodúil seo beidh tuiscint ag na mic léinn:</p> <ul style="list-style-type: none"> • Ar ghnéithe éagsúla d'oidhreacht theangeolaíoch an domhain. • Ar dhioscúrsa na hilghnéitheachta ina réimsí bitheolaíochta agus teangeolaíochta. • Ar na comhtharthaí sóirt a bhaineann le 	Aiste chomh maith le cur i láthair ar thionscnamh taighde. Caithfidh mic léinn PhD tuairisc mhachnamhach a scríobh freisin.	Conchúr Ó Giollagáin Pleanáil Teanga An Cheathrú Rua

			<p>bás teangacha.</p> <ul style="list-style-type: none"> • Ar dhioscúrsa na heitniúlachta agus na náisiúntachta mar a bhaineann sé le gnéithe éagsúla den oidhreacht theangeolaíoch. <p>Ar chríochnú an mhodúil seo beidh an mac léinn in ann anailís a dhéanamh:</p> <ul style="list-style-type: none"> • Ar chúinsí sochtheangeolaíocha na Gaeilge le hais chinniúint teangacha eile. • Ar an mbaint atá ag an iarnua-aoiseachas le staid theangeolaíoch an domhain chomhaimseartha. 		
TT101	Teoiricí maidir le hInsealbhú agus Próiseas Foghlaim Teanga	10	<p>Sa mhodúl seo tabharfar tuiscint do na mic léinn: ar an gcaoi a shealbhaíonn foghlaimeoirí an chéad agus an dara teanga; ar an bpróiseas foghlama teanga; ar na straitéisí foghlama teanga; ar thimpeallacht teanga an fhoghlaim; ar an dátheangachas agus ar an ilteangachas agus na buntáistí oideachasúla a bhaineanna leo; ar an dátheangachas mar mhúnla oideachais Gaelscolaíochta agus Gaeltachta. ar an dátheangachas i dteagasc agus i bhfoghlaim teangacha san Eoraip, CLIL.</p> <p><u>Torthaí Foghlama:</u> Beidh tuiscint ag na mic léinn: ar an gcaoi a shealbhaítear an chéad teanga; ar na difríochtaí i sealbhú na chéad agus an dara teanga; ar an bpróiseas foghlama teanga; ar Straitéisí Foghlama Teanga; ar an dátheangachas agus an t-ilteangachas agus buntáistí oideachasúla; ar na forbairtí nua i bhfoghlaim agus i dteagasc teangacha (m.sh. Punann na dTeangacha Eorpacha/ Comhfhrama Tagartha Eorpach do Theangacha); ar chur chuige an dátheangachais agus an ilteangachais agus modhanna CLIL san Eoraip; ar an teagasc dátheangach agus ilteangach (m.sh. CLIL) san Eoraip</p>	Aiste. Caithfidh mic léinn PhD tuairisc mhachnamhach a scríobh freisin.	Peadar Mac Muiris Oideachas An Cheathrú Rua
TT102	Modheolaíochtaí Teagasc Teanga	10	<p>Sa mhodúl seo tabharfar tuiscint do na mic léinn: ar na teoiricí a bhaineann le teagasc agus le</p>	Aiste agus Cur i láthair. Caithfidh mic léinn	Peadar Mac Muiris Oideachas

			<p>foghlaim teanga a thabhairt; léargas a thabhairt ar chur chuige machnamhach i leith an teagaisc agus na foghlama; ar chur chuige teagaisc agus foghlama a spreagann na mic léinn le bheith ina bhfoghlaimoirí neamhspleácha, criticiúla; ar théacsanna dílse agus an foghlaimoir neamhspleách; An foghlaimoir comhoibritheach agus foghlaim / forbairt na teanga tríd tascanna agus tionscnaím; Sárchleachtas a chothú, aiseolas agus measúnú ar chur chuige an mhúinteora.</p> <p><u>Torthaí Foghlama:</u></p> <ul style="list-style-type: none"> ○ Beidh tuiscint ag na mic léinn ar na teoiricí a bhaineann le teagasc agus le foghlaim teanga. ○ Beidh tuiscint acu ar an gcur chuige machnamhach agus ar an gcaoi le forbairt a dhéanamh ar theagasc sainscileanna cumarsáide. ○ Beidh siad in ann raon cur chuige a úsáid i dteagasc agus i bhfoghlaim na Gaeilge. ○ Beidh siad in ann freagracht, féinriar agus neamhspleáchas an fhoghlaimora a chothú. ○ Beidh siad in ann téacsanna dílse agus tascanna agus tionscnaimh a chruthú don fhoghlaimoir neamhspleách agus comhoibritheach. ○ Beidh siad in ann dea-chleachtas a chothú agus a spreagadh agus athbhreithniú a dhéanamh ar éifeacht a scileanna múinteoireachta féin. 	PhD tuairisc mhachnamhach a scríobh freisin.	An Cheathrú Rua
TT116	Oiliúint Phraiticiúil sa Seomra Ranga	10	Sa mhodúl seo tabharfar tuiscint do na mic léinn: ar an gcaoi le meon dearfach agus féinmhuinín i leith na teanga a chothú; ar an gcaoi le téacsanna agus ábhair dhílse a roghnú; ar an gcaoi le háiseanna teagaisc agus foghlama a fhorbairt atá oiriúnach do chaighdeán, do dhifriúlacht agus do raon inspéise na bhfoghlaimoirí; ar an gcaoi le dinimic a bhaineann le hobair ghrúpa a thuiscint; ar dhearadh agus ar sheachadadh Éifeachtach agus nuálach ábhair theagaisc; ar an gcaoi le húsáid a bhaint as gníomhaíochtaí, cluichí srl. leis na scileanna teanga ar fad a chur in úsáid; tabharfar	Aiste. Caithfidh mic léinn PhD tuairisc mhachnamhach a scríobh freisin.	Peadar Mac Muiris Oideachas An Cheathrú Rua

			<p>léargas ar chur chuigí teagaisc teanga oiriúnacha i scoileanna na Gaeltachta agus i scoileanna lánGhaeilge: ar an gcaoi le portfóilió teagaisc a ullmhú.</p> <p><u>Torthaí Foghlama:</u> Beidh tuiscint ag na mic léinn: ar an gcaoi le cur chuige shamhlaíoch, nuálach agus spreagthach a chur i gcrích; ar an gcaoi le hábhar dílis a roghnú agus a fhorbairt; ar an gcaoi le gníomhaíochtaí agus fíorchumarsáid a chur i bhfeidhm; ar an gcaoi le straitéisí a fhorbairt do dhaltáí na Gaeltachta/scoileanna lán-Ghaeilge; ar an gcaoi le Portfóilió Teagaisc a ullmhú.</p>		
TT106	Éagsúlacht agus Riachtanais na Foghlama/ Measúnú.	10	<p>Sa mhodúl seo tabharfar; tuiscint do na mic léinn ar theoiricí, spriocanna agus ar chuspóirí foghlama; léargas ar leibhéal agus ar chineálacha éagsúla cumais; léargas ar riachtanais na bhfoghlaimoirí i suímh oideachais éagsúla i.e. Gaelscoileanna/ Gaeltacht; léargas ar mhodheolaíochtaí éagsúla measúnaithe; tuiscint ar fhadhbanna agus ar dheacrachtaí i bhfoghlaim agus i dteagasc teangacha; tuiscint ar chórais inspreagtha i bhforbairt teanga foghlaimoirí; eolas maidir le straitéisí foghlama a fhorbairt agus breathnú ar mhodhanna le deacrachtaí a shárú; léargas ar an gcóras tacaíochta foghlama agus acmhainn sna bunscoileanna agus sna hiar-bhunscoileanna; tuiscint ar an gcaoi le measúnú a dhéanamh.</p> <p><u>Torthaí Foghlama:</u> Ar chríochnú an mhodúil seo beidh tuiscint ag na mic léinn:</p> <ul style="list-style-type: none"> ○ Ar an gcaoi le spriocanna agus cuspóirí foghlama a leagan amach. ○ Ar na leibhéil agus cineálacha éagsúla cumais agus ar riachtanais na bhfoghlaimoirí i suímh oideachais éagsúla (Gaelscoileanna/Gaeltachta) ○ Ar mhodheolaíochtaí éagsúla measúnaithe. ○ Ar an gcaoi le deacrachtaí foghlama a shárú. ○ Ar chóras inspreagtha a cruthú sa seomra forbartha Gaeilge 	Aiste. Caithfidh mic léinn PhD tuairisc mhachnamhach a scríobh freisin.	Peadar Mac Muiris Oideachas An Cheathrú Rua

