

Glendale College

Course Outline of Record Report

Course ID 002060
Cyclical Review - November 2025

HUMAN111 : Ireland through Literature, History, and Culture

General Information

Author:	<ul style="list-style-type: none"> Heather Ramos
Course Code (CB01) :	HUMAN111
Course Title (CB02) :	Ireland through Literature, History, and Culture
Department:	HUMAN
Proposal Start:	Fall 2026
TOP Code (CB03) :	(1599.00) Other Humanities
CIP Code:	(24.0199) Liberal Arts and Sciences, General Studies and Humanities, Other.
SAM Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	Yes
Course Control Number (CB00) :	CCC000243180
Curriculum Committee Approval Date:	11/26/2025
Board of Trustees Approval Date:	01/13/2026
Last Cyclical Review Date:	11/26/2025
Course Description and Course Note:	HUMAN 111 invites students to actively explore Irish history, literature, and culture from Ireland's ancient mythology through the medieval era, colonization, its struggle for independence, to contemporary Irish identity and creative expression. Students examine significant Irish texts, historical events, cultural shifts, and artistic expressions that have shaped and continue to influence Ireland's social and literary landscape. This course may be interactively team-taught by faculty in English, social science, or visual and performing arts.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none"> Credit
Mode of Delivery:	<ul style="list-style-type: none"> In-Person Remote Hybrid Online
Author:	No value
Course Family:	No value

Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"> Humanities
Alternate Discipline:	<ul style="list-style-type: none"> English
Alternate Discipline:	<ul style="list-style-type: none"> Anthropology

Last Course Offering

When was this course last offered (term and year)?

Summer 2023

Course Development

Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Course Special Class Status (CB13)

Course is not a special class.

Pre-Collegiate Level (CB21)

Not applicable.

Grading Basis

- Grade with Pass / No-Pass Option

Course Support Course Status (CB26)

Course is not a support course

General Education and C-ID

General Education Status (CB25)

Not Applicable

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

Cal-GETC

Area 3B: Humanities

Area

Humanities

Status

Approved

Approval Date

09/02/2025

Comparable Course

No Comparable Course defined.

GCC General Education Requirements

Area 3: Arts and Humanities

Area

Arts and Humanities

Status

Approved

Approval Date

09/02/2025

Comparable Course

No Comparable Course defined.

Area 4: Social and Behavioral Sciences

Social and Behavioral Sciences

Approved

09/02/2025

Units and Hours

Summary

Minimum Credit Units (CB07)

3

Maximum Credit Units (CB06)

3

Total Course In-Class (Contact Hours)

54

Total Course Out-of-Class Hours 108

Total Student Learning Hours 162

Credit / Non-Credit Options

Course Type (CB04)

Credit - Degree Applicable

Noncredit Course Category (CB22)

Credit Course.

Noncredit Special Characteristics

No Value

Course Classification Code (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	0
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Studio	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
Studio	0
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation

Advisory

ENGLC1000 - Academic Reading and Writing

Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

Advisory

ENGLC1000E - Academic Reading and Writing

Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

Advisory

ENGLC1000H - Academic Reading and Writing - Honors

Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.

Entry Standards

Entry Standards

Description

No value

No value

Course Limitations

Cross Listed or Equivalent Course	Description
No value	No value

Requisite Validation

Upload Statistical Validation and/or other documents (if necessary)

No Value

Specifications

Methods of Instruction

Methods of Instruction	Discussion
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Methods of Instruction	Lecture
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Methods of Instruction	Multimedia
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Methods of Instruction	Collaborative Learning
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Methods of Instruction	Demonstrations
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Methods of Instruction	Field Activites (Trips)
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Methods of Instruction	Guest Speakers
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Methods of Instruction	Presentations
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Out of Class Assignments

- Journal or informal writing (e.g. reflection on how a specific period in Irish history connects to broader themes of Irish identity)
- Essays of analysis and argumentation (e.g. select an Irish cultural artifact and analyze how it reflects specific historical events or cultural shifts in Ireland, compare representations of colonization in two Irish texts from different time periods)
- Documented research paper (e.g. research the historical context influencing an author's perspective, research the responses to colonization through diverse, Irish cultural expressions)
- Individual or group projects (e.g. create a multimedia timeline of a specific period in Irish history, an oral presentation connecting an ancient Irish myth to contemporary Irish cultural expressions)
- Written preparation for oral presentations and group projects (e.g. analysis of primary sources selected for the project, research journal documenting exploration of a contemporary Irish cultural expression)
- Field or campus activity (e.g. visit a museum with Irish cultural artifacts and compare/contrast works on the same topic, such as colonization, disability, gender and sexuality)

Methods of Evaluation

Description of Activity/Interaction

In-Class Activity (answering journal prompt, group activity)

Oral presentations or debates

In-Class Activity (answering journal prompt, group activity)

Class discussion, group work, group projects, partner exercises, or other collaborative exercises

Exam/Quiz/Test

Essay exams and other writing assignments

Exam/Quiz/Test

In-class writing of full-length, thesis-based essay examinations

Exam/Quiz/Test

Midterm or final examinations

Textbook Rationale

The texts by Yeats, Joyce, and O'Casey are considered canonical, and the text by Gantz is standard for the discipline. There are no new editions of the texts by Greene, Gibney, Moody, Kinsella, Synge, Regan, Crotty, or Harrington.

