American College Dublin

LIB400 IRISH NATIONALISM

Credits:	3 US credits / 6 ECTS credits
Credit level:	Stage award
Prerequisites:	None
Mandatory:	Yes
Contact hours:	40
Academic Year:	2016/17
Semester:	2
Lecturer:	Rory McEntegart / David Webb

INTENDED LEARNING OUTCOMES

At the end of this module learners should be able to:

1. become familiar with historical documents relating to the colonisation of Ireland and the imposition of the penal laws during the Tudor, Stuart, and Cromwellian periods;
2. develop a historical understanding of the relations between Catholicism and Protestantism in Ireland under British rule;
3. analyse the impact of the Great Famine of the mid-nineteenth century on the Irish national consciousness and identity;
4. recognize the importance of the late nineteenth-century Celtic Revival in literature, art, and historical scholarship in enhancing a sense of Irish national identity;
5. discuss the political transformations in Ireland between the Easter Rising and the founding of the Free State;
6. become aware of the clash of different Irish nationalisms behind the Troubles in Northern Ireland.

Learning outcomes 2-4 will be assessed by a research paper, and 1, 5-6 by the final examination.

MODULE OBJECTIVES

The aim of the module is to examine the notion of Irish national identity in the context of Irish history, British colonialism, Irish insurgence and struggle for political independence as reflected in historical documents, literature, art, religious life and social experience. A historical introduction to the problem of Irish nationalism will include the search for cultural and linguistic identity of the Irish in their opposition to the Norman and English rule. The course will then focus on the subsequent struggles between Irish Home Rule and Unionism with England, on the Easter Rising of 1916 and the civil war, the Partition, to conclude with the Good Friday

Agreement of 1998 and the apparently successful alignment of Ireland with the European Union.

MODULE CURRICULUM

Learners will realise the module objectives by completing a number of curriculum tasks and activities. These are planned to include the following topics:

- The Celtic roots of Irish national identity;
- The Normans and the beginnings of English colonization of Ireland;
- The Tudors and Stuarts to 1641: religious division and plantation
- The legacy of Oliver Cromwell and historical resentment;
- The Penal Laws;
- The 1798 Rebellion, the Irish Parliament, and the question of the Home Rule;
- The Celtic Revival, James Joyce: the forging of the uncreated conscience of the Irish race;
- The terrible beauty of 1916;
- The politics of the Easter Rising and civil unrest;
- The Anglo-Irish Treaty, the Free State, and the Partition of Ireland;
- The 1916 cultural legacy;
- The Ireland of Eamon De Valera;
- The Troubles in the North and the Good Friday Agreement;
- National identity and economy: the European Union and the birth of the Celtic Tiger;
- Nationalism and the Irish Diaspora.

REQUIRED TEXT

Richard English, *Irish Freedom: The History of Nationalism in Ireland*, London: Macmillan, 2008;
Diarmaid Ferriter, *The Transformation of Ireland*, London: Penguin, 2007;
R.F. Foster, *The Oxford Illustrated History of Ireland*, Oxford University Press, 2001.

SUPPLEMENTARY READING LIST

Paul Bew, *Ideology and the Irish Question: Ulster Unionism and Irish Nationalism 1912-1916*, Oxford University Press, 1998;
David McKittrick, *Making Sense of the Troubles*, New Amsterdam Books, 2002;
Thomas E. Hachey, Joseph M. Hernon, Jr., Lawrence J. McCaffrey, *The Irish Experience: A Concise History*, Armonk, NY: M.E. Sharpe Publishers, 1996;
Cecil Woodham-Smith, *The Great Hunger: Ireland, 1845-1849*, New York: Penguin Books, 1962;
T. W. Moody, F. X. Martin, eds., *The Course of Irish History*, Boulder, CO: Robert Reinhart, 2002;
Peter Gray, *The Irish Famine,* New York: Harry N. Abrams, 1995;
Helen Litton, *The Irish Civil War: an Illustrated History*, Dublin: Wolfhound, 1995;
S. J. Connolly, ed., *The Oxford Companion to Irish History*, Oxford University Press, 2007;
John Ardagh, *Ireland and the Irish: Portrait of a Changing Society,* London: Penguin, 1979;
J. C. Beckett, *The Making of Modern Ireland 1603-1923*, London: Faber/Trafalgar, 2008;