			<ul style="list-style-type: none"> ○ Ar an gcóras tacaíochta foghlama sna bunscoileanna agus sna hiar-bhunscoileanna. ○ Ar an gcaoi le straitéisí foghlama a fhorbairt agus a chur i gcrích. ○ Ar an gcaoi le measúnú, athbhreithniú agus taifead a dhéanamh ar na ceithre scil teanga agus ar chumas labhartha sa sprioctheanga. ○ Ar thionchar an chórais mheasúnaithe ar an gcur chuige teagaisc, ar ról an mheasúnóra sa mheasúnú. 		
TT117	Teicneolaíocht Faisnéise i dTeagasc Teangacha	5	<p>Sa mhodúl seo tabharfar tuiscint do na mic léinn ar: an TFC mar áis teagaisc agus foghlama teanga; bunscoileanna TFC; úsáid éifeachtach a bhaint as pacáistí fuaimne agus físe i gcomhtháthú na scoileanna teanga; íomhánna digiteacha a úsáid i bhforbairt na teanga labhartha; suíomh idirlín a dhearadh ag comhtháthú na gceithre scil teanga; gníomhaíochtaí praiticiúla/scileanna cur i láthair ag úsáid áiseanna éagsúla; léargas agus measúnú ar acmhainní oideachais ar an idirlíon, áiseanna tacaíochta don Ghaeilge ar an idirlíon.</p> <p><u>Torthaí Foghlama:</u> Beidh na mic léinn in ann: tuiscint a fháil ar an TFC mar áis teagaisc agus foghlama teanga; tuiscint a fháil ar bhunphacáistí ríomhaireachta: pacáistí fuaimne agus físe a úsáid i gcomhtháthú na scoileanna teanga sa seomra ranga; íomhánna digiteacha a úsáid i bhforbairt na teanga labhartha; dearadh suíomh idirlín a úsáid sa seomra ranga leis na scoileanna teanga a chomhtháthú: gníomhaíochtaí praiticiúla/scileanna cur i láthair a fhorbairt ag úsáid áiseanna éagsúla; measúnú a dhéanamh ar acmhainní teagaisc ar an idirlíon, áiseanna tacaíochta don Ghaeilge san áireamh.</p>	Aiste agus cur i láthair. Caithfidh mic léinn PhD tuairisc mhachnamhach a scríobh freisin.	Peadar Mac Muiris Oideachas An Cheathrú Rua
TT118	Polasáí agus Pleanáil don Ghaeilge sa Scoil	5	Sa mhodúl seo tabharfar tuiscint do na mic léinn: ar stádas reachtúil agus dlíthiúil na Gaeilge ó 1922 go dáta; ar phleanáil teanga mar phróiseas agus ar staid reatha na pleanála teanga in Éirinn; ar an	Aiste. Caithfidh mic léinn PhD tuairisc mhachnamhach a scríobh freisin.	Peadar Mac Muiris Oideachas An Cheathrú Rua

			chaoi le polasáí Gaeilge iomlán scoile a fhorbairt; ar churaclam Ghaeilge an chéad agus an dara leibhéal sa chóras oideachais; ar an gcaoi le siollabais Ghaeilge a phleanáil do gach bliain sa scoil; ar an phleanáil iomlán scoile don mheasúnú foirmitheach agus suimitheach; ar léargas a thabhairt ar an bpleanáil teanga sa chomhthéacs domhanda		
TT115	An Ghaeilge Bheo sa Seomra Foghlamtha	5	<p><u>Torthaí na Foghlama:</u> Ar chríochnú an mhodúil seo beidh tuiscint ag na mic léinn :</p> <ul style="list-style-type: none"> ○ Ar thábhacht na n-iléirimí i bhforbairt na hinniúlachta cumarsáidí. ○ Ar thábhacht chomhthathaithe na scileanna teanga i bhforbairt an chainteora neamhspleách. ○ Ar úsáid na drámaíochta i bhforbairt na hinniúlachta cumarsáidí. ○ Ar thábhacht forbartha na scileanna smaointeoireachta, fadhb-fhuascailte srl. don chainteoir neamhspleách. ○ Ar ghairm agus ar ról an mhúinteora mar éascitheoir forbartha agus saibhrithe na Gaeilge sa seomra foghlamtha, sa scoil agus sa phobal. 	Aiste. Caithfidh mic léinn PhD tuairisc mhachnamhach a scríobh freisin.	Peadar Mac Muiris Oideachas An Cheathrú Rua
SN835	Teicneolaíocht an Aistriúcháin II	5	<p>Aistriúchán ag ríomhaire (MT) agus aistriúchán ríomhchuidithe (MAT) a bheas i gceist leis an gcuid seo den chúrsa. Díreofar ar na fadhbanna praiticiúla a thagann i gceist sna réimsí seo. Breathnófar ar obair ionad éagsúl taighde. Beidh ar chumas na mac léinn:</p> <ul style="list-style-type: none"> ○ Bancanna téarmaí a úsáid gan stró ○ Na príomhláithreáin ábhartha ghréasáin a aimsiú agus a úsáid ○ Bunphrionsabail Córas Bainistithe Téarmaí a thuiscint ○ Breithiúnas measta a thabhairt ar roinnt córas ríomhchuidithe aistriúcháin 	Aistriúchán agus aiste. Caithfidh mic léinn PhD tuairisc mhachnamhach a scríobh freisin.	An Cheathrú Rua

SN837	An tAistriúchán Liteartha Comhaimseartha	5	Is í an aidhm atá ag an ngné seo den chúrsa tuiscint a thabhairt do mhic léinn ar theanga na litríochta ionas go mbeidh siad in ann teacht ar straitéisí chun léamh a dhéanamh ar bhuntéacsanna agus ar aistriúcháin. Déanfar iniúchadh ar réimse leathan téacsanna idir fhilíocht, ghearrscéalta, shleachta as úrscéalta, agus dhrámaí. Déanfar trácht faoi leith ar scéim aistriúcháin an Ghúim. Cuirfidh an cúrsa seo ar chumas na mac léinn stiúir agus smacht a bheith acu ar réimse eile teanga, agus is fearr a bheidh siad in ann dul i ngleic le réimse na teanga teicniúla freisin dá bharr.	Aistriúchán agus aiste. Caithfidh mic léinn PhD tuairisc mhachnamhach a scríobh freisin.	An Cheathrú Rua
SN840	An tAontas Eorpach/Cuairt Staidéir	5	Déanfar staidéar ar chúlra agus stair an Aontais Eorpaigh; scrúdófar an leagan amach a bhí agus atá ar institiúidí an Aontais, ar a bhfeidhm stairiúil agus reatha. Tabharfar aird ar leith ar na socruithe atá i bhfeidhm san Aontas i leith an ilteangachais, agus déanfar tagairt ar leith do na socruithe i leith na hateangaireachta. Scrúdófar freisin roinnt móreagraíochtaí idirnáisiúnta atá ag feidhmiú ar bhonn ilteangach; scrúdófar an chaoi a bhfeidhmíonn na heagraíochtaí sin ionas go mbeidh eolas maith ag na mic léinn ar phróisis agus nósanna imeachta na n-institiúidí atá i gceist ó thaobh an ilteangachais. <u>Torthaí Foghlama:</u> <ul style="list-style-type: none"> ○ Eolas grinn a bheith ag an mac léinn ar chúlra, stair agus forbairt an Aontais Eorpaigh, ón Eoraip ag deireadh an Dara Cogadh Domhanda go dtí Conradh Liospóin. ○ Eolas grinn a bheith ag an mac léinn ar leagan amach institiúideach an Aontais Eorpaigh. ○ Eolas grinn a bheith ag an mac léinn ar na socruithe i leith an ilteangachais in institiúidí an AE, go háirithe ó thaobh na hateangaireachta de. 	Aiste. Caithfidh mic léinn PhD tuairisc mhachnamhach a scríobh freisin.	Eoin Ó Droighneáin Aistriúchán agus Ateangaireacht An Cheathrú Rua
SN820	Bunreacht na hÉireann	5	Tabharfar léargas ar an bpróiseas aistriúcháin a bhain leis an leagan Gaeilge de Bhunreacht na	Aiste. Caithfidh mic léinn PhD tuairisc	An Cheathrú Rua

