*Syllabus for*
**BUS 379**
**Rise and Fall of the Celtic Tiger (in Ireland!)**
**Summer 2016**

*Instructor:* Mr. William J. Hitchcock
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*Prerequisite:*  requirements for AC Advanced General Education coursework

*Course time:*

* *In Ireland: Mon May 23-Mon Jun 06, 2016 (depart Chicago O’Hare Sun May 22)*
* *Post-Ireland: Tue Jun 07-Fri Jun 17, 2016 (on-line)*

*Office Hours:* by appointment

*Text:* readings as assigned (see below).

*Description:*

In 2006, [Fortune Magazine](http://money.cnn.com/magazines/fortune/fortune_archive/2006/11/13/8393173/index.htm) reported, *“Other countries look enviously at an Ireland that has transformed itself in one generation from a threadbare country on Europe's periphery to the second-richest (on a GDP-per-capita basis) in the European Union. Scarcely a week goes by without a national delegation visiting Dublin to learn how the Celtic Tiger was conceived and, more important, whether it can be cloned”.*

Much has been written about the economic roller coaster the Irish economy has experienced over the last 30 years. This course will use the “Celtic Tiger” as a gateway into looking at not only the history of the Irish economy, but as a way to define, compare and contrast culture through an economic lens. Included in this course will be the study of:

* An overview of the Irish social, cultural, geographic, political, and economic history and landscape. Understanding the contemporary economic environment of Ireland requires that students have a foundational knowledge of the country itself, so a portion of the course will be devoted to gaining this knowledge.
* The socio-cultural-political-economic environment leading up to and into the timer period of the Celtic Tiger years. This background will be the second major component of the course, allowing students to understand the cultural ramifications of an economy at a deeper level.
* The “Celtic Tiger” years in Ireland, a period starting in the 1990’s resulting in a booming Irish economy; what led to this boom, how it changed Irish society, and what happened when the boom collapsed. The last section will focus more on the political and business environment, including key decisions and actions that occurred during this time frame.

*Objectives:*

The chief objectives of this course are as follows:

* Be focused on culture, understood broadly as the total way of life for a group of people. Advanced General Education (AC) courses may include but are not limited to concepts such as customs, rules, and language.
	+ This course will focus on business & economics as a way to understand culture. Students will be able to define culture, identify ways that culture is an external factor affecting business, and study how businesses develop their own “culture”. Students will compare and contrast business practices/policies in the United States, Europe (EU) and Ireland.
* Provide historical context to examine how cultural traditions formed and changed.
	+ This course will look at some of the major periods of economic stability and instability in Ireland from the 1600s through the present, and how that has helped to shape the economic climate during the end of the 20th century in Ireland.
* Examine themes or issues about cultural traditions past and present.
	+ This course will delve into various factors (socio-cultural, economic, religious, political) that have shaped business/employment values over the years in both the US and Ireland.

*Outcomes:*

Upon the completion of a course in this category, students will be able to:

* Evaluate the nature of culture by exploring questions about cultural traditions and examining cultures from beyond our own time and place.
	+ Students will define the concept of culture using an economic framework, and describe:
		- Irish economic development (and how that compares/contrasts to U.S. & European development)
		- Economic policy decisions; how economies can be shaped by both macro and micro economic actions
	+ Students will explain how cultural values & norms change/evolve over time, specifically in terms of Irish economic history from 1600 through present, including:
		- How societal forces have helped shape economic development, e.g. the role of the British influence in industries such as agriculture & transportation
		- How economic changes have affected social values and behavior, e.g. during the “boom years” of the mid-1990’s through 2007, Ireland became a net importer of people, and by 2008 nearly 1 of 8 were foreign-born.
* Analyze the complex cultural forces that shape human behavior.
	+ Students will demonstrate how to assess the political, economic, social, and legal climate and how it affects institutional actions as well as individual choices and decisions.
* Evaluate how social variables such as ethnicity, age, gender, class, and religion affect human interactions.
	+ Students will research how differences in the understanding of business culture vary based upon the social variables listed above.

*Assessment (corresponding to Outcomes listed above):*

The learning outcomes will be assessed as follows:

* Students will define the concept of culture in general, and using this framework, describe:
	+ Irish economic development
	+ Economic policy decisions
	+ Assessment: quizzes, research paper
* Students will explain how cultural values & norms change/evolve over time, specifically in terms of Irish History from 1600 through present.
	+ Assessment: reflections, research paper
* Students will demonstrate how to assess the political, economic, social, and legal climate and how it affects institutional actions as well as individual choices and decisions.
	+ Assessment: reflections, research paper
* Students will research how differences in the understanding of business culture vary based upon the social variables listed above
	+ Assessment: research paper

Grading weights:

* Reflections (3) 45%
* Paper (1) 30%
* Discussion/Quizzes/Homework 25%

Required readings:

* *Re-Imagining Ireland – How a storied island is transforming its politics, economy, religious life and culture for the twenty-first century* edited by Andrew Higgins Wyndham, University of Virginia Press, 2006, ISBN-13 978-0-8139-2544-8
* *Ship of Fools – How Stupidity and Corruption Sank the Celtic Tiger* by Fintan O’Toole, PublicAffairs publishing, 2010, ISBN-13 978-1-5864-8881-9

Instructional Technology:

* The course will have an eLearn web site. Students are responsible to use this regularly, and to access materials such as the course syllabus, schedule, on-line readings/materials, assignments, and announcements.
* Students will have to conduct much of the secondary research via the web (Google & Wikipedia are your friends). Primary research will be conducted in Ireland – be prepared to collect photo, video, audio, and written evidence.

*Values:*

Each student is expected to embrace the ideals listed in Loras College Mission statement, and follow the policies spelled out in the Loras College Undergraduate Bulletin, especially those concerning Academic Policies, including the Academic Honesty Policy (<http://inside.loras.edu/Academics/IQ/Documents/Academic%20Honesty%20Policy.doc> ).

*Other:*

* Attendance and active participation is expected at ALL class meetings
* Assignments must be completed in a professional manner and turned in on time to receive full credit
* No make-up of missed quizzes/in class assignments
* Professionalism is expected - so no: improper use of electronic devices, loud/disruptive/inappropriate behavior, eating/drinking, coming & going, etc. in the classroom or other public locations.
* *In accordance with federal law, if you have a diagnosed disability or believe that you have a disability that might require reasonable accommodations, please discuss your needs with me at your earliest convenience.  Documentation of your disability must be on file with the Lynch Office of Disability Services (LODS), 120 Academic Resource Center, (563-588-7134) for you to receive accommodations.*
* Due to the dynamic nature of this course, this syllabus is subject to change.