Textbooks

Author	Title	Publisher	Date	ISBN
David H. Greene	An Anthology of Irish Literature (2 Volume Set)	NYU Press	1985	978-0814729540
William Butler Yeats	Eleven Plays of William Butler Yeats	Collier	1967	978-0020129707
James Joyce	Dubliners	AmazonClassics	2017	978-1542049238
John Gibney	A Short History of Ireland, 1500-2000	Yale University Press	2018	978-0300208511

Sean O'Casey

Three Dublin Plays: The Shadow of a Gunman, Juno and the Paycock, & The Plough and the Stars	Farrar, Straus and Giroux	2000	978-0571195527	
T. W. Moody	The Course of Irish History	Roberts Rinehart	2012	978-1570984495
Thomas Kinsella	The New Oxford Book of Irish Verse	Paw Prints	2008	978-1435296244
J.M. Synge	The Playboy of the Western World Paperback	CreateSpace Independent Publishing Platform	2018	978-1717538000
Jeffrey Gantz	Early Irish Myths and Sagas	Penguin Classics	1982	978-0140443974
Stephen Regan	Irish Writing: An Anthology of Irish Literature in English 1789-1939	Oxford University Press	2008	978-0199549825
Patrick Crotty	The Penguin Book of Irish Poetry	Penguin UK	2012	978-0141191645
John P. Harrington	Modern and Contemporary Irish Drama: A Norton Critical Edition	W. W. Norton & Company	2008	978-0393932430
Terence Dooley	Burning the Big House: The Story of the Irish Country House in a Time of War and Revolution	Yale University Press	2023	978-0300270433
Padraic X. Scanlan	Rot: An Imperial History of the Irish Famine	Basic Books	2025	978-1541601543
Claire Keegan	Foster	Faber & Faber	2022	978-0571379149
Other Instructional Materials (i.e. OER, handouts)				
No Value				

Learning Outcomes

Course Objectives

Develop critical reading strategies for engaging with Irish texts from various historical periods.

Compose thesis-driven essays that demonstrate understanding of Irish cultural and historical contexts.

Apply multiple rhetorical approaches to analyze Irish literature and cultural artifacts.

Connect course themes to students' own cultural experiences through reflective writing components.

Compare and contrast the relationship between Irish history and literature and their effects on contemporary Irish identity, including examinations of cultural expression of disability, gender and sexuality, and religion.

Analyze primary Irish texts (literature, historical documents, visual art) to distinguish historical facts from cultural narratives.

Synthesize how cultural narratives have shaped Irish identity across different time periods.

Examine diverse perspectives within Irish culture by identifying how factors such as social class, gender, religion, and colonization have influenced Irish values and cultural expressions.

Analyze bias in historical accounts of Irish history, particularly regarding the colonial period, and develop respectful engagement with multiple viewpoints on contested historical events.

Evaluate the ethical dimensions of key historical moments in Irish history (e.g., the Great Famine, Easter Rising, Troubles) by analyzing primary sources that represent diverse perspectives.

SLOs

Analyze and interpret Irish literary texts within their historical and cultural contexts.

Expected Outcome Performance: 70.0

Examine Ireland's complex historical trajectory and its influence on cultural expression.

Expected Outcome Performance: 70.0

Engage critically with interdisciplinary perspectives and cultural artifacts to appreciate the dynamic nature of Irish culture.

Expected Outcome Performance: 70.0

Additional SLO Information

Does this proposal include revisions that might improve student attainment of course learning outcomes?

No

Is this proposal submitted in response to learning outcomes assessment data?

No

If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.

No Value

SLO Evidence

No Value

Course Content

Lecture Content

Pre-Christian Ireland and Early Mythological Foundations (12 hours)

- Introduction to prehistoric Ireland and early Celtic society
- Study of the mythological cycle and key deities (Tuatha Dé Danann, Fomorians).
- Oral tradition, druids, poetic forms, and early manuscript culture
- Mythic narratives including "The Children of Lir" and transition to Christian Ireland

Medieval Ireland and Christian Influence (6 hours)

- Viking invasions, contributions to Irish culture, and assimilation
- The Christianization of Ireland and monastic culture
- Medieval Irish literature: sagas, hagiographies, and early vernacular texts
- Political and social structures of medieval Ireland
- Gaelic resurgence and cultural preservation

Colonial Ireland and the Literary Revival (12 hours)

- English colonization and its effects on Irish culture and language
- The Irish Literary Revival: W.B. Yeats, Lady Gregory, J.M. Synge
- Nationalism, identity, and the use of folklore and mythology in literature
- The emergence of modern Irish prose and poetry

The Great Famine and Its Consequences (3 hours)

- Causes of the famine
- English laissez faire policy
- The great "exodus," mainly to the United States
- The native Irish psychologically maimed

20th Century Independence, Conflict, and Literary Innovation (12 hours)

- The Easter Rising (1916), War of Independence, Civil War, and their cultural impact
- Key literary figures: James Joyce, Seamus Heaney, Samuel Beckett
- Modern Irish theater and innovation in narrative and poetic forms
 - The Abbey Theatre: Yeats, Lady Gregory, George Moore, Synge, O'Casey
 - Key poets: Yeats, Austin Clark, Padraic Colum, Patrick Kavanagh, Louis MacNeice, Thomas Kinsella
- The Troubles in Northern Ireland and their literary reflections
- The Good Friday Agreement

Contemporary Ireland: Globalization and Cultural Renaissance (9 hours)

- Post-Troubles reconciliation and cultural renaissance
- Contemporary themes: migration, race, gender, disability, digital culture
- New voices in Irish literature and multiculturalism
- Irish film, music, and the arts in a global context (influence in other countries, especially the United States)
- European Union membership and the impact of Brexit

Total Hours: 54

Additional Information**Repeatability**

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Is it possible this course will have a material fee?

No

I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liasons>):

No

What term(s) will this course be offered?

Fall/Spring/Summer

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value