

HISTORY OF IRELAND (EVOLUTION OF MODERN IRELAND)
CAS HI 254/CAS PO 231

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Class Times: TBC

Venue: TBC

Course Overview

This course provides an introduction to the major themes, individuals, events, social groups, institutions and networks that have shaped modern Irish history. Each lecture focuses on a seminal period or event in the history of modern Ireland, examines its background, and assesses its impact on Irish history. The course focuses on the nineteenth and twentieth centuries, and among the topics examined are the Great Famine; the campaign for home rule; the constitutional and militant traditions in Irish nationalism; the 1916 Easter Rising; the following campaign for Irish independence; the political, cultural and economic development of independent Ireland; and the Northern Ireland Troubles and peace process.

(HUB) Learning Outcomes

Historical Consciousness (1 unit)

- Students will create historical narratives, evaluate interpretations based on historical evidence, and construct historical arguments.
- Students will demonstrate an ability to interpret primary source material (textual, visual and aural), using a range of interpretive skills, and situating the material in its historical and cultural context.
- Students will demonstrate knowledge of ethno-religious traditions, intellectual paradigms, forms of political organization and socioeconomic forces, and how these have changed over time.

Social Inquiry 1 (1 unit)

- Students will identify and apply major concepts used in the social sciences to explain individual and collective human behavior, including, for example, the workings of social groups, institutions, networks, and the role of the individual in them.

To meet the Hub areas above, on completion of the course, students will be able to:

- **Discuss and examine** the work of authors, for instance Thomas Bartlett, T.W. Moody and F. X Martin, R.F. Foster, Caitríona Clear and Diarmaid Ferriter, who have

assessed, analysed, and evaluated seminal events in Irish history. This will entail evaluating and challenging the authors' interpretation of the historical evidence available. Students will then construct their own historical arguments and create engaging accounts based on key personalities, for example Daniel O'Connell, Charles Stewart Parnell, Michael Collins and Éamon de Valera; and significant episodes, for example the Penal Laws up to 1829, the Great Famine, 1845–9, the War of Independence, 1919–21, and the Anglo-Irish Treaty, 1921, in Irish history (Historical Consciousness).

- Students will be able to **interpret** primary source material, for instance diaries, speeches, autobiographies, papers, records, letters, eyewitness accounts, photographs, editorials, newspapers, music recordings and voice recordings presented to them in lecture slides, handouts and course books. Students will, while encouraged to use an open mind and situate the material in its historical and cultural context, closely examine and explore the ideas and identify the assumptions, reasons and claims presented in these sources. The sources studied will relate to the seminal events and chief personalities in the history of Ireland. Students will work to achieve a comprehensive understanding of the economic, legal, political, religious and social conditions that existed at the time that these materials were created and, if relevant, what motivated the individuals or groups behind them to behave as they did. The minor research essay requires students to use a minimum of **one** primary source. Information on how to access supplementary primary source material, located in libraries, specialist libraries, archives and electronic resources, will be provided to students (Historical Consciousness).
- Students will be able to **use** primary source material (textual, visual or aural) to learn what has driven and divided Irish international relationships, and how the phenomenon of migration from Ireland has created significant global connections. Furthermore, they will be able to learn what are the resulting cultural, economic, political and social consequences of these international links (Historical Consciousness).
- Students will be able to **identify, explain and understand** the significance and results of collective behavior in Ireland's past, such as riots during the Great Famine, Daniel O'Connell's monster meetings, the Orange Order July 12th processions, and the Irish Transport and General Workers' Union lockout and sympathetic strikes (Social Inquiry).
- Students will be able to **understand** the origins and work of Irish cultural, political and social groupings, for example Conradh na Gaeilge (the Irish Language League), Cumann na mBan (the Irish Women's Republican Association), the Irish Citizen Army, the Ulster Volunteer Force; and Irish institutions, for example the Gaelic Athletic Association, the Catholic Church in Ireland, Dáil Éireann (the main house of parliament in the Irish state) and An Garda Síochána (the police force in the Irish state); and Irish networks, for example the Irish Republican Brotherhood/the Fenians (the main revolutionary network of the late nineteenth and early twentieth centuries), and the Irish diaspora. Students will look at the dynamics of these groupings, institutions and networks and examine what drove their members and how they influenced Irish society and history (Social Inquiry).