			hÉireann. Scrúdófar forbairt na téarmaíochta sa Bhunreacht i gcomhthéacs an aistriúcháin reachtaíochta agus dlí ó bhunú an Stáit. Scrúdófar cuid de na himpleachtaí dlí a bhaineann leis na neamhréireachtaí idir an leagan Béarla agus an leagan Gaeilge den Bhunreacht.	mhachnamhach a scríobh freisin.	
TI701	Conceptualising Environment, Society and Development	10	The introductory course aims to introduce students to key themes, concepts and problems in the areas pertinent to the programme as a whole. A central tenet of this work involves recognising the importance of context for any understanding of the relationship between 'environment' and 'development'. Students will thus learn about the structuring properties, validisations and geographies of capitalist economies, the right to resources, environmental justice, and forms of governance to allow them to engage with the programme in a creative, critical and relevant manner.	Continuous assessment (100%): 2 x 3000-word term papers or equivalent	John McDonagh/ Ulf Strohmayer Geography Semester 1, Tuesdays, 10.00 – 1.00
TI702	Geography and Geo-Graphing	10	The power of cartography in representing and framing boundaries, networks, socio-economic conditions and environment–society relations is long established. A critical examination of the multiple ways in which society is mapped (or literally geo-graphed) enables a key entry point into thinking through the complexities of the contemporary world and the contested nature of space and place. Contextualised by a broader critique of the history of cartography (in the service of empire, past and present), and new technological developments in Geographic Information Systems (GIS), this course will immerse students in a critical discussion of the politics of cartographic representation(s). Students will consider the ways in which such representations continue to produce restrictive and elitist discourses of environment-society relations and will assess the potential of critical cartography as a means by which such hegemonic discourses can be contested. The course will	Continuous assessment (100%): 2 x 3000-word term papers or equivalent	Kevin Lynch/Pat Collins Geography Semester 1, Wednesdays, 10.00-1.00

			conclude with an examination of counter-cartography, which will encourage students to consider alternative applications of mapping technology and the potency of geographical representation(s) in framing practices of resistance.		
TI703	Geopolitics and Security	10	Geopolitics is once again the 'lingua franca' of global power. Intimately interwoven with its resurgence is an acute sense of vulnerability to international terrorism that has prompted not only renewed forms of Western interventionism 'overseas' but also new forms of governmentality at 'home'. Using a broad range of contexts at multiple scales, this module sets out to explore the interconnections between geopolitical discourse and practices of securitization in our modern world. A particular focus on the US-led war on terrorism aims to critique the abstracted discursive production of geopolitical knowledge by examining the ubiquitous scriptings of insecurity, war and geopolitics in our contemporary moment. A broader key concern is to explore how neoliberal practices of intervention, war and reconstruction have long been based on the mobilization of prioritized geopolitical and geoeconomic discourses. Building on recent work in critical geopolitics, the module seeks to not only interrogate the basis, legitimization and operation of contemporary geopolitics, but also to proffer more humane and nuanced counter-geographies that insist on the spatiality and materiality of global space.	Continuous assessment (100%): 2 x 3000-word term papers or equivalent	John Morrissey Geography Semester 1, Thursdays, 10.00-1.00
TI460	Environment and Risk	10	'Environment and Risk' provides a critical consideration of the geographical relationships between nature, risk, social differentiation, and political economy. The course will interrogate the natures of contemporary (capitalist) political economy and the logics through which they are managed and conceived through focus on the confluence of risk based strategies for managing	Continuous assessment (100%): 2 x 3000-word term papers or equivalent.	Anna Stanley/ Frances Fahy Geography

			and understanding environment- society relationships, destruction of the material and ecological basis of life, and mounting number of people living precariously in ecologically precarious places and contaminated environments. This course promotes and pursues theoretically informed engagement with the practices and patterns of environmental management and change. Our interrogation of course themes will draw from Marxist and post structural engagements with nature and political economy including in particular theories of governmentality (Foucault 1975/6) and uneven development (Smith 1984).		
TI465	Managing Development	10	This module explores contemporary approaches to managing development with a particular focus on the ways in which development as a means of improving the livelihood of mankind becomes 'sustainable' in the widest sense. Building on the foundational material covered in Semester 1, this implies an understanding of how development is conceptualised and by whom, how it is 'operationalized' as a set of processes and strategies that seek to shape economic, social, political, and environmental policies and practices, how and under what conditions these are influenced and contested, and whose interests are ultimately represented. The management of development is necessarily multi-dimensional, involving a range of actors and institutions operating at a variety of levels from the international to the local, and reflecting issues of shifting significance depending on their manifestation at the macro or the micro scale. However, in a global sense, the dominant contemporary models for managing development come from the western world, which, when applied in a non-western context may produce outcomes that do not meet accepted sustainability criteria. The principle of participation by all stakeholders, but particularly by local populations and citizens,	Continuous assessment (100%): 2 x 3000-word term papers or equivalent.	Julie Hazelwood/Marie Mahon Geography

			is considered integral to successfully manage development in all contexts, and raises important associated questions around democracy and the promotion of civil society.		
TI470	Field-Based Learning	10	This course will enable students to synthesise theoretical and practical elements in a range of field-based and problem-solving contexts. In 2009-2010, the module will culminate in a trip to Bosnia and Herzegovina, where students will be working on the ground with the UNDP, OECD and European Commission for Bosnia.	Continuous assessment (100%): 2 x 3000-word term papers or equivalent	John Morrissey Geography Semester 2
HP846	Foundations of Health Promotion	10	<p>This module provides a theoretical background to the concepts and principles of Health Promotion as a foundation for policy and practice. The development of Health Promotion internationally is discussed and current approaches and strategies are examined. In particular, the module focuses on the key actions to promote health as outlined in the Ottawa Charter for Health Promotion (WHO, 1986) and subsequent WHO declarations and charters. Contemporary practice, policy, and research issues in Health Promotion are examined.</p> <p>Learning Outcomes:</p> <p>On completion of this module students will have an understanding of:</p> <ul style="list-style-type: none"> • Theoretical models that underpin health promotion • Competing discourses within health promotion • Core concepts, principles and values that underpin health promotion • The five action areas of the Ottawa Charter for Health Promotion (WHO, 1986) and their implications for practice and policy 	Written essay or paper and unseen examination paper	<p>12 weeks. Lectures and tutorials take place on Friday mornings, commencing on 24th September</p> <p>Professor Margaret Barry, Dr. Jane Sixsmith, Dr. Margaret Hodgins, Ms. Verna McKenna, Dr. Lisa Pursell, Dr. Claire Connolly</p>

			<ul style="list-style-type: none"> • The importance of the evidence base for health promotion • The ethical debates and dilemmas within health promotion 		
HP 832	Research Methods (Health Promotion)	10	<p>This module takes the students through the research process, from formulating research questions, identifying the preferred approach to testing them, developing the research tools, collecting data and analysing and critically interpreting the findings. The module provides a practical guide to the research process, covering the use of quantitative and qualitative approaches, and the evaluation techniques.</p> <p>Learning Outcomes:</p> <p>On completion of this module students will:</p> <ul style="list-style-type: none"> • Have an understanding of the research process • Appreciate the strengths and weaknesses of the different methodological processes • Be able to select the appropriate methodology for the issue at hand • Have an understanding of how and why population studies are undertaken • Have an understanding of basic data analysis techniques for both quantitative and qualitative data • Be able to critically review research articles • Be able to prepare a basic research protocol 	Continuous assessment	<p>12 weeks. Lectures and tutorials take place on Tuesday 9-11 and 2-4, commencing on 21st September</p> <p>Dr. Michal Molcho; Dr. Saoirse Nic Gabhainn; Dr. Lisa Pursell; Dr. Jane Sixsmith</p>

			<ul style="list-style-type: none"> • Have an understanding of evaluation research • Understand and be able to execute statistical techniques employing SPSS 		
HP847	Health Promotion Practice	10	<p>The overall aim of this module is to introduce students to the knowledge, principles and skills required for professional Health Promotion practice. The module is designed around the eight domains of health promotion drafted by the IUHPE (2008) from which flow core competencies for practice.</p> <p>The module also contains a practice placement for full-time students within which students have the opportunity to integrate their learning in the classroom in a practice situation. Fulltime students will undertake a supervised work placement, which will involve working in an appropriate agency under the supervision of an agency member of staff and a member of the course team. The purpose of the placement is to access opportunities to gain appropriate skills, knowledge and attitudes in health promotion practice.</p> <p>Placement involves:</p> <ul style="list-style-type: none"> - one day per week from October in Semester 1 (Monday) - two weeks block placement in Weeks 1 and 2 of Semester 2 - one day per week from Week 3 to Week 10 in Semester 2 (Monday) <p>Each student will be a member of a reflective practice group, which comprises 4/5 students and a member of staff acting as group facilitator. The group provides a safe space for the students to discuss their work in a reflective manner. It provides an opportunity to develop effective communication skills and to deepen her/his understanding of the links between health</p>	Continuous assessment and oral examination	<p>Tuesdays, 11-1 and 4-6. Work placement is one day per week (usually Mondays) including a 2 week block in January. Students make presentations about work placement during scheduled session in the last 2 Mondays of semester 2</p> <p>Dr. Claire Connolly, Dr. Jane Sixsmith</p>

			promotion practice and theory.		
HP848	Determinants of Health	10	<p>A determinant of health is defined as a factor or characteristic that brings about a change in health, either for better or worse. This module aims to introduce students to the biological, psychological and socio-environmental and cultural determinants of health and to demonstrate how these groups of determinants are highly interrelated.</p> <p>Learning Outcomes:</p> <p>On completion of this module students will understand:</p> <ul style="list-style-type: none"> • The main determinants of health within a bio-psychosocial model • The main health problems experienced by individuals, populations and social groups • The psychological and sociological concepts of health and ill-health • The inequalities in health and ways of addressing them • The environmental determinants of health such as housing, agriculture, water, transport, energy, occupation and the indoor environment • The inter relationship between groups of health determinants, at many different levels • The determinants approach to policy, theory and practice of Health Promotion 	A combination of a written assignment and unseen examination.	<p>12 weeks. Lectures and tutorials take place on Friday afternoons, commencing on 24th September</p> <p>Dr. Claire Connolly/Dr. Michal Molcho/Dr. Diarmuid O'Donovan/Dr. Lisa Pursell</p>
*	Promoting Healthy Behaviours	5	<p>This module introduces students to the relationship between lifestyle behaviours (specifically those related to diet, smoking and exercise) and health, in particular, the areas of heart disease, obesity, and cancer.</p> <p>The topics nutrition, alcohol intake and physical activity will be taught through the process of problem-based learning. This will involve group</p>	This module will be assessed by report writing and presentations.	<p>11 weeks. Sessions take place on Friday mornings (11-1) in Semester 2, commencing end of January</p> <p>Ms. Geraldine Nolan, Dr. Claire Connolly, Guest lecturers</p>