Terence Brown, *Ireland: A Social and Cultural History 1922-1985*, Cornell University Press: 1985;

Tim Pat Coogan, *The Troubles: Ireland's Ordeal 1966-1995 and the Search for Peace,* Roberts Reinhart Publishers, 1997;

Roy Foster, *Modern Ireland 1600-1972,* Penguin Books, 1990;

Gemma Hussey, *Ireland Today: Anatomy of a Changing State,* London, Townhouse Viking, 1994;

J. J. Lee, *Ireland 1912-1985: Politics and Society,* Cambridge University Press, 1990;

Conor Cruise O'Brien, *Ancestral Voices: Religion and Nationalism in Ireland*, University of Chicago Press, 1995.

INTERNET WEBSITES

http://www.irishhistorylinks.net/Irish_History_Timeline.html

http://www.sacred-texts.com/neu/celt/index.htm#ireland

http://www.museum.ie/

http://www.loc.gov/rr/international/main/ireland/history.html

http://www.nli.ie/en/homepage.aspx

http://www.tcd.ie/History_of_Art/triarc/index.php

MODULE LEARNING ENVIRONMENT

The physical structures of the module learning environment include lecturing classrooms supplied with integrated chairs and desks and a whiteboard, a Powerpoint system, overhead projector, television and DVD/video player. The learners also have access to an up-to-date computer laboratory (all computers are connected to the College's network; they are equipped with the Microsoft XP Office suite of software, Microsoft Frontpage and are networked for printing and internet access).

The module learning environment also includes the College's library (the Rooney Library). In co-operation with the teaching staff and in association with Lynn University, Boca Raton, Florida, the Library is able to supply reading and research materials on all aspects of the proposed Liberal Arts degree (as well as a range of materials on history, sociology, literature, languages, art, international relations and environmental studies). There are networked computers (five) and printers, with Internet access and power points for portable computers. The library management system, Voyager, provides an online catalogue. Learners are able to search the catalogue, extend their loans, and place holds on titles from home. An inter-library loan service is available for staff and learners.

MODULE TEACHING AND LEARNING STRATEGY

The module intended learning outcomes are achieved through a range of teaching and learning strategies. These include three hours per week of class time which combines elements of a seminar and tutorial. Learners are expected to take detailed notes in class and to do practical exercises and other classroom activities prescribed by the lecturer. Learners are also expected to dedicate at least two hours per week to self-directed study which includes reading, elementary research, home assignments, group assignment preparation, individual projects,

and revision of material for tests and final examinations. Self-study can be conducted in the College Library or at home. Learners can also contact their lecturer during office hours for further academic support. All these types of teaching provide a versatile opportunity to support and develop learner engagement with the programme.

MODULE ASSESSMENT STRATEGY

The extent to which learners have achieved the module intended learning outcomes is established by different kinds of assessment strategies. These include various forms of continuous assessment, attendance and active class participation, and the final exam. The forms of assessment used in the module, together with their weighting, include the following:

- research paper (c. 1000 words), in which learners will present results of their original research on a selected topic relating to Irish nationalism (40%);
- final examination (60%).

As class attendance is necessary for the achievement of intended learning outcomes, only learners who have attended at least 75% of the classes can sit the final examination.

The grading scale used by the American College Dublin is the following: A (80-100%), B+ (70-79%), B (60-69%), B- (55-59%), C+ (50-54%), C (40-49%), D (35-39%), F (below 35%).

Learners will be instructed in academic techniques of source referencing to avoid plagiarism, that is, unacknowledged appropriation of someone else's ideas, words, and research results. Plagiarism is regarded by the College as a serious offence punishable by downgrading, failure in the course work, and possible dismissal from the College. The College's detailed Plagiarism Statement is included in the Quality Assurance Manual, sections 3.8.1-3.