HISTORY 230: MODERN IRELAND, 1550-Present

Instructor: Joe Cope  
Office: 8 Blake C  
Email: cope@geneseo.edu  
Office Hours: Tuesdays and Thursdays, 1-3

COURSE DESCRIPTION AND OBJECTIVES

This course covers the last 500 years of Irish history, from the conquest of Ireland by the English Tudor monarchs up to the on-going conflict in Northern Ireland. Significant time will be spent on the development of conflicts between Catholicism and Protestantism, the emergence of Irish nationalism, social and class conflict, the impact of the 19th century famine, and the still unresolved problem of Irish independence from Britain. Where appropriate, we will also look at Irish history from a comparative perspective, exploring how Ireland’s experience can be connected to themes in the history of the British Isles, Europe, and the world.

This course is intended to provide students with a broad understanding of important issues in Irish political, social, cultural and intellectual history. Students at the end of this course should be able to demonstrate a detailed knowledge of the following topics: the evolving political relationship between England and Ireland; the impact of religious and economic changes on Irish communities, families, and individuals; the emergence of Irish nationalism and its impact on politics, social structures and the arts; and the varying experiences of less familiar groups in Irish society (English and Scots, Protestants and other religious minorities, urban workers, women, immigrants). In written work, exams and discussions, students should also be able to demonstrate their growing competency in assessing historical arguments (e.g. what are the strengths and weaknesses of different historical interpretations and perspectives) and evidence (e.g. what is a given historical source saying, why is it significant, and how does one locate similar or complementary materials). The final research paper will require students to use these skills in designing a project that incorporates independent research. A high premium is placed on careful reading, critical and reflective thought about the issues raised in this course, and clear writing.

COURSE REQUIREMENTS

2 Exams 50% (25% each)  
Research Paper 25%  
Class Participation 10%  
Journals 15%

Exams (worth 25% each):  
There will be two exams administered for this course (5 October and 19 December). Exams will consist of 3-4 short essays based on class material. A study guide with possible questions for the in class section will be circulated at least 7 days before each exam.

Research Paper (worth 25%):  
On Tuesday, December 5, all students will submit an 8-10 page independent research project. For this assignment, students must choose at least one significant primary source (i.e. something written by someone who actually lived through the events that she describes) dealing
with a specific moment of modern Irish history. The final paper should explain how the
source(s) shed light on some of the important themes that we discuss in this class. Examples of
sources include: published travel writing, journals or diaries, personal or official
correspondence, or works of literatures dealing with expansion themes. In consultation with the
instructor, students are also free to explore less conventional kinds of materials, such as maps,
music, or works of art. Students should plan to read at least 250 pages of primary source
materials and at least six secondary sources (i.e. materials written by people who lived
sometime after the historical events that they describe) to help provide context.

In advance of this paper, students must submit a topic proposal and bibliography (due October 24). Papers that have not had these preliminary assignments graded will automatically receive a failing grade.

Class Participation (worth 10%):
Students are expected to attend and participate in class activities. Some class days listed on
the syllabus will be devoted to group work discussions of the assigned readings. Students are
expected to have completed course readings in advance. I understand that not everyone is
comfortable in class discussions, however it is my hope that all students will take an active part
and will feel safe in expressing their opinion in this setting.

Approximately 1/3 of the class participation grade will be based on performance as group leader
twice during the course of the semester. At the beginning of the semester, students will be
divided into discussion groups of approximately 5 people. On days devoted to “group work” on
the course schedule, one student from each group will take responsibility for leading his or her
group’s discussion of the assigned readings. Each student will need to serve as group leader
twice during the course of the semester. Study guides will be handed out in advance and group
leaders will have the opportunity to meet with the instructor in advance of these sessions.

Do not take this portion of the grade for granted: consistent lack of participation in discussions
or chronic attendance problems will negatively affect your class participation grade very quickly.
Students who attend regularly but do not participate in discussions cannot expect higher than a
D grade for this component of the course.

Journals (worth 15%)
Students are required to keep a journal of reflective analysis on readings for this class. Journal
entries should be based on the questions circulated on the group work study sheet and should
be prepared before the group work session. The entry should be about 1-2 pages in length
(hand written is fine) and should utilize specific information drawn from course readings.

Journals will be collected on group work days during the course of the semester (I may not
collect journals after every group work day, but students are required to bring them to class).
Individual journal entries will receive a check plus (roughly equivalent to an A), check (roughly
equivalent to a mid-B), check minus (roughly equivalent to a mid-C), or X (roughly equivalent to
a D, and indicates a completed journal entry with little critical analysis).