			<p>work and self-directed learning.</p> <p>Learning Outcomes:</p> <p>On completion of this module students will:</p> <ul style="list-style-type: none"> • Understand the relationship between nutrition, alcohol intake, and physical activity in the promotion of health and the prevention of disease • Be aware of policy developments in respect to nutrition, alcohol intake and physical activity. • Have an appreciation of effective interventions in healthy eating, alcohol intake, and physical activity promotion • Have knowledge of the application of the principles of health promotion to public health programmes to improve health. • Have knowledge of practical approaches to behaviour change 		
HP850	Promoting Mental Health and Social Well Being	5	<p>This module addresses the promotion of positive mental health, sexual health and the prevention of substance misuse. Current frameworks and models for practice, together with international and national policy and practice initiatives will be presented and reviewed. The effectiveness of health promotion interventions in these areas will be examined.</p> <p>Learning Outcomes:</p> <p>On completion of this module students will have:</p> <ul style="list-style-type: none"> • An understanding of the importance of positive mental health and social well-being to health promotion • An appreciation of the opportunities, challenges and barriers to promoting positive mental health and social well-being • An understanding of current strategies and initiatives for promoting mental health and 	Continuous assessment	<p>10 weeks. Lectures and tutorials take place on Tuesday mornings (9-11) in Semester 2, commencing end of January</p> <p>Dr. Saoirse Nic Gabhainn, Dr. Colette Kelly, Ms. Siobhan O'Higgins and Ms. Aleisha Clarke</p>

			<p>preventing substance misuse in different settings</p> <ul style="list-style-type: none"> • A critical understanding of the role of policy, both national and international in preventing substance misuse • An awareness and understanding of an evidence-based approach to promoting positive mental health and reducing risk behaviours. 		
HP852	Re-orienting Health Services	5	<p>This module explores the application of the settings approach to the health services, paying particular attention to primary care and hospitals. The key aspects of the settings approach will be reviewed and special challenges of health care settings explored. Students will learn about the current structure of the health services and present reforms. A framework for promoting health in health care settings will be applied to primary health care and to hospitals.</p> <p>Learning Outcomes:</p> <p>On completion of this module students will:</p> <ul style="list-style-type: none"> • have acquired an understanding of the application of the settings approach in the health services e.g. hospitals and primary care • be familiar with the international context for, and the work of, the health promoting hospital movement • be familiar with specific health promotion initiatives to promote health in health service settings • be able to critically appraise health promotion initiatives in health care settings 	Project on Health Promotion intervention in Health Service setting – oral presentation and written work	<p>10 weeks. Lectures and tutorials take place on Friday afternoons (2-4) in Semester 2, commencing end of January</p> <p>Dr. Margaret Hodgins / Dr. Claire Connolly</p>
	Supportive Environments for Health	5	<p>This module explores the application of the settings approach in workplaces and schools. The key aspects of the settings approach will be reviewed and the special challenges of each of</p>	This module will be assessed by written essay and project	<p>11 weeks. Lectures and tutorials take place on Friday mornings (9-11) in Semester 2, commencing</p>

			<p>these settings will be explored. Examples of initiatives in each setting will be examined, through which students will be encouraged to identify aspects of good health promotion practice, and in particular evidence-based practice and policy.</p> <p>Learning Outcomes:</p> <p>On completion of this module students will have:</p> <ul style="list-style-type: none"> • an understanding of the principles underlying the settings approach to health promotion • an awareness of the particular challenges for the application of the settings approach in schools and workplaces • an appreciation of the issues to be considered in identifying best practice in the context of settings based work • an understanding of the success and the limitations of behaviour change approaches in workplaces and schools. 	work.	<p>end of January</p> <p>Dr. Margaret Hodgins, Dr. Saoirse Nic Gabhainn</p>
HP150	Evaluation of Health Promotion	5	<p>The course will be delivered through a series of lectures on the approaches and model used to evaluate health promotion programmes and an Enquiry Based Learning (EBL) element.</p> <p>The class will examine one of the Galway Healthy Cities projects. A detailed briefing on the programme and a site visit will be included in one workshop session. The class will then be divided into a number of smaller groups. Each group will decide on how to evaluate the programme by focussing on a particular aspect of their own choosing. The groups are expected to justify the evaluation plans and to build these around the theoretical base of values, approaches, methods and purpose of evaluation as described in class lectures. The Wiki tool in Blackboard will be used</p>	Group project report, individual presentation, peer assessment	<p>10 weeks. Sessions take place on Tuesday mornings (11-1) in Semester 2 commencing end of January</p> <p>Dr. Lisa Pursell, Ms. Verna McKenna</p>

			<p>to monitor group progress and to post group work.</p> <p>Learning Outcomes:</p> <p>On completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Recognise the theoretical and conceptual basis of evaluation • Identify different forms of evidence • Identify the breadth of evidence available for evaluation • Apply a range of approaches to evaluation within appropriate settings • Plan and develop a detailed evaluation proposal. 		
HP832	The European Dimension of Health Promotion	5	<p>The European Dimension in Health Promotion aims to provide students with the opportunity to develop and practice health promotion knowledge and skills within an alternative European setting, and be aware of the relevance of European added-value including:</p> <p>an opportunity to personally experience the European dimension in practice;</p> <p>to develop their own perceptions of the European dimension, and to understand social, cultural, political diversities and commonalities within the health promotion framework.</p> <p>The module consists of a student self-directed learning experience. It may consist of a European placement, European internship and /or attendance at a European Summer School and where appropriate will be supported by distance learning approaches. Students will be required to spend at least two weeks (during the course) carrying out work on this module in another European country other than their own. The costs of such a placement will be funded by the</p>	<p>The assessment will consist of a portfolio of work, based on a written paper from the distance learning component and a report, which will include a critical and reflective analysis of the European placement experience.</p>	<p>Over 12 weeks in Semesters 1& 2, Tuesdays</p> <p>Professor Margaret Barry</p>

		<p>individual student and arranged with the assistance of the module coordinator.</p> <p>Learning Outcomes:</p> <p>Students will identify and develop outcomes from their selected European programme in agreement with the module coordinator.</p> <p>On completion of the module students will be able to:</p> <ul style="list-style-type: none"> • relate the comparative theoretical elements of the course in a functional way to a different European contexts other than their own • have an understanding of Health Promotion practice and policy in Europe based on their broadened knowledge base • achieve personal and professional outcomes through their learning experience. 		
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GENERIC/ TRANSFERABLE

