



DBLN HIST 3313 Modern Irish History

Summer Global Seminar: Music and Politics in Ireland

Course Description

This course provides an overview of twentieth and twenty-first century Irish history. Through a combination of lectures and field studies, students explore how the 'Irish Question' (up to and including the recent troubles and peace process in the North, and the collapse of the 'Celtic Tiger' economy in the South) has found artistic expression in film, theatre, visual arts, sport, music, and humor. The use of evidence in the construction of the distinct but overlapping categories of history, memory, commemoration, and propaganda is also considered.

Course Aims

This course aims to provide students with a basic introduction to Irish history over the past century. While it is a stand-alone course, it provides a contextual and historical framework for the corresponding music and politics course, 'Sounds of Resistance, Music and Politics in the Republic and Northern Ireland'. To provide more detailed analysis of key turning points in Irish history, seminal events and periods will be discussed including the Great Famine; the Irish Revolution 1916-23; partition; the outbreak of the troubles in August 1969 and the emergence of the 'Celtic Tiger' in the 1990s. The course employs a variety of artistic forms, such as film, drama, and sport, to provide insights into Ireland's historical and political development and vice versa. Students will be encouraged to bring their own experiences to bear in arriving at an understanding of contemporary Irish society.

Requirements and Prerequisites

This course assumes no previous knowledge of Irish History. It is vital that students come to class having read the set texts carefully and with ideas to contribute to the discussion. Background information will be provided to prepare students for the fieldwork, which is treated as classroom time: attendance is a course requirement.

Learning Outcomes

At the end of this course, students will have the skills and knowledge to:

- a) Detail chronologically the main developments in Ireland's contemporary history.
- b) Demonstrate an ability to weigh up and use evidence (documentary, visual, folklore, artistic, etc.) in constructing an argument.
- c) Demonstrate an awareness of the complexities of Irish national identity and of the patterns of political dynamics in the relationship between colony and empire.
- d) Recognize and appreciate the ways in which historical figures and events are represented and memorialized in Dublin's streetscape.
- e) Critically evaluate the ways in which seminal Irish historical events have shaped elements of contemporary Irish cultural norms.

Developmental Outcomes

By the end of the course, students should have enhanced their skills in written and verbal communications; enhanced their teamwork skills through collaboration with other students in group work; enhanced their ability to learn independently; appreciate (religious, ethnic and class) differences; and enhanced their analytical skills.

Class methodology

The course will mix classroom work and field studies. The classroom work will be a blend of lectures and workshops followed by field studies. Students' critical engagement with field trips is essential and will be expected to think critically during and after the field trips, to include written reflections. Students are expected to contribute to classroom discussion both in the classroom and on field trips.

Background information will be provided to prepare students for the fieldwork, which is treated as classroom time: attendance is a course requirement. The attached syllabus should be understood as a provisional plan for what we will do in class. Although changes will be kept to a minimum, we may make substitutions or additions as necessary.

The My Global City co-curricular calendar offers a diverse program of events and activities taking place in Dublin throughout the summer. Please note that some events require advanced sign up, so be sure to check the calendar and plan your activities well in advance. Others are self-directed, and may be undertaken at the time of your choosing.

Participation is a vital part of your grade: CAPA has a mandatory attendance policy. Students are also expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. If you need to miss class for medical reasons or for a family emergency, please email sbach@capa.org in advance of meetings on, so plans can be made accordingly – you will need to provide evidence of the reason for your absence. If you miss any meetings without an excused absence from the Director of Academic Affairs, your final grade will be dropped accordingly. Students are responsible for making up any missed assignments.

Readings: Required readings will be made available in xerox or electronic format, or as web links. It is imperative that students do the assigned readings / viewing before the class for which they are assigned, as they will be required to discuss and evaluate these ideas in the sessions.

Field Studies: Field classes form a central component of this course; attendance and punctuality at these classes, which take place during our class time is mandatory. All field trips are paid for by CAPA. You must bring your LEAP travel cards; if you fail to do so, you will be expected to pay for your own local travel costs to the field trip location.

Assignments

Essay: *The Wind That Shakes The Barley* (30%)

1,000 words.

This essay will demonstrate students' understanding of the historical events depicted in this Film to include an analysis of the views offered by the film's characters for and against the 1921 Treaty; were the characters fairly represented? Students must also demonstrate a critical appreciation for the way in which the events are represented through the medium of film, and the role of the arts in memorializing historical events.

Field Reports (50%)

Following field trips, students must write and submit by email to editor@historyireland.com a 500 word 'report' on the field trip. The writing should be analytical rather than descriptive. The reports should illustrate the students' understanding of the place visited in connection to class lectures and a critique of the ways in which the place represents and or commemorates the event or period discussed in class. Students can include a (tourist) visitor's perspective to the report.

