History 313 Spring 2009 Ireland since 1800

(Revised April 13, 2009.)

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Email works better for me.
Please refer to email etiquette guidelines on WebCT
http://www.csub.edu/~cmurphy
Office Hours: Monday 12:30 - 2:20, Tuesday 12:00 – 1: 00, Wednesday Lunch Table for 313
12:20-1:20, Thursday 12:00- 1:00

The Course
This course is an upper-division European history course and, therefore, contributes towards the
history major and minor requirement. The course will focus on the history of Modern Ireland
from 1800. As you will see, this course will not just be about the island of Ireland. You will also
become familiar with aspects of British, European and U.S. history particularly as they relate to
Ireland. Ireland may be an island, but it was, and is, closely aligned and connected to the politics
and fates of many other countries. As well as Great Britain and the United States, we will be
mentioning links with Australia, France, India, Spain, Germany and Mexico among other
countries.

Books
Angela Bourke, The Burning of Bridget Cleary (the true story about the murder of an Irish
woman during the 1890s which provides insights into the culture and politics of the time).

Catriona Clear, Social Change and Everyday life in Ireland, 1850-1922 (selected chapters)

Alvin Jackson, Ireland 1798-1998 (This book provides you with historical background for the
class. You should consult it as a reference before each class. Refer to the list of contents and the
index. You are not required to read the whole book. Recommended pages are provided for some
classes).

Alan Ward, The Easter Rising (This work discusses the road to, and the course of, the rebellion of
1916).

Electronic Reserve
There will be a number of readings on electronic reserve. Details in class.

Highly Recommended (I will put a copy on reserve)
James Donnelly, The Great Irish Potato Famine (comprehensive history of the Famine by the
leading historian of Ireland in the United States. You should become familiar with Donnelly’s
opinions on the causes, management, consequences of, and different interpretations of the
Famine’s history. You do not have to know everything in this book, but you need to be familiar
with the main points in each chapter, and Donnelly’s arguments and methodology).

In your exams you should be able to cite authors’ opinions on topics you are writing about
(especially essay questions). You are expected to read and write at upper-division level to do
well in this course. Therefore, you should be able to read independently and be capable of
historical analysis.
Format
The class will be a mixture of lecture, discussion, video and audio material and guest lecturers. Students are expected to come to class having read the required reading. The class will be roughly chronological in format. However, because of the nature of our readings you should be prepared for lectures and discussions to be thematic as well as chronological. Lectures will not necessarily repeat what is in the readings (nevertheless, any reading material may come up in the exam). My role is to draw your attention to particular points in the reading, provide you with various interpretations of a topic, and add extra information not found in the reading. Be prepared for extra readings and handouts (which do not appear on the syllabus) to be put on webCT or electronic reserve.

Questions to think about
Before some classes I will place questions in the Questions to think about folder on WebCT. This should help you to focus on important issues. We will also open the discussion board during the course.

Discussion
Expect to be placed in discussion groups often. You are no use to the group if you have nothing to say about the reading. Discussion times will vary and could last up to 45 minutes. Everybody is expected to participate and take turns leading and reporting on discussion. This can only work well if the required readings have been completed. Discussions are structured. Each discussion group reports back to the professor and the other groups.

Requirements
Midterm 30 points (May 6)
Bridget Cleary exam 15 points (May 22)*
Paper 25 points (June 5: details at the end of the syllabus)
Final Exam 30 points
*(Questions on Bridget Cleary may also appear in the midterm and the final)

Grading: While I will grade each individual assignment, the grade of the course will not be merely the sum of the individual grades. Rather, I will take into account an overall sense of quality in the general tone of one's work. However, the sum of one's individual grades will certainly be a strong indication of where one stands. I reserve the right to adjust the final grade based upon your participation in the class.

Class schedule
This list of classes is tentative. There may be changes depending upon our pace, the availability of guest speakers, and depending on whether certain issues become pertinent. Please be prepared to be flexible. You will be notified if there are changes. You should check webCT email between every class to see if the schedule has changed, or if new reading has been added. If you are absent from class it is your duty to find out from fellow students or me if changes have been made.

Guest speakers may come to the class. Please be courteous to these speakers as they are giving of their time freely without financial compensation. Information provided by guest speakers will be considered as class content and may appear in exams

Class 1 and 2 (4/1, 4/3): Introduction. Geography. History before 1800 and Society. View 30 minutes of Why Ireland Starved (WebCT)
Class 3  (4/6) Read John A. Murphy article on electronic reserve. Come with comments and questions.

Class 4  (4/8) Society and Politics around the time of the Act of Union 1880. Reading: Ward, chapter 2


Class 7 (4/15): Origins and outline of the famine
Reading: Jackson, 69-86 primary sources on the Famine on reserve.

Class 8 (4/17) Revising the Famine. Reading: Kineally and Donelly (2) on reserve.

Class 9 (4/20) Parallels in Irish and Mexican history and culture. Video: The San Patricios. Readings: Wallace and McCornack, articles on the San Patricios (WebCT)

Class 10 (4/22) Work after the Famine. Reading: Catriona Clear, Chapters 1 and 2 Agricultural and non Agricultural work.

Class 11 (4/24) Reading: Emmett Larkin, “Devotional Revolution” (electronic reserve), We will not meet in class. I will be in a meeting in Long Beach.

Class 12 (4/27) Emigration. Reading: Catriona Clear, chapter 4, “Emigration and Migration”


Class 16: (5/6) Midterm

Class 17 (5/8) Marriage and the House. Reading: Catriona Clear, Chapters 5 and 9 “Marriage” and “Houses, Food and Clothes.”