Code	Title	ECTS	Course Description	Assessment	Coordinator
SPA448	Structured PhD Induction	5 Core	Induction to the Structured Ph.D. programme will occur on September 6th 2010 in the Moore Institute . This is the only module that is mandatory for all students registered on the Structured Ph.D. The components of the Induction will comprise an introduction to structure, procedures and registration processes; introduction to research and professional development plan; time management.	Successful completion of Research and Professional Development Plan, to be submitted at confirmation examination.	Vice-Dean (Graduate Studies)
SPA449	IT for Graduate Students	5	MS Word, MS Excel, MS PowerPoint (to advanced level); SPSS (Introductory), Adobe Photoshop (Introductory).		Mairéad Faherty collegeartscit@nuigalway.ie For timetable and course outline, see http://www.nuigalway.ie/faculties_departments/arts/itoffice/training_courses.html .
SPA450	Introduction to Digital Surveying – Total station	10	This course will provide students with a basic competence and practical training in the use of a Total Station (an electronic topographical survey instrument) and its related software towards the production of topographical maps and digital terrain models (DTMs). The course involves classroom-based tuition, field-based demonstration and supervised survey practicals. Students will also be required to complete a basic survey and setting-out procedures on campus prior to participating in a detailed survey of an archaeological monument/landscape. The resulting raw data will be downloaded to PC. This data will then be edited in <i>GeoSite Office</i> software and exported in a format suitable for manipulation in ArcGIS 9.3, in which the final digital maps will be produced.	The course will be continuously assessed and also includes a survey assignment.	Joe Fenwick – please refer to co-ordinator for times
SPA451	Introduction to Digital surveying – Trimble GPS	5	This course will introduce students to Global Positioning Systems and provide them with a basic	The course will be continuously assessed and	Joe Fenwick – please refer to co-ordinator

			competence in the use of the <i>Trimble GeoExplorer 2008 series</i> and its related software applications - <i>TerraSync / GPS Pathfinder Office</i> - towards the production of maps in <i>ArcGIS</i> . The course consists of intensive classroom-based tuition and on-campus demonstration of hardware and software followed by a supervised survey of an archaeological landscape as part of a course assessment. The resulting raw data will be downloaded to PC, post-processed and edited in <i>GPS Pathfinder Office</i> . From here it will be exported in a format compatible with <i>ArcGIS</i> , in which the final digital maps will be produced.	also includes a survey assignment.	for times
SPA452	Introduction to Basics of Adobe Photoshop	5	This course introduces the student to the basic functionalities of Adobe Photoshop 7.0. The aim of the course is to provide students with the ability to produce, modify, enhance and edit images. The main objective is to enable students to gain proficiency in the use of the main tools in Adobe Photoshop 7.0.	Students must undertake a number of tasks. These tasks relate to exercises covered during the course and give a clear indication of the student's understanding of and proficiency in the use of Photoshop.	Angela Gallagher – please refer to co-ordinator for times
SPA453	Using Video – Humanities Research	5	This module introduces students to utilising digital video systematically in Humanities Research. The aim of the course is to develop students' proficiency in recording, editing, packaging and analysing digital video. The module will introduce students to research methods that are based on the analysis of video from ethnographic and design-based research perspectives. The module will also equip students with the skills to triangulate video research data with other data instruments, and present these combined data effectively in the thesis. Learning outcomes: on completion of this module, students will be able to: - utilise effectively video recording, editing and	Continuous assessment Production and analysis of vignette	Tony Hall, Education

			<p>production software and technologies</p> <ul style="list-style-type: none"> - triangulate video with other research data and instruments - analyse video data using ethnographic and design-based research methods 		
SPA454	Research and Information Skills for Arts, Humanities, and Social Sciences Researchers	5	<p>This module aims to enable students to develop and acquire a range of generic and discipline specific research skills and gain an understanding of their practical application to the research process, in order to successfully complete fourth level research. The module will be delivered in the 1st semester and delivery will employ a blended learning approach including participant attendance at face-to-face units on both generic and discipline-specific themes and utilisation of online courseware available via Blackboard.</p> <p>By the end of this module, the student is expected to be able to:</p> <ul style="list-style-type: none"> • Demonstrate the ability to identify, access and critically evaluate appropriate information resources relevant to their discipline • Demonstrate the use of practical skills in the effective management of their research information • Demonstrate an ability to keep up-to-date with new information quickly and conveniently • Understand the scholarly communications and publications processes as well as key research evaluation methods in order to develop an informed publication strategy • Understand the significance and implications of intellectual property, in particular copyright and knowledge transfer, crucial to effective research and development. 	Continuous Assessment	Gwen Ryan, Library
SPA456	Presenting Your Research	5	<p>Making research public and articulating it to diverse audiences is central to working within the academy. This module is intended to offer students a set of tools to become more literate in academic discourse through the strategic presentation of their research as: a dissertation; conference papers; peer reviewed publications; and as course content. On completion</p>		<p>Kevin Davison, Education</p> <p>Semester 2 – Time TBC</p>

			of this module students will have a greater understanding of how best to communicate their research and cultivate a professional scholarly identity in the context of a competitive academic job market.		
SPA457	Career & Professional Development	5	<p>This course will be presented in a workshop setting by a Career Development Adviser, Transferable Skills Officer, an academic PhD graduate and a potential employer of PhD graduates. You will be facilitated to reflect on, and develop, your Research and Professional Development Plan. A combination of practical input and interactive workshops will assist you to identify the skills required for your present and future careers and plan your acquisition of them. The course is particularly suitable for participants at early or mid-stage in their PhD. It will enable you to define and describe the competencies you have acquired to date, focus on future employment options and set goals to improve your employability.</p> <p>By the end of this course, participants will be able to:</p> <ol style="list-style-type: none"> 1. Appreciate the need for and show commitment to continued professional development 2. Take ownership for and manage career progression, set realistic and achievable career goals, and identify and develop ways to improve employability 3. Demonstrate an insight into the transferable nature of research skills to other work environments and the range of career opportunities within and outside academia <p>Present skills, personal attributes and experiences through effective CVs and interviews.</p>	<p>A) A CV tailored to a specific job application.</p> <p>(B) A short report identifying areas for development in your skills, knowledge and experience, with an outline of associated goals, actions and timelines</p>	<p>John Hannon, Career Development Centre</p> <p>12th & 13th April 2011</p>
SPA458	Teacher Training /In at the Deep	5	This module provides a comprehensive	<ul style="list-style-type: none"> • A reflective 	To register an interest

	End		<p>introduction to aspects of teaching and learning in higher education, offering a basic overview of basic ideas such as learning outcomes, teaching methods, assessment and approaches to learning.</p> <p>It will build experience of self-reflection through teaching practice, the identification of critical incidents and the use of a range of approaches to evaluation.</p> <p>All participants must undertake appropriate teaching practice, whether through tutoring, leading seminars or laboratory demonstration.</p>	<p>journal providing evidence of reflection, improved practice and evaluation of student learning;</p> <ul style="list-style-type: none"> • Completion of an acceptable level of teaching hours, evidenced by a detailed log over the appropriate period; • Active participation in, and completion of associated tasks, the workshops and online course materials/exercises (which will include some short written contributions). • A peer-assessment review of teaching 	<p>please email bernadette.henchy@nuiGalway.ie CELT</p>
SPA459	Research Ethics	5	<p>This course will familiarise students from the humanities and social sciences with concepts, issues and procedures in research ethics. The course aims to provide a general introduction to contemporary research ethical concerns while facilitating reflection on the ethical issues arising in students' own research.</p> <p>Topics covered include: research integrity, research ethics concepts and their application, research ethics infrastructure, academic responsibilities and society.</p>	<p>Weekly reflective journal Option of academic paper on research ethics in own research area OR completion of Research Ethics Committee application form</p>	<p>Heike Felzmann, Philosophy</p>
SPA460	Writers Workshop	10	<p>A two-semester course, with visiting writers appearing</p>	<p>Students write each week,</p>	<p>Adrian Frazier</p>

			weekly	and are assessed by means of portfolio at the end of each semester. A final essay-length aesthetic statement is also required.	
SPA461	Creative Difference and Innovation I	5	<p>The objectives of this course are:</p> <ul style="list-style-type: none"> to explore key issues in the theory and practice of creativity; to enhance students' capacity to recognise their creative difference from others and to develop it; to assist students to make a creative difference to their working environment through innovative behaviour. <p>Upon completion of this course you will be able to:</p> <ul style="list-style-type: none"> Describe key concepts in the theory of creative difference of personality, and innovation Recognise your personality type and your aptitude for creative difference Recognise some of the obstacles facing you in innovation Manage the creative resolution of a selected problem, opportunity or issue Present a personal strategy for the creative resolution of a selected problem, opportunity or issue. Demonstrate a capacity for creative thinking and behaviour Develop an understanding of the characteristics of creative difference and change Critically assess your personal aptitude to make a creative difference Critique a range of creative strategies <p>Formulate a creative strategy for a given situation</p>	<p>Continuous Assessment 100%*</p> <p>* Continuous assessment involves the resolution of a personal project</p>	<p>Prof Timothy Emlyn Jones, 065 7077200</p> <p>Martin Hawkes, 087-2554815 Burren College of Art</p> <p>Session A Jan. 23rd - 3pm – 9pm Jan. 24th - 9.30am – 4pm</p> <p>Session B Feb. 20th - 3pm – 9pm Feb. 21st - 9:30am – 4pm</p> <p>Venue: Burren College of Art</p>
*	Summer/Autumn/Winter/Spring School	5/10/15	Students may be awarded credit for modules taken external to the College and/or University. The	In addition to completing the assessment, as	Supervisor

