Hist 326-201  Ireland : Colony to Nation State(Spring 2020)

Dr Andrew J Wilson  e-mail: awilso@luc.edu  Class meets T/Th:2:30-3:45.

Office Hours: 1-2:15 pm Tuesday/Thursday LT 926, and by appointment.

Course Description:

This course, while covering Irish history up to the eighteenth century, will focus on Irish political history and Anglo-Irish relations from 1801 up to and including the Troubles in Northern Ireland. Attention will be given to religious conflict, the development of revolutionary and constitutional Irish nationalism, the changing nature of Anglo-Irish relations, and the nature of inter-communal violence in Ulster.

Issues

Topics covered include the Act of Union and its aftermath; the growth of nationalism in 19th-century Ireland; the Great Famine and the Irish diaspora in America; Fenianism and the Land War, 1860-1890; the Irish cultural revival; Unionism and the Home Rule crisis; the 1916 Rising and War of Independence; the development of two Irelands after 1922; the outbreak of the Troubles in 1968; and the development of the Ulster peace process.

Course Objectives/Outcomes:

History provides students with transferrable skills. It teaches students to evaluate issues and societies in chronological perspective on the basis of the evidence left behind by human beings. History students learn to evaluate that evidence critically, argue from it logically, and speak and write about it clearly. This provides a deeper understanding of our own and other cultures, which in turn, helps us to avoid oversimplification and stereotypes. Thus, History enriches us as human beings and makes us better citizens of the world. But it also provides skills and tools that make us eminently employable in a wide variety of fields. You will be taught how to analyze a document, perform complicated research, weigh evidence, contribute to and decide complex debates. These are skills that all professionals need. In short, History at Loyola will teach you to:

- Communicate effectively in clear and engaging written and spoken language.
- Think clearly and critically.
- Compose arguments in writing utilizing evidence to advance truthful claims.
- Employ correct citation format for notes and bibliographies (show mastery of the technical requirements of historical writing).
In addition, this course will enable you to:

- Identify the major individuals and events that have shaped modern Irish history.
- Analyze the arguments put forth by historians in order to compare, evaluate and criticize different interpretations of modern Irish history.
- Evaluate the adequacy of evidence (including a variety of sources: documents, films, diaries, images, oral and digital histories, etc.) that historians use to interpret the major events in modern Irish history.
- Students will develop an understanding of how Irish nationalism shaped British and Irish history and use Ireland as a template to develop critical thinking and communications skills about the transformation of colonies into independent states.

**Required Text:**


*Documents, academic articles, newspaper reports, and documentaries on the course Sakai site

**Course Outline:** We want to cover the sweep of modern Irish history in fourteen weeks. The following schedule will help guide our efforts. Our pace, however, may occasionally become out of sync with particular dates as we go along. You will be told of any scheduling changes. Topics may change at the professor’s discretion!

**Week 1: 14 and 16 January.**

**Week 2: 21 and 23 January.**
Early Ireland, AD 431-1169.

**Week 3: 28 and 30 January.**
Lordship to Kingdom: Ireland, 1169-1541.
Read: Bartlett, Ch.2. pp.34-55 and Sakai documents.
First Quiz: 30 January Dublin Castle Discussion [http://www.dublincastle.ie/](http://www.dublincastle.ie/)

**Week 4: 4 and 6 February.**
Lordship to Kingdom: Ireland, 1169-1541.
Read: Bartlett, Ch. 2 pp. 55-79 and Sakai documents.

**Week 5: 11 and 13 February.**
Making of Protestant Ireland, 1541-1790.
Read: Bartlett, Chapter 3 and Sakai documents

Week 6: 18 and 20 February.
Eighteenth Century: Ascendancy, 1690-1790.
Read: Bartlett, Ch.4. pp.143-206 and Sakai documents

Week 7: 25 and 27 February.
Eighteenth Century: Descendancy, 1790-1830.
Read: Bartlett, Chapter 4 pp.206-267 and Sakai documents.
Third Quiz: 27 February. Dublin discussion  https://www.littlemuseum.ie/

Spring Break: Proposed Trip to Ireland(29February-7March) 3 days in Dublin and 3 days in Belfast visiting historical and cultural sites.

Week 8: 10 and 12 March.
Union to Disunion: Testing the Union, 1830-1914.

Week 9: 17 and 19 March.
Union to Disunion: Ending/Defending the Union, 1870-1914
Read: Bartlett, Chapter 5 pp.314-377 and Sakai documents.
Fourth Quiz: March 19 Discussion on Kilmainham Gaol  http://kilmainhamgaolmuseum.ie/

Week 10: 24 and 26 March.
Making Two Irelands, 1914-45.

Week 11: 31 March and 2 April.
Making Two Irelands, 1914-45.
Read: Bartlett, Chapter 6, pp.400-468 and Sakai documents.

Week 12: 7 April and 9 April.
Hubris and Nemesis: the two Irelands, 1945-Present.

Week 13: 14 and 16 April.
The two Irelands, 1945-Present.


Final Quiz: 16 April.

Week 14: 21 and 23 April.

Contemporary Ireland. Course/Final Exam review.

Evaluation:

Grades will be based on the following:

*Quizzes:* The quizzes are worth 30% of your final grade. No grades will be dropped! The quizzes are designed to test your understanding of the readings and make you familiar with the “facts” of modern Irish history. There will be a quiz every other class (Starting 30 January) consisting of twenty questions – one word answer, multiple-choice, True/False – based on readings from the textbook, class notes, and from internet links posted on the course Sakai site. Each student is entitled to one unsupported make-up; others will require written support. You can only take a make-up in the class immediately following an absence.

*Final Exam:* The final exam will consist of two essay based on the major issues we discuss in the course. Each question is worth 20% of the final grade. The final exam is designed to test your analytical abilities and ability to sustain a written argument. I will provide the exam questions on the last day of class. The final exam week is 27 April-2 May.

*Research Paper:* The Research Paper is worth 30% of the final grade. The paper is designed to assess your research and writing skills and to develop your evaluation of primary and secondary source documents. This paper should be about 6 double-spaced pages, incorporating primary as well as secondary sources, and should use the Chicago Manual of Style for footnotes/endnotes. The paper is due on the day of the final exam.

*The Book Review:* The Book Review is for students remaining in Chicago during the Ireland trip. Students will write a review of a major book on Irish history, perhaps Tim Pat Coogan’s *1916: The Easter Rising.* The review should be about 3,000 words and is 20% of the final grade. The students who stay in Chicago will be able to incorporate information from their book review into the research paper.

*The Journal:* The Journal is for students who go on the trip to Ireland. Students will write a daily journal describing the historical significance of the sites we visit. The journal entries will include information obtained during guided tours of the sites and through independent research. (The journal entry for each site will be about 300 words) In addition, the journal entries will incorporate material from a group discussion that I will hold each evening with all students.
These discussions will focus on the significance of the sites visited that day and their importance to the topics covered in the course. The completed journals are worth 20% of the final course grade and can be incorporated into the Research Paper.

**Academic Dishonesty**

Academic dishonesty will not be tolerated. All work turned in for a grade is to be your own. Plagiarism includes passing off someone else’s ideas as your own, copying someone else’s work without proper citation, using papers purchased from “paper mills,” and cheating on exams. If you engage in academic dishonesty you will receive a grade of F on the assignment.