- Students will be able to **identify and explain** the role of individuals in the historical evolution of Ireland, for instance St Patrick, who popularised Christianity; Daniel O’Connell, who articulated Irish nationalism in the first half of the nineteenth century; Charles Stewart Parnell, who led the campaign for home rule in the second half of the nineteenth century; Michael Davitt, who led the campaign for land tenure reform in the second half of the nineteenth century, establishing the Land League; Jim Larkin, who created the Irish Transport and General Workers’ Union at the start of the twentieth century; Patrick Pearse, who was the main leader of the 1916 Easter Rising; Éamon de Valera, who was the most prominent Irish statesperson of the twentieth century, creating the Fianna Fáil political party that dominated politics in the Irish state; and John Hume, who was perhaps the key figure in the Northern Ireland peace process. The role of these architects of modern Ireland will be examined and explained by applying concepts used in the social sciences (Social Inquiry).
- Students will be able to **understand** the socioeconomic and political development of the island of Ireland from the pre-1800s to the 1970s (Social Inquiry).

Class Time

The course consists mainly of lectures, class discussions, guest lectures, field trips and documentary screenings. Students will interpret primary source material (textual, visual and aural), for example, artifacts, legal documents, video clips and radio recordings, using a range of interpretive skills, and situating the original material in its historical and cultural context.

Assignments and grading:

Class attendance and participation	10%
Quiz	10%
Essay preparation	10%
Essay	30%
Final Exam	40%

Attendance and participation (10%)

Participative class discussion is an integral part of the course. Students are encouraged to ask questions and are expected to engage actively in discussion during class. The use of social media or other internet distractions during class will be penalised with a 2% deduction per violation.

Quiz (10%)

A quiz will take place at the beginning of lecture nine. It will be in the form of ten questions – five of which will be multiple-choice questions and five of which will be direct answer questions. The quiz one is worth 10%. It will not be rescheduled if any student is absent.

Essay Outline (10%)

An essay plan must be submitted at the end of lecture twelve. It will outline the structure of the course essay, also confirming its title, the areas that it will discuss and the sources that it will use. The essay plan is worth 10%.

Essay (30%)

The course essay should be approximately 1,500 words in length (not including the bibliography) and it is due at the beginning of lecture fifteen. The essay titles will be distributed at the morning of lecture ten. The requirements for the essay will be distributed along with the essay titles.

Exam (40%)

Students are required to respond to **two** questions on the examination paper, which will be two hours in duration.

Required Texts

The core textbook is **Thomas Bartlett, *Ireland: A History***. It serves as an introductory textbook only and students are required to engage in supplementary reading, which will be provided, to deepen their understanding of Irish history. Lectures and field trips will also serve as an introduction to topics, with students required to supplement both with additional reading, particularly on topics that interest them or on which they intend to write a paper. Students will have full access to the superbly resourced library at Dublin City University. Other, alternative and complementary, textbooks are: T.W. Moody and F.X. Martin (eds), *The Course of Irish History* (chapters 14 to 23); Paul Bew, *Ireland: The Politics of Enmity, 1789–2006*; R.F. Foster, *The Oxford Illustrated History of Ireland*; J.J. Lee, *Ireland 1912–1985: Politics and Society*; Dermot Keogh, *Twentieth Century Ireland*; and Diarmaid Ferriter, *The Transformation of Ireland 1900–2000*. In addition, the two most recent books of the lecturer, which explore the foundation of the Irish state, *Birth of a State: The Anglo-Irish Treaty*, and its development, *Developing Rural Ireland*, are ideal companions to the course.

Plagiarism

It is every student's responsibility to read the Boston University statement on plagiarism, which is available in the Academic Conduct Code. Students are advised that the penalty against students on a Boston University program for cheating on examinations or plagiarism may be "expulsion from the program or the University or such other penalty as may be recommended by the Committee on Student Academic Conduct, subject to approval by the Dean."

Lecture Schedule

Lectures	Title, description, required reading and other details
One	<p>Title: ‘Introduction’</p> <p>Description: This first class will be configured entirely around introductions – the introduction of the lecturer to the class of twelve students; the casual introduction of the twelve students to the lecturer and to each other; and the comprehensive introduction of the ‘History of Ireland’ course, with an emphasis on the requirements and the assessment of the course.</p>
Two	<p>Title: ‘The Plantation of Ulster to the Act of Union’ – Part 1</p> <p>Description: The objective of the first two lectures, given in two parts, is to give students an overview of Irish history before 1800, when the Act of Union was passed, and therefore to provide students with critical background for the future lectures. Among the historical events that will be examined will be the Ulster plantation of the early 1600s, the Penal Laws from 1695, the United Irishmen’s rebellion of 1798, and the Act of Union between Great Britain and Ireland.</p> <p>Required Reading (Over the two classes)</p> <p>Core textbook: Thomas Bartlett, <i>Ireland: A History</i>, Chapter 4, part II, pp. 206–53.</p> <p>Primary source (provided): Joseph Stock (1740–1813), <i>Bishop Stock’s ‘narrative’ of the Year of the French: 1798</i> (ed. Grattan Freyer).</p>
Three	<p>Title: ‘The Plantation of Ulster to the Act of Union’ – Part 2</p> <p>Description: As above.</p> <p>Required Reading: As above.</p> <p>Documentary Screening: <i>Story of Ireland, The Age of Revolution</i>.</p>