			academic integrity of the module must be certified by the Supervisor.	required by the accrediting body, students will be required to submit a reflective report.	
FR110	French Language IX	5	Previous knowledge of French is required. Classes offer practice and consolidation in the spoken and written skills of the language, with particular emphasis on developing listening skills and consolidating existing grammatical knowledge.	Continuous assessment	Dr Sylvie Lannegrand French
FR111	French Language 2X	5	Previous knowledge of French is required. Classes offer practice and consolidation in the spoken and written skills of the language and aim to extend and develop grammatical accuracy and focus on written competences.	Two hour written examination	Dr Sylvie Lannegrand French
FR266	French Language 5	10	This course aims to expand the student's skills in writing accurate French, to help him/her to differentiate between familiar and literary usage and to increase his/her knowledge and control of French Grammar. Active command of the language is promoted through regular exercises in the written language, while translation exercises and aural comprehension practice are used to develop receptive skills.	Assessment is based on continuous assessment, including translation and aural tests, as well as a two-hour end-of-year written examination and an oral examination.	PD Dine French
FR379	French Language 6	10	This course aims to expand the student's skills in writing accurate French, to help her/him to differentiate between familiar and literary usage and to increase her/his knowledge and control of French Grammar. Active command of the language is promoted through regular exercises in the written language, while translation exercises and aural comprehension practice are used to develop receptive skills. Students are trained to attain a reasonable level of oral fluency and accuracy and to be able to discuss ideas comfortably in French.	Continuous assessment. Two hour written examination in Semester 2.	Dr Maria Scott French
FR506	French Language IV	15	To perfect language skills by appropriate written exercises, mainly translation (French -English, English - French) of passages suitable for graduate students.	Continuous assessment and two hour written examination	Prof Pádraig Ó Gormaille French
SH112	Beginners Spanish Language I	5	This <i>ab initio</i> course covers the basic elements of Spanish grammar and vocabulary. Activities cover written, oral and aural exercises; class materials	Two Hour Written Exam	Ms. Pilar Alderete Spanish (semester 1) -

			include video and audio recordings and texts for study drawn from a wide range of sources.		Mondays at 11.00 am AM108; Wednesdays at 11.00 am AM108; Thursdays at 9.00 IT202; Fridays at 10.00 AM105
SH113	Beginners Spanish Language II	5	This course continues the examination of the basic elements of Spanish grammar and vocabulary, introduced in Semester 1. Activities cover written, oral and aural exercises; class materials include video and audio recordings and texts for study drawn from a wide range of sources.	Two Hour Written Exam	Ms. Pilar Alderete Spanish (semester 2) - Mondays at 11.00 am AM108; Wednesdays at 11.00 am AM108; Thursdays at 9.00 IT202; Fridays at 10.00 AM105
SH131	Intermediate Spanish Language I	5	This course builds on the knowledge of Spanish already acquired. Classes offer practice and consolidation in the spoken and written skills of language.	Two Hour Written Exam	Ms. Pilar Alderete Spanish (semester 1) - Mondays at 11.00 am AC202; Tuesdays at 2.00 pm AM105; Thursdays at 2.00 AC215
SH132	Intermediate Spanish Language II	5	This course builds on work carried out in Intermediate Spanish Language I in Semester 1.	Two Hour Written Exam	Ms. Pilar Alderete Spanish (semester 2) - Mondays at 11.00 am AC202; Tuesdays at 2.00 pm AM105; Thursdays at 2.00 AC215
SH226	Language II A (Ex-Intermediate)	10	Active command of the language is promoted through regular exercises in the written language (2 hours) and translation exercises (1 hour), and through oral (1 hour) and language laboratory classes (1 hour).	Two Hour Written Exam	Dr. Kate Quinn Spanish (semester 1) - Mondays at 3.00 pm IT207; Tuesdays at 5.00 pm TB302; Wednesdays at 2.00 pm IT207
SH227	Language II B (Ex-Beginners)	10	Active command of the language is promoted through regular exercises in the written language (3	Two Hour Written Exam	Dr. Kate Quinn Spanish

			hours) and translation exercises (1 hour), and through oral (1 hour) and language laboratory classes (1 hour).		(semester 1) – Mondays at 3.00 pm IT204; Tuesdays at 5.00 pm AM108; Wednesdays at 2.00 pm AC203
SH228	Language II C (Intermediate and Beginners) (written and spoken)	10	Active command of the language is promoted through regular exercises in the written language (2 hours) and translation exercises (1 hour), and through oral (1 hour) and language laboratory classes (1 hour).	Two Hour Written Exam	Dr. Kate Quinn Spanish (semester 2) - Mondays at 3.00 pm IT204; Tuesdays at 5.00 pm AM108; Wednesdays at 2.00 pm AC203
SH339	Spanish Language III	5	The course includes advanced Spanish grammar, translation from and into Spanish, and written and spoken expression in Spanish using a number of text types and registers.	Continuous Assessment	Professor Bill Richardson Spanish (semester 1) – Thursdays at 1.00 pm AM104; Thursdays at 3.00 pm AM104; Thursdays at 5.00 pm AM107
SH340	Spanish Language IV	10	The course includes advanced Spanish grammar, translation from and into Spanish, and written and spoken expression in Spanish using a number of text types and registers.	Two 2-Hour Written Exams	Professor Bill Richardson Spanish (semester 2) - Thursdays at 1.00 pm AM104; Thursdays at 3.00 pm AM104; Thursdays at 5.00 pm AM107
IT124	Italian Language 1	5	The course, open to all students, both beginners and non beginners, focuses on the four main language skills (listening, speaking, reading and writing) using regular practice based, as much as possible, on authentic material carefully selected to provide a gradual introduction to the structures and functions of the language. Students will achieve a good level of fluency by the end of the year to enable them to	Continuous assessment is a central part of the course. At the end of each semester, there is a written language paper and a lab test.	Dr Anne O'Connor Italian

			cope with every day situations in Italy. Students will also be offered additional tuition in the multi-media labs and revision classes are organized during the year to help students learning a new language.		
IT125	Italian Language 2	5	The course, open to all students, both beginners and non beginners, focuses on the four main language skills (listening, speaking, reading and writing) using regular practice based, as much as possible, on authentic material carefully selected to provide a gradual introduction to the structures and functions of the language. Students will achieve a good level of fluency by the end of the year to enable them to cope with everyday situations in Italy. Students will also be offered additional tuition in the multi-media labs and revision classes are organized during the year to help students learning a new language.	Continuous assessment is a central part of the course. At the end of each semester, there is a written language paper and a lab test.	Dr Anne O'Connor Italian
IT235	Intermediate Language I	5	Emphasis will be placed on significantly increasing competence in all aspects of language skills. Regular attendance will be required and attendance marks will be given as a portion of the final language marks. Students will also be offered additional tuition in the multi-media labs.	Continuous assessment, lab test and written exam.	Dr Anne O'Connor Italian
IT236	Intermediate Language II	5	This is the continuation of your language course in the second semester. Emphasis will be placed on significantly increasing competence in all aspects of language skills. Regular attendance will be required and attendance marks will be given as a portion of the final language marks. Students will also be offered additional tuition in the multi-media labs.	Continuous assessment and written exam.	Dr Anne O'Connor Italian
IT210	Oral	5	This course works on your communication skills, oral and aural Italian.	Oral exam and lab test	Dr Anne O'Connor Italian
IT324	Language III	10	Throughout Semesters I and II there will be intensive language work with practice in translation (from Italian to English and from English to Italian) and essay writing on topics of contemporary interest in Italian social, political and cultural life. Students will also be offered additional tuition in conversation classes.	Continuous assessment and written exams	Prof Paulo Bartoloni Italian

IT311	Oral	5	Students will be led to improve their oral competence, namely their production of oral Italian, thanks to vocabulary and language acquisition and use, with particular focus on aspects of modern Italian. Thanks to the material provided in class, which will prompt discussion and conversation on different topics, students will be expected to use appropriate language structures and lexis in a structured, well-organized and fluent Italian. In order to be well prepared for the oral exams (the first to be held at the end of November, the second and final at the end of May) - students will have to prepare two oral presentations for each semester, which will be assessed and marked accordingly.	Two oral exams and class presentations	Prof Paulo Bartoloni Italian
IT 105	Italian Language (A1-A2)	10	The course develops a communicative competence in relation to the common situations of everyday life in a lively, student-centred environment. It develops the four main language skills, listening, speaking, reading and writing, by regular practice based as much as possible on authentic material, carefully selected to provide a gradual introduction to the structures and functions of the language. Students will achieve a good level of fluency by the end of the year. No previous knowledge of Italian necessary.	Continuous assessment consisting of weekly homework and end of semester tests. Attendance also forms part of the continuous assessment. The final language exam will have oral, language laboratory and written sections.	Laura McLoughlin Italian
IT 251	Italian Language (B1-B2)	10	The course will review, consolidate and expand aspects of language already acquired, as well as extend further the knowledge of oral and written Italian through conversation, language laboratory and writing classes. There will be an emphasis on commercial and business Italian. Entry level: lower intermediate.	Continuous assessment, oral examination, aural examination (in the Language Laboratory) and a 3-hour written examination at the end of Semester 2	Laura McLoughlin Italian
IT 334	Italian Language (C1-C2)	10	The course aims at the mastering of oral and written Italian, through discussions and essay writing based on material dealing with economic, social, political and cultural aspects of contemporary Italy. The course will concentrate on text analysis, translations,	Continuous assessment, one extended essay in Italian on a topic to be agreed with the lecturer, oral examination and a 3-	Laura McLoughlin Italian

