

**University of Wisconsin-Stevens Point
Department of History**

Spring 2020

455 CCC

Office Hours: MW 8-9; F 10-11 and by appointment

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Dr. Nancy LoPatin-Lummis

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History 360/560 -Modern Ireland

“We are bound to lose Ireland in consequences of years of cruelty, stupidity and misgovernment and I would rather lose her as a friend than a foe.”

--William Ewart Gladstone (1809-98)

“We have always found the Irish a bit odd. They refuse to be English.”

--Winston Churchill (1874-1965)

“The relationship [between Britain and Ireland] has not always been straightforward, nor has the record over the centuries been entirely benign. It is a sad and regrettable reality that through history our islands have experienced more than their fair share of heartache, turbulence and loss. These events have touched us all, many of us personally, and are a painful legacy. We can never forget those who have died or been injured and their families. To all those who have suffered as a consequence of our troubled past, I extend my sincere thoughts and deep sympathy. With the benefit of historical hindsight, we can all see things which we would wish had been done differently, or not at all.”

Queen Elizabeth II, speaking