<p>Four</p>	<p>Title: ‘Daniel O’Connell and Catholic Emancipation’</p> <p>Description: This lecture will examine the life and career of ‘The Liberator’, Daniel O’Connell, who, in the early 1800s, led the successful campaign for Catholic Emancipation (the abolition of the Penal Laws) and, also, the unsuccessful campaign for the repeal of the Act of Union. His seminal role as the first international Irish politician to articulate Irish nationalism will be examined in detail.</p> <p>Required Reading:</p> <p>Core textbook: Thomas Bartlett, <i>Ireland: A History</i>, Chapter 4, part II, pp. 254–66, and Chapter 5, pp. 267–80.</p> <p>Primary source (provided): Daniel O’Connell, ‘Be obedient to me, and Ireland shall be free’, 1 October 1843, in Richard Aldous (ed.), <i>Great Irish Speeches</i>.</p>
<p>Five</p>	<p>Title: ‘The Great Famine – <i>An Gorta Mór</i>, and Charles Stewart Parnell – “The Uncrowned King of Ireland” – and Home Rule’</p> <p>Description: The first half of the lecture will examine the causes and the consequences of the Great Irish Famine – <i>An Gorta Mór</i> (‘the Great Hunger’) – which ravaged Ireland between 1845 and 1849, and during which approximately 1 million people died and another 1.5–2 million people emigrated, principally to the United States. Students will create a historical narrative, evaluate several interpretations based on historical evidence, and finally construct their own historical argument. The second half of the lecture will examine the career of ‘The Uncrowned King of Ireland’, Charles Stewart Parnell, who led the campaign for home rule, and also land tenure reform, in the late 1800s before his career imploded amid scandal.</p> <p>Required Reading</p> <p>Core textbook: Thomas Bartlett, <i>Ireland: A History</i>, Chapter 5, pp. 281–94, 294–345.</p> <p>Primary sources (provided): Liam Swords (ed.), <i>In Their Own Words: the Famine in North Connacht, 1845–9</i> (extracts); image from the <i>Illustrated London News</i>; Charles Stewart Parnell, ‘No man has the right to fix the boundary of the march of a nation’, 21 January 1885; Michael Davitt, ‘The Land League repels the accusation, and counter-charges landlordism’, 29 October 1889; and the Catholic hierarchy, ‘Parnell, by his public misconduct, has utterly disqualified himself’, 3 July 1891, in Richard Aldous (ed.), <i>Great Irish Speeches</i>.</p>

<p>Six</p>	<p style="text-align: center;">FIELD TRIP</p> <p>Title: ‘The Hill of Tara – The Seat of the High Kings of Ireland’</p> <p>Description: This ancient ceremonial and burial site was, according to tradition, the seat of the high kings of Ireland. Several ancient monuments surround the hill, at what is a late Stone Age site. The field trip will focus on this and also the various ways and reasons why crowds used this site in later history.</p> <p>Meeting point and time: TBC</p> <p>Requirements: Please bring suitable outdoor clothes (light rain gear) and walking shoes.</p>
<p>Seven</p>	<p style="text-align: center;">GUEST LECTURE</p> <p>Title: ‘The Fenians and the United States’</p> <p>Description: Guest lecturer Dr David Doolin of the University of Galway will examine the roots of the radical nationalist movement the Fenians in nineteenth-century North America, looking particularly at the Fenian raids from the US on Canada in the 1860s and 1870s.</p>
<p>Eight</p>	<p style="text-align: center;">FIELD TRIP</p> <p>Title: ‘Experience Gaelic Games’</p> <p>Description: At this unique event, students will ‘live like a local’ as they learn about and play Ireland’s native, indigenous, Gaelic games. Moreover, they will have a few hours of fantastic fun and see if they fall in love with the sports that over five million Irish people are crazy about!’</p> <p>Meeting point and time: TBC</p> <p>Requirements: Please bring suitable sports shoes.</p>
<p>Nine</p>	<p style="text-align: center;">GUEST LECTURE</p> <p>Title: ‘Irish-America and the Irish Revolution’</p> <p>Description: Guest lecturer Dr Michael Doorley of the Open University will examine the part played by Irish-America in the lead up to, and the prosecution of, the Irish Revolution, 1916–23.</p> <p>Quiz: The quiz will be held at the beginning of this lecture.</p>