Class Participation (20%):

This is a vital part of your grade. CAPA has a mandatory attendance policy. You are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. A supportive and friendly atmosphere for class discussion is expected. You are required to think carefully about the assigned readings, to read assigned readings in advance of the class, and come in on time. Everyone should contribute fully to class discussions, and to respond thoughtfully to the field trips. Silent (non-attentive) attendance of class is not enough for a good participation grade. Persistent lateness or lack of attention in class, e.g. reading materials other than the work set, may result in a low or zero grade for participation, and possible referral to the Director of Academic Programmes.

Assessment/Grading Policy

• <u>Class participation</u>	20%
• <u>Essay: <i>The Wind that Shakes the Barley</i> (1000 words)</u>	30%
• <u>Field Trip Reports</u>	50%

DESCRIPTOR	ALPHA	NUMERIC	GPA	REQUIREMENT/EXPECTATION
Outstanding (High Distinction)	A	93+	4.0	Maximum grade: In addition to description for grade "A-", the student shows detailed understanding of materials about which he or she can show independent analytical ability. This means the ability to question an issue from different perspectives and evaluate responses in an objective manner.
Excellent (Distinction)	A-	90 - 92	3.7	Student shows understanding of literature beyond the textbook/class hand-outs/class notes, and the work shows a high level of independent thought, presents informed and insightful discussion and demonstrates a well-developed capacity for evaluation.
Very good (High Credit)	B+	87 - 89	3.3	Shows evidence of a capacity to generalise from the taught content, or the material in literature, or from class lectures in an informed manner. Also, the work demonstrates a capacity to integrate personal reflection into the discussion and an appreciation of a range of different perspectives.
Good (Credit)	B	83 - 86	3.0	The work is well organised and contains coherent or logical argumentation and presentation.
Good (Credit)	B-	80 - 82	2.7	Student shows understanding of literature beyond the textbook and/or notes, and, there is evidence of additional reading.
Average (Good Pass)	C+	77-79	2.3	The work demonstrates a capacity to integrate research into the discussion and a critical appreciation of a range of theoretical perspectives. Also, the work demonstrates a clear understanding of the question and its theoretical implications and demonstrates evidence of additional reading.
Adequate (Pass)	C	73 - 76	2.0	Shows clear understanding and some insight into the material in the textbook and notes, but not beyond. A deficiency in understanding the material may be compensated by evidence of independent thought and effort related to the subject matter.
Below Average (Borderline Pass)	C-	70-72	1.7	Shows some understanding of the material in the textbook and notes. A deficiency in any of the above may be compensated by evidence of independent thought related to the subject matter.
Inadequate (Borderline Fail)	D+	67 - 69	1.3	Fails to show a clear understanding or much insight into the material in the textbook and notes
Poor (Fail)	D	60 - 66	0.7 - 1.0	Besides the above for D+, student has not shown interest or engagement in the class work or study.
Poor (Fail)	F	<60	0	Shows little or no understanding of any of the material
Incomplete	I			Please see CAPA policy in the Faculty Handbook.

Dress Code

Students are responsible for ensuring that they arrive at field studies classes on time and wearing appropriate clothing i.e. comfortable and warm.

Course Materials

Sean Duffy (ed.), *Atlas of Irish History*, Gill & Macmillan, 1997, ISBN 9780028620114.

Charles Townshend, *Ireland: the 20th century*, Arnold, 1998, ISBN 9780340663356.

S.J. Connolly, *The Oxford Companion to Irish History*, Oxford University Press, 1998, ISBN 9780198662402.

David McKittrick, Seamus Kelters, Brian Feeney & Chris Thornton (eds), *Lost Lives: the story of the men, women and children who died as a result of the Northern Ireland troubles*, Mainstream Publishing, 1999, ISBN 9781840182279.

Weekly Course Schedule

The following represents an overview only. You will be provided with further information and supplementary readings / media links well in advance of each class. Some class weekly schedules may be altered due to, for example, opportunities to attend new events, speakers etc... You will be told in advance of any changes to the schedule.

During field studies, we will take the time to sit and discuss readings in relation to the particular destination and relevant issues. Therefore, as with classes, it is essential that you have completed the assigned readings.

Day 1: Introduction– Historical Walking Tour of Dublin

General narrative & orientation. (Meet @ Trinity College front gate, College Green @ 9am)

Field trip 1: Kilmainham Jail.

Day 2: The Famine, religion, sex & marriage

Texts: Duffy, Part IV, pp.84-103; Gray, entire; Connolly—diet, potatoes, famine, Great Famine, workhouse, farming, field systems, population, fishing, emigration, marriage, illegitimacy.

[Field trip 2: *Jeanie Johnston* replica Famine ship, Custom House Quay](#)

Day 3: Constitutional & physical force nationalism

Texts: Duffy, Part V, pp.104-109; Townshend, chaps 1, 2, & 3, pp.1-67; Connolly—nationalism, home rule, Parnell, Land League, Gladstone, Fenians, Irish Republican Brotherhood, ballot, franchise, Cullen (Paul), ultramontanism, Land Acts, Land War, Local Government Act, Gaelic Athletic Association, hurling, Gaelic League.