			essay writing and study of written documents. Entry level: higher intermediate.	hour written examination at the end of Semester 2.	
IT341	Marketing Languages	10	This service learning module will identify elements of Italian culture which can be of interest to secondary school students and will organize meetings, projects and activities aimed at marketing Italian in secondary schools. Students will also be responsible for updating and maintaining the website www.newitalianliving.com . Entry level: higher intermediate.	Continuous assessment and project/journal work. There is an attendance requirement of at least 75%. Students who attend less than 75% of required lectures will be deemed to have failed the module.	Laura McLoughlin Italian
GR130	Beginners German Language 1	5	This intensive course is specifically aimed at students with little or no previous knowledge of German. Students will acquire basic language skills and a broad insight of cultural aspects of the German speaking countries. The course follows an action-oriented, communicative approach in language learning and teaching.	Continuous assessment, two hour written examination and aural examination, Semester 1	Martin Rahl German
GR131	Beginners German Language 2	5	Continuation of GR130 and final part of the beginners' course. At the end of semester two, students will have a broader range of vocabulary and grammatical structures to take part in simple everyday-conversation in German, Participants will be able to read and understand short and simple texts on different subjects and write personal letters and e-mails.	Continuous assessment, two hour written examination and oral examination, Semester 2	Martin Rahl German
GR142	Advanced German Language 1	5	This course aims to expand your knowledge of German. Lectures will focus on strengthening your confidence in the use of German in everyday situations. You will read and discuss a broad variety of interesting texts. Vocabulary will be expanded and grammatical ability will be strengthened.	Continuous assessment, two hour written examination and aural examination, Semester 1	Gabi Behrens German
GR143	Advanced German Lang. 2	5	This course is the continuation of GR 142 (Sem.1). It aims to further expand your knowledge of German. Lectures will focus on strengthening your confidence in the use of German in everyday situations.	Continuous assessment, two hour written examination and oral examination, Semester 2	Christla Löffler German
GR236	German Language I	5	This course will reinforce and build on the language skills already acquired. It will help students to	2 hour written paper in Semester 1	Michael Shields German

			become more comfortable in the practical use of German while deepening their understanding of grammar and structure. The level to be reached on completion of the course corresponds to European Framework level B1+		
GR237	German Language II	5	This course will reinforce and build on the language skills already acquired. It will help students to become more comfortable in the practical use of German while deepening their understanding of grammar and structure. The level to be reached on completion of the course corresponds to European Framework level B1+	2 hour written paper in Semester 2	Annelie Eberhard German
GR341	German Language I	5	Students will improve their oral and aural skills, their writing and reading competency. The teaching includes conversation and practical work in the multi-media labs. The level to be reached on completion of the course corresponds to European Framework level B2/ C1.	2 hour written paper in Semester 1	Martin Rahl German
GR342	German Language II	5	Students will improve their oral and aural skills, their writing and reading competency. The teaching includes conversation and practical work in the multi-media labs. The level to be reached on completion of the course corresponds to European Framework level C1.	2 hour written paper in Semester 2	Katharina Walter German
FR/GR/IT/S H 540	Translation Methodology and Text	15	This module will train students in the skills and techniques required by translators in the professional world. It will also provide a theoretical and practical in-depth examination of the conceptual background, development and use of technology in translation. This module will encompass the development of skills in advanced and specialised translation with an emphasis on translation software and the latest technological developments in translation work. This module will include hands on experience with Translation Memory software, including SDL Trados. Differences between Machine Translation tools and Translation Memory software will be discussed. Entry level: advanced knowledge of French and/or Italian.	Modes of assessment will include a mixture of project work and regular translation assignments.	IT540: Laura McLoughlin, Italian

FR/GR/IT/S H 550	Advanced Language Skills	15	Students will attain a very high level of communication skills in their chosen language; (French, German, Italian or Spanish) both oral and written. This module will consolidate the language skills already acquired at degree level. Competences in reading, aural, speaking and writing skills will be further developed. A programme of oral and written texts and translations encourages students to extend their command of grammar and vocabulary and their sensitivity to stylistic variation, nuance and register. This will further their fluency and accuracy, extend their manipulation of various genres and registers of text in the language being studied and enhance their vocabulary, syntax and idiom. Entry level: advanced.	Continuous assessment and/or end of semester tests.	IT550: Laura McLoughlin, Italian
FR/GR/IT/S H 552	Introduction to the Skills of Consecutive Interpretation	15	Students will participate in realistic interpreting with the emphasis on frequently encountered scenarios. Practical seminars and workshops will be based on the use of Blackboard virtual learning environment, CD-ROMs, recording software (Audacity: and Sanako multimedia laboratory software (www.sanako.com) in the classroom and language laboratory. An emphasis will be placed on intensive practice of consecutive interpretation. This will involve the use of authentic material, including bilateral discussions on a variety of topics between native speakers of the practised languages, as well as pre-recorded speeches of 4-5 minutes. A range of exercises aimed at developing memory, note-taking, enunciation and generally good presentation skills will be practised by students. The topics discussed in the exercises will emulate the variety of issues raised in government and international organisations as well as in business and commerce. Such training will correspond to professional demands placed on interpreters. Entry level: advanced.	Continuous assessment and end of semester tests.	IT552, Laura McLoughlin, Italian
FR/GR/IT/S H 553	Professional Writing	15	This module will focus on developing students' awareness of style, register and usage, with a view	Modes of assessment will include a mixture	IT 553: Laura McLoughlin,

			to producing clear, concise, logical and professional texts. This course consists of an introduction to the technique of précis-writing based on texts of a specialised nature and also on recorded speeches in the chosen European language. It also includes note-taking, editing, and minute-writing in the chosen European language. This module also enables students to develop the practical skills required of an interpreter or translator with regard to revision and self-revision. Entry level: advanced.	of project work, assignments and examinations.	Italian
FR/IT/SH 555	Audiovisual Translation/Subtitling	15	The aim of this module is to equip students with additional translational and technological skills. The module introduces elements of analysis of film discourse and audiovisual translation and focuses on theoretical and practical aspects of subtitling. After a theoretical introduction, the module will consist of hands-on workshops for the completion of a short subtitling project. Students will be required to select a film/documentary scene (among those provided by the instructor), cut it into shorter clips with the use of the Windows Movie Maker software and import it into a subtitling platform (subtitling software: DivXLand Media Subtiter: www.divxland.org). Translation of the script is then transformed into subtitles and a .txt file is created, ready for importing into DivXLand. Students will then be required to synchronise the subtitles with the audio from the scene.	Project work. Assessment of the project will consider both technical and linguistic aspects.	Laura McLoughlin, Italian
FR/GR/IT/SH 554	Language and Intercultural Communication	15	Intercultural Communication is about the interaction which takes place when people from different parts of the world come together in a personal or professional setting. In today's globalized world we have encounters with people from many different cultures. The aim of this course is to help us understand these intercultural interactions better and to have successful communication outcomes. Theoretical perspectives of culture and communication are examined and the application of this to real-life	An essay and an in-house test.	Áine Ryan, German

			intercultural encounters. Elements of Chinese culture, European cultures including the new multi-ethnic Ireland, North America and South America are analysed. Reflection on one's own perspectives and experiences is encouraged, as is peer learning.		
NG127	Ceartúsáid na Gaeilge	5	<p>Aidhmeanna an Mhodúil</p> <p>Tuiscint a thabhairt do na mic léinn ar:</p> <ul style="list-style-type: none"> ○ Na príomhghnéithe de ghramadach na Gaeilge ionas a chur ar chumas an mhic léinn an teanga a scríobh go muiníneach agus go cruinn ○ Na scileanna éagsúla teanga (éisteacht, labhairt, tuiscint, scríobh) ○ An gcineál Gaeilge is gá a úsáid ar an gcúrsa BA sa Ghaeilge <p>Ar chríochnú an mhodúil seo beidh</p> <ul style="list-style-type: none"> ○ Tuiscint bhreise ag an mac léinn ar na príomhghnéithe de ghramadach na Gaeilge ○ Breis muiníne ag an mac léinn as a c(h)umas Gaeilge, labhartha agus scríofa ○ Breis cumais ag an mac léinn sna scileanna éagsúla teanga (éisteacht, labhairt, tuiscint, scríobh) 	Written examination and continuous assessment	Nollaig Ó Muraíle
NG227	Teanga na Nua-Ghaeilge 1	5	<p>Is é aidhm an mhodúil seo:</p> <ul style="list-style-type: none"> ○ a chur ar chumas na mac léinn an Ghaeilge a scríobh agus a labhairt ar ardchaighdeán ○ eolas a thabhairt don mhac léinn ar ghramadach agus ar cheartúsáid na Gaeilge ○ scileanna scríbhneoireachta na mac léinn a fheabhsú ○ scileanna cumarsáide na mac léinn a fheabhsú <p>scileanna cuir i láthair na mac léinn a fheabhsú</p>	Written examination and continuous assessment in Semester 1.	Mícheál Mac Craith, Gaeilge
NG228	Teanga na Nua-Ghaeilge II	5	<p>Is é aidhm an mhodúil seo:</p> <ul style="list-style-type: none"> ○ a chur ar chumas na mac léinn an Ghaeilge a scríobh agus a labhairt ar ardchaighdeán ○ eolas a thabhairt don mhac léinn ar ghramadach agus ar cheartúsáid na Gaeilge 	Written examination and continuous assessment in Semester 2.	Mícheál Mac Craith, Gaeilge