<p>Ten</p>	<p style="text-align: center;">FIELD TRIP</p> <p>Title: ‘1916 Walking Tour of Dublin’</p> <p>Description: Dónal Fallon, author, historian, podcaster and guide on Dublin’s original 1916 tour, will take the class to the relevant sites of the battles of Easter 1916 in Dublin, further examining the complexities of this seminal episode in Irish history in an accessible and concise fashion.</p> <p>Meeting point and time: The front gate of Dublin Castle, Dame Street, Dublin 2, D02 XR57 (beside Chez Max), at 2:00 pm.</p> <p>Essay titles will be distributed. The essays will be due at the beginning of Lecture 15.</p>
<p>Eleven</p>	<p>Title: ‘The Gaelic Revival and the Prelude to the 1916 Easter Rising, and the Irish Revolution, 1916–23’</p> <p>Description: The first half of the lecture will examine Irish society before the 1916 Easter Rising, concentrating particularly on the Gaelic Revival, the Great Lockout of 1913, the passage of the Home Rule Act in 1914, and how various cultural, political and social groupings, institutions and networks reacted to home rule, and, also, how the First World War (1914–18) split the nationalist movement. The second half of the lecture will examine the 1916 Easter Rising, the British reaction to it and the legacy of the Rising. Put succinctly, did the Rising fail or was it the spark to the flame of Irish freedom? It will also profile the Irish War of Independence, 1919–21, the signing of the Anglo-Irish Treaty in December 1921, and the Irish Civil War, 1922–3.</p> <p>Required Reading</p> <p>Core textbook: Thomas Bartlett, <i>Ireland: A History</i>, Chapter 6, pp. 377–419.</p> <p>Primary sources (provided): Lady Gregory (1852–1932), <i>Cathleen ni Houlihan</i>; ‘Proclamation of the Irish Republic’; The Anglo-Irish Treaty of 1921.</p>
<p>Twelve</p>	<p>Title: Review and Essay Preparation</p> <p>Description: This class will revise the content of course thus far, up to the Irish Revolution, 1916–23, and will also feature a seminar-style discussion of each of the essay questions on the essay list.</p> <p>Essay preparation: The essay plan will be due at the end of this lecture.</p>
<p>Thirteen</p>	<p>Title: ‘Independent Ireland, 1922–32, and Éamon de Valera in Power, 1932–48’</p> <p>Description: This lecture will examine two topics. First, the emergence of the Irish Free State following Irish independence. In particular in this regard, it will look at the Irish Civil War (1922–3) and the influence of the Catholic Church in building the new state. Second, the lecture will examine the political career of Éamon de Valera,</p>

	<p>who dominated Irish politics between 1932 and 1948. In particular, it will examine his revision of the Anglo-Irish Treaty and his conduct of World War Two (1939–45).</p> <p>Required Reading</p> <p>Core textbook: Thomas Bartlett, <i>Ireland: A History</i>, Chapter 6, pp. 420–67.</p> <p>Primary sources (provided): Constitution of Ireland (extracts); and Éamon de Valera’s radio broadcast in response to Winston Churchill at the end of the Second World War.</p>
Fourteen	<p>Title: ‘Northern Ireland: Conflict and the Road to Peace’</p> <p>Description: This lecture will examine the ‘Troubles’ in Northern Ireland from their beginning in the 1960s to the peace process from the 1990s. The Northern Ireland Troubles played a significant part in shaping the cultural, political and social evolution of modern Ireland in general, and its international reputation. The lecture will examine the origins and operations of the various cultural, political and social groupings, institutions and networks that featured prominently during the Troubles.</p> <p>Required Reading</p> <p>Core textbook: Thomas Bartlett, <i>Ireland: A History</i>, Chapter 7, pp. 497–527. Primary sources (provided): University of Ulster CAIN Archive – Conflict and Politics in Northern Ireland (cain.ulster.ac.uk).</p>
Fifteen	<p style="text-align: center;">GUEST LECTURE</p> <p>Title: ‘A Sports History of Ireland’</p> <p>Description: Guest lecturer Dr David Doolin of the University of Galway will examine the sports history of Ireland.</p> <p>Essays are due at the end of this lecture. Students must submit electronic or printed copies of their essays.</p>
Sixteen	<p style="text-align: center;">FINAL CLASS</p> <p>Title: Final Class</p> <p>Description: This final class will offer a review of the ‘History of Ireland’ course and it will, moreover, prepare students comprehensively for the final exam.</p>
Exam	<p style="text-align: center;">Final Examination</p> <p style="text-align: center;">Time: 11:00 am Venue: TBC</p>