Field trip 3: Glasnevin Cemetery (inc. the graves of Daniel O’Connell, Charles Stewart Parnell, Michael Collins, Éamonn de Valera, etc.).

Day 4: The 1916 Easter Rising

Texts: Duffy, Part V, pp.112-113; Townshend, chap 5, pp.68-86; Connolly—Dublin lockout, Larkin (James), rising of 1916, First World War, Pearse (Patrick), Connolly (James), Irish Citizen Army, Sinn Féin, Dáil Éireann.

Field trip 4: *Soldiers & Chiefs: the Irish at war & the 1916 Rising* exhibition @ the National Museum, Collins Barracks (inc. visit to the armoury).

Day 5: The Ear of Independence & Civil War

Texts: Duffy, Part V, pp.114-115; Townshend, chaps 6 & 7, pp.87-131; Connolly—Anglo-Irish War, Royal Irish Constabulary, Auxiliaries, Black and Tans, Irish Volunteers, Irish Republican Army, Provisional Government, Michael Collins, Eamon de Valera, Dáil courts, Anglo-Irish treaty, oath of allegiance, partition, Irish Civil War.

Assignment: Viewing of Ken Loach’s *The Wind That Shakes The Barley*, followed by a tutorial on the film.

Day 6: The Orange State & *The Northern Troubles 1969-present*

Texts: Townshend, chapter 10; Duffy, pp 110-1, 122-3; Connolly—United Irishmen, unionism, Act of Union, Belfast, Orange Order, flax, linen, Ulster Unionist Party, Ulster Unionist Council, manufacturing industry, Harland and Wolff, Ulster Volunteer Force, Carson (Edward), Ulster Special Constabulary, Royal Ulster Constabulary, Northern Ireland, Special Powers Act, Craig (James), Brooke (Sir Basil), border campaign, civil rights movement, People’s Democracy.

The Northern Troubles 1969-present

Texts: Townshend, chapter 11; Duffy, pp 128-9; *Lost Lives*, pp 1473-93; Connolly—Northern Ireland conflict, O'Neill (Terence), Irish Republican Army, arms crisis, Social Democratic and Labour Party, Democratic Unionist Party, Ulster Defence Association, Ulster Defence Regiment, Ulster Vanguard, Faulkner (Brian), Sunningdale agreement, Ulster Workers' Council, internment, direct rule, Anglo-Irish Agreement.

Guest lecture: Eamon McCann, former civil rights activist & MLA.

Day 7: De Valera's Ireland 1932 - 1959

Texts: Townshend, chapters 8 & 9; Duffy, pp 116-121; Connolly—Cumann na nGaedheal, Cosgrave (W.T.), Labour Party, Fianna Fáil, Fine Gael, land annuities, economic war, Blueshirts, foreign policy, Second World War, interparty government, McQuaid (John Charles), Mother and Child controversy.

Field trip 5: Dáil Éireann with Eamon Ó Cuiv TD (de Valera's grandson)

Day 8: Showbands, beat bands & ballads — youth culture in the 1960s

Texts: Connolly—*Bell*, Catholicism, censorship, Christian Brothers.

Documentary: Peter Lennon's *Rocky Road to Dublin* (1968).

Day 9: The 'Culture Wars' of the 1980s to the Present

Texts: Townshend, chapter 11, Duffy, pp 124-7, 130-1; Connolly—abortion, contraception, divorce, class, feminism, European Union.

Field trip 6: EPIC Ireland (the Irish abroad).

Day 10: The rise & fall of the 'Celtic Tiger', Brexit & its implications for Ireland

Guest lecturer: Frank Barry, economist, Trinity College, Dublin).

Field trip (no report required): Gaelic football or hurling match @ Croke Park (a Sat or Sun).

Attendance, Participation & Student Responsibilities

Attendance: CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. Unauthorized absence from class will result in a reduction of the final grade and potentially a failure for the course.

Missing classes for medical reasons: If you need to miss a class for medical reasons or for a family emergency, you must send an e-mail to let the Director of Academic Affairs at least one hour in advance of your class or meeting at the following e-mail: _____. Note that calling the CAPA Center (_____) is acceptable only if you do not temporarily have access to the internet. An e-mail is still required as quickly as you can get access to the internet again. You will need to provide evidence of the reason for your absence. Unexcused absences will result in a grade reduction. In the event of a missed class or field trip, it is your responsibility to contact your instructor and make up any missed assignments.

Class Participation: Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

Academic Integrity: A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism and cheating will result in dismissal from the program. See the Handbook of CAPA Academic Policies for more information and resources on plagiarism.

Use of electronic equipment in class: All devices such as laptops, I-pods, I-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are **NOT** allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Director of Academic Affairs at the beginning of Term.

Use of Electronic Translators: In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

Late Submission: Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

Behavior during Examinations: During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.