Every student should have a minimum of four entries completed by October 19 and eight
completed by December 7. In assessing a final letter grade for the journal, I will re-read
individual entries, consider the overall engagement with the course materials, and take into
account evidence of consistent quality and improvement over the course of the semester.
Evidence of declining work on the journals may also be factored into the final grade.
OTHER POLICIES

Due Dates and Extensions
All written assignments are due at the beginning of class. Late assignments will be deducted 10% per day, including weekends. Papers that are more than one week late will be given an automatic zero.

Requests for extensions on major assignments should be made at least a week in advance of the due date (except in the case of a dire illness or other emergency) and must be accompanied by some concrete evidence that you have been working on the assignment. I will not grant extensions for work that is incomplete due to poor planning.

Paper Drafts and Feedback
I will be happy to look at drafts of the paper and discuss your progress in the class at any point in the semester. However, please be considerate of my schedule if you want feedback on a rough draft for the paper. It takes several days for me to read and comment on drafts, and revisions may take several days on your part. Drafts submitted less than a week before the due date will be reviewed at my convenience and discretion.

Email and Outboxes
Everyone will automatically be enrolled in a HIST 230 listserv. Major announcements for this class (e.g. schedule changes, class cancellations, etc.) will be made through this list. Be sure to check your geneseo.edu account on a regular basis.

I store copies of all class handouts and presentations in a HIST 230 folder in my network outbox. If you miss class, please check the outbox before you ask me/email me for copies of handouts (but please do email me if you can't find a document in the outbox — I sometimes forget to post things). Learn how to use this incredibly useful resource at www.geneseo.edu/~cit/quickguides/pdf/boxes.pdf.

Email is a terrible format for communication certain kinds of information, and is particularly unsuited to giving feedback on written work. Unfortunately, some students increasingly rely on email as their main line of communication with faculty. If you want to discuss your work, please try to make an appointment to see me or drop by during open office hours. If you cannot find time to speak with me personally, you may email me. However, my response will not be instantaneous (especially over the weekends) and may not be as detailed as you would like.

Classroom Conduct and Class Participation Standards
Geneseo is a liberal arts college. The curriculum assumes that students will show up to class having prepared and reflected upon the course materials and will be ready to discuss them. To get an A in class participation, you need to be present, you need to demonstrate that you’ve read and thought about the readings, you need to be willing raise relevant points during class discussions, and you need to be an active and critical participant.

Since this is a discussion-based class, you are expected to attend class regularly. I do not take attendance during lecture classes, but will take attendance on Group Work days. Excessive absenteeism will negatively affect your class participation grade. If a long-term absence arises as a result of illness, injury, family emergency, etc., please contact me as soon as possible.
Plagiarism
Plagiarism is defined in the SUNY-Geneseo Undergraduate Bulletin as the “deliberate representation of someone else's words or ideas as one's own or the deliberate arrangement of someone else's material(s) as one's own. Any one of the following constitutes plagiarism: (A) Direct quotation without appropriate punctuation and citation of source; (B) Paraphrase of expression or thought without proper attribution; (C) Dependence upon a source for a plan, organization or argument without appropriate citation.” (http://handbook.geneseo.edu/3)

If this is too abstract, think of it this way: if you commit an act of academic dishonesty on any assignment in one of my classes, you will automatically fail the course and a letter will be placed in your academic file at the dean’s office.

Accessibility
I will be happy to make reasonable accommodations for persons with documented physical, emotional or learning disabilities. Students should discuss needed accommodations with myself and the Director in the Office of Disability Services (Tabitha Buggie-Hunt, 105D Erwin) as early as possible in the semester.

TEXTS:
All are available at Sundance.

- R.F. Foster, Modern Ireland, 1600-1972 (Penguin)
- Maria Edgeworth, Castle Rackrent (Oxford)
- Jonathan Swift, A Modest Proposal and Other Satirical Works (Dover)
- Angela Bourke, The Burning of Bridget Cleary (Penguin)
- Cecil Woodham-Smith, The Great Hunger (Penguin)
- Nuala O’Faolain, Are You Somebody? (Owl Books)
- John Conroy, Belfast Diary (Beacon Press)
- Electronic Reserve documents (listed as ERES). Although I recognize that they are a pain, ERES documents are all required readings and must be brought to class on the days they are assigned. Please print them out early in the semester or make arrangements to copy them. The password is “ireland”

Tuesday, August 29
   Introduction

Thursday, August 31
   The Many Faces of Ireland
   Read: Foster, chapters 1 and 2