Class 18 (5/11) A Witch or a Fairy? Reading: The Burning of Bridget Cleary, first half of book

Class 19 (5/13/) Hottentots? Reading: Bridget Cleary, second half of book


Class 21 (5/19) Politics since the “Fall” of Parnell to 1914. Reading: Jackson and Ward

Class 22 (5/22) Bridget Cleary Exam and catch-up.

Class 23 (5/25) Memorial Day
Class 24 (5/27) War and Rebellion. Reading: Ward, chapters 1, 8, 9 and Jackson on 1916 rebellion and Great War.


*Week beginning June, I have Jury Duty, be prepared to be flexible and check WebCT email often.*

Class 26 (6/1) Movies: Michael Collins/Wind that Shakes the Barley Ward, Chap. 12
Watch one or both movies critically. webCT

Class 27 and 28 (6/3, 6/5): The Irish Free State: A Reluctant Dominion
DeValera, his Ireland, the 1937 Constitution, and the “Emergency”.
Reading: Jackson, 275-308

*Class 29 (6/9) The New Ireland and the EU*

**Classroom Rules.**
Come to every class and on time. Do not leave early. Do not leave during class unless necessary, doing so disturbs me and other students. Treat classmates and Professor with respect. Do not talk during lectures. There will be time to talk during discussions. **Switch off phones and other noisy objects. If you are wearing a device for medical purposes that may “beep” let me know.**

*Web Sites of Irish Interest*
[http://multitext.ucc.ie/d/Emancipation_Famine_Religion_Ireland_under_the_Union_1815--1870](http://multitext.ucc.ie/d/Emancipation_Famine_Religion_Ireland_under_the_Union_1815--1870)

University College Dublin podcasts in Irish Studies

Act of Union Virtual library [http://www.actofunion.ac.uk/](http://www.actofunion.ac.uk/)


Institute for Irish American Studies

Irish Studies resources (Acis)

Center for the preservation of irish American Publications
[http://www.lehman.cuny.edu/lehman/irishamericanstudies/alpha.html](http://www.lehman.cuny.edu/lehman/irishamericanstudies/alpha.html)


Famine [http://adminstaff.vassar.edu/sttaylor/FAMINE/](http://adminstaff.vassar.edu/sttaylor/FAMINE/)

The Great Irish famine (New Jersey Curriculum) [http://www.nde.state.ne.us/SS/irish_famine.html](http://www.nde.state.ne.us/SS/irish_famine.html)

Irish Census (Dublin, 1911) [http://www.census.nationalarchives.ie](http://www.census.nationalarchives.ie)

Ireland’s Historic maps [http://www.irishhistoricmaps.ie](http://www.irishhistoricmaps.ie)
Weekend Movies.
Nothing to do at the weekend? Here are some movies. For further information see http://www.irishfilm.net

Agnes Browne
Angela’s Ashes
A Man of No Importance
Breakfast on Pluto
Da!
Dancing at Lughnasa
Evelyn
Far and Away
Gangs of New York
Lamb
In America
In the Name of the father
Into the West (good to watch with children)
Magdalene Sisters
Michael Collins
My Left Foot
Once
Ned Kelly
The Boxer
The Butcher Boy
The Dead
The Field (Great!)
The Informer (1935)
The Crying Game
The Commitments
The General
The Last September
The Quiet Man
The Snapper
The War of the Buttons (good to watch with children)
The Secret of Roan Inis (good to watch with children)
Veronica Guerin
Ryan’s Daughter
Waking Ned Devine
Widow’s peak
The Wind that Shakes the Barley
Term Paper.
Paper due: June 5 10:00 am.

Turnitin.com
In addition to submitting a hard copy of the paper, students also must submit the paper electronically to Turnitin.com. Approximately two hours after you submit your paper to this online program (although it usually takes less time), you can access a color-coded report with details about your use of sources in the paper. To use Turnitin.com, you will need to create a “user profile” with the following information: Class ID#--2691164; Class enrollment password—Ireland. After your profile is created, you can log on and use the site. Please create your profile within the next week.

Format
Please use footnotes/endnotes to cite your sources (use the Chicago style). Length: 5-7 pages of text, double spaced, 12 point font. Include a cover page and a bibliography. Give your paper a title.

Write in the third person: “this writer concludes that…”; “it could be argued that…”; “all the evidence points to…” and so on. Consult “Style Guide” on webCT. All papers should use half a dozen or more scholarly sources. I will be particularly impressed if you find relevant sources on JSTOR.

Choose one of the following papers:
1. Historians have differed significantly on who was to blame for the Irish Potato Famine. Who puts forward the most convincing case and why? Your role is to be the “objective” historian-introducing, weighing up, and making a conclusion about the arguments.

2. Discuss how The Burning of Bridget Cleary is not just a story about rural people and their reaction to fairies. Write an analysis of the book which sets the murder firmly in the context of the dominant political, social, religious and cultural issues and influences of the day. Your paper should refer to a number of other scholarly works in order to strengthen your analysis of the Cleary book. Also, remember this is not a book review. You are asked to address the question above.

3. Ireland had a complicated relationship with the British monarchy. Discuss. You may pick the period of the reign of Queen Victoria (1837-1901), or you may go as far as the Abdication Crisis, 1936. (James Murphy’s book, DVD on the monarchy, textbook and other scholarly sources).

4. What were the expectations of life for a lower–class male or female between 1850 and 1900? (Bourke, Clear, Miller, other scholarly sources)?

5. According to some, the 1916 Rising was a failure. According to others, it was not. Discuss this difference of opinion.

6. Why was the Anglo-Irish Treaty not enthusiastically accepted by all Irish nationalists. Were they reasonable to oppose it?

7. Ireland’s neutrality during World War Two was the most prudent path for a newly independent nation. Discuss this view.