			<ul style="list-style-type: none"> ○ scileanna scríbhneoireachta na mac léinn a fheabhsú ○ scileanna cumarsáide na mac léinn a fheabhsú <p>scileanna cuir i láthair na mac léinn a fheabhsú</p>		
NG351	Teanga na Nua-Ghaeilge III	5	<p>Is é aidhm an mhodúil seo:</p> <ul style="list-style-type: none"> ○ a chur ar chumas na mac léinn an Ghaeilge a scríobh agus a labhairt ar ardchaighdeán ○ eolas a thabhairt don mhac léinn ar ghramadach agus ar cheartúsáid na Gaeilge ○ scileanna scríbhneoireachta na mac léinn a fheabhsú ○ scileanna cumarsáide na mac léinn a fheabhsú <p>scileanna cuir i láthair na mac léinn a fheabhsú</p>	Written examination and continuous assessment in Semester 1.	Mícheál Mac Craith, Gaeilge
NG325	Teanga na Nua-Ghaeilge IV	5	<p>Is é aidhm an mhodúil seo:</p> <ul style="list-style-type: none"> ○ a chur ar chumas na mac léinn an Ghaeilge a scríobh agus a labhairt ar ardchaighdeán ○ eolas a thabhairt don mhac léinn ar ghramadach agus ar cheartúsáid na Gaeilge ○ scileanna scríbhneoireachta na mac léinn a fheabhsú ○ scileanna cumarsáide na mac léinn a fheabhsú <p>scileanna cuir i láthair na mac léinn a fheabhsú</p>	Written examination and continuous assessment in Semester 2.	Mícheál Mac Craith, Gaeilge
WE111	Introduction to Welsh Language I	5	The course provides an introduction to the language spoken and written in Wales today, but with emphasis on the spoken language. The course is aimed at complete beginners in the language. No prior knowledge of Welsh is required or assumed.	Written examination in Semester 1.	Graham Isaac, Old Irish
WE113	Introduction to Welsh Language II	5	The course continues the introduction to the language spoken and written in Wales today. WE111 in Semester 1 is a prerequisite for WE113 in Semester 2	Written examination in Semester 2.	Graham Isaac Old Irish
EN511	Discovering the Archives	10	This is a combined research and workshop course which introduces you to the proper scholarly investigation of archives and helps you to develop strategies for presenting and interpreting archive material in writing projects. While we will cover	Continuous assessment and participation: 30% End-of-term take-home	John Kenny, English

			some of the well-established methods available for the accurate incorporation of empirical data in scholarly essays, this course will also explore how the imperatives of factuality and accuracy can be facilitated within other brands of writing. Thus, while our classes will always be focused on the collective importance of the 'truth values' of written research, we will also be encouraging investigations into how these same values can be maintained while we simultaneously try to discover and foster our own individualistic critical sensibilities and prose styles.	essay: 70%	
PS460	Introduction to Programming in Matlab	5	This course will introduce students to the Fortran/C hybrid programming language used in support of the mathematical and statistical software package Matlab. This software can be readily applied to the creation of data analysis software and computer-based protocols for experimental psychology. Students will learn from basic to advanced programming syntax while being guided in the step-by-step development of data analysis and visual presentation software.	Students will be required to complete 2 structured programming assignments.	Mark Elliott Psychology
PS461	Electroencephalography <i>*module not available until 2010-11 as Mike Hogan on sabbatical leave.</i>	5	This course will introduce students to electroencephalography (EEG) theory and practice. Students will be assigned readings that illustrate key EEG research findings in relation to perception, cognition, and action. Students will learn how to acquire EEG data and they will learn the basics of EEG analysis using BrainVision software. Students will also work collectively to conduct an EEG research study. Module to be offered as a Transferrable Skills module.		Mike Hogan Psychology
PS462	E-Prime and PsyScope for Behavioural Experimentation	5	This module introduces the student to two experiment generation systems, E-Prime and PsyScope. E-Prime is a PC-based and PsyScope is Mac-based and both provide relatively easy options for experiment generation while also providing high quality output (e.g., temporal resolution).	Students will be required to complete 2 structured programming assignments.	Denis O'Hora Psychology
PS463	Visual Basic Programming for	5	This course will introduce students to the Visual	Students will be required	Ian Stewart

	Experimental Psychology		Basic programming language, a powerful tool for the creation of Windows software, which can be readily applied to the creation of computer-based protocols for experimental psychology. Students will learn significant keywords and syntax of the Visual Basic language while being guided in the step-by-step development of a standard matching to sample protocol.	to complete at least one major and one minor VB programming assignment.	Psychology
PS464	Analysing Nonlinear Dynamics in Psychological Responding Using Recurrence Plots	5	This module will introduce cross-recurrence and joint-recurrence plots as a method of identifying and measuring nonlinear dynamics in time series data. Dynamic systems change in time in ways that are often seem unpredictable. However, it is not unusual for systems that are unpredictable at one level of analysis (e.g., will it rain today?) can demonstrate stable patterns at another (e.g., is it usually hotter in summer than winter?). This module introduces the student to recurrence plots. These plots allow the student to characterise the change in a responding over time in order to identify periodicities within responding. They also allow the student to examine how different types of responding coordinate in time. Some experience in Matlab is required to participate in this module.	Students will be required to complete 2 timed computer-based assignments.	Denis O'Hora Psychology
PS465	Advanced Programming in Matlab	5	This course will progress students with knowledge of basic programming in Matlab to advanced program design within a series of self-directed learning stages. Students will be required to produce GUI-based experimental and/or advanced data analysis software.	Students will be required to complete 2 structured programming assignments.	Mark Elliott Psychology
PS466	Structural Equation Modelling <i>*module not available until 2010-11 as Mike Hogan on sabbatical leave</i>	5	This course will introduce students to AMOS, a powerful tool for structural equation modeling of cross-sectional and longitudinal data. Students will learn the theory and practice of structural equation modeling, working through a series of increasingly complex analyses from factor analysis, to path analysis, and full structural equation modeling of cross-sectional and longitudinal developmental data. Module to be offered as a Transferrable Skills module.		Mike Hogan Psychology
IT XXX	Language Teaching Methodologies	5	This module will teach students about language	Continuous assessment	Anne O'Connor

	for postgraduates		acquisition and language learning. The course is composed of lectures, guided reading and supervision of projects; lessons are provided on the theory and practice of language acquisition and students are helped to integrate this learning with practical work.	(Semester 2)	Italian Semester 1, Tuesdays from 2-3pm in AM 108
TI223	Introduction to GIS	5	This course covers the basic concepts and applications of a geographic information system (GIS). The topics of GIS data concept, modelling, management input and analysis are explained. ArcView 9.3 is selected as the main GIS software package for practical in this course. Students will get a general knowledge of GIS and acquire the basic techniques of GIS software to independently produce professional maps and carry out queries and basic analyses.	Continuous assessment (Semester 2)	Chaosheng Zhang, Geography Semester 2
TI311	Advanced GIS		Based on the basic concepts and simple applications of GIS that were covered in the course "Introduction to GIS", this course focuses on the advanced topics and advanced functions of GIS, which are more practical. The concepts of advanced analysis functions of network analysis and spatial interpolation are explained, and topics of data quality, uncertainty and errors, Google Earth are discussed. Students will understand the latest development of these advanced GIS topics. The extensions of ArcView 3.3 are selected as the software package for this course, and MapInfo Professional 9.5 and ArcGIS 9.3 are introduced. Students will acquire the useful techniques of making more practical maps and performing advanced analyses through the computer practical classes.	Continuous assessment	Chaosheng Zhang, Geography Semester 1 Monday, 10.00-11.00 Monday, 2.00 – 3.00