Tuesday, September 5
   The Tudor Conquest and the Plantations
   Read: Foster, chapter 3

Thursday, September 7
   Group Work: Edmund Spenser on Ireland
   Read: Edmund Spenser, “View of the State of Ireland” (ERes)

Tuesday, September 12
   The Seventeenth Century Crises
   Read: Foster, chapters 4-6
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Read Notes</th>
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<tbody>
<tr>
<td>Thursday, September 14</td>
<td>Ascendancy Ireland</td>
<td>Foster chapters 7-8 and Swift, “A Modest Proposal” (just the one essay)</td>
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<td>Tuesday, September 19</td>
<td>Hidden Ireland</td>
<td>Foster, chapters 9-11</td>
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<td>Thursday, September 21</td>
<td>Group Work: Ascendancy Culture</td>
<td>Maria Edgeworth, <em>Castle Rackrent</em> (all)</td>
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<td>Tuesday, September 26</td>
<td>The 1798 Rebellion</td>
<td>Foster, chapter 12</td>
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<td>Thursday, September 28</td>
<td>The 1798 Rebellion, continued</td>
<td>“Declaration of the Rights of Man and Citizen” (ERes), “Declaration and Resolution of the Society of United Irishmen” (ERes)</td>
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<td>Tuesday, October 3</td>
<td>Rural Ireland before the Famine</td>
<td>Foster, chapters 13-14</td>
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<td>Thursday, October 5</td>
<td>EXAM 1</td>
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<td>Tuesday, October 10</td>
<td>Fall Break</td>
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<td>Thursday, October 12</td>
<td>The Early Years of the Famine</td>
<td>Woodham-Smith, chapters 1-3</td>
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<td>Tuesday, October 17</td>
<td>Group Work: Early Responses the Famine</td>
<td>Woodham-Smith, chapters 6-9</td>
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<td>Thursday, October 19</td>
<td>Later 19th Century Politics</td>
<td>Foster, chapters 15-17, Woodham-Smith, chapters 11-12</td>
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<td>Tuesday, October 24</td>
<td>Group Work: The Long Term Consequences of the Famine</td>
<td>Woodham-Smith, chapters 17-18, Paper Proposal and Bibliography due</td>
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<td>Thursday, October 26</td>
<td>Irish Rural Culture after the Famine</td>
<td>Bourke, 1-129</td>
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<td>Tuesday, October 31</td>
<td>Group Work: Bridget Cleary</td>
<td>Bourke, 130-240</td>
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<td>Thursday, November 2</td>
<td>The Emergence of Cultural Nationalism</td>
<td>Yeats, “On Baile’s Strand” in Harrington, Modern Irish Drama</td>
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<td>Tuesday, November 7</td>
<td><strong>Group Work:</strong> Synge's Vision of Gaelic Culture</td>
<td><strong>Read:</strong> Synge, “Playboy of the Western World” in Harrington, <em>Modern Irish Drama</em></td>
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<td>Thursday, November 9</td>
<td>The 1916 Rising</td>
<td><strong>Read:</strong> Foster, chapters 18-19</td>
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<td>Tuesday, November 14</td>
<td>The Anglo-Irish War and Treaty</td>
<td><strong>Read:</strong> Foster, chapters 20-21</td>
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<td>Thursday, November 16</td>
<td><strong>Group Work:</strong> The Anglo Irish War in Popular Culture</td>
<td><strong>Read:</strong> O’Casey, “Juno and the Paycock” in Harrington, <em>Modern Irish Drama</em></td>
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<td>Tuesday, November 21</td>
<td>Ireland after Independence</td>
<td><strong>Read:</strong> Foster, chapter 22</td>
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<td>Thursday, November 23</td>
<td><strong>Thanksgiving</strong></td>
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<td>Tuesday, November 28</td>
<td>Ireland in the Late 20th Century</td>
<td><strong>Read:</strong> Foster, chapter 23</td>
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<td>Thursday, November 30</td>
<td><strong>Group Work:</strong> Women in the Republic</td>
<td><strong>Read:</strong> O’Faolain, 1-111 and 176-188</td>
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<td>Tuesday, December 5</td>
<td>The “Troubles”</td>
<td><strong>Read:</strong> Conroy, 1-100</td>
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<td>Thursday, December 7</td>
<td><strong>Group Work:</strong> Belfast</td>
<td><strong>Read:</strong> Conroy, 100-218</td>
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<td>Tuesday, December 19</td>
<td><strong>EXAM 2 (8:00-11:00)</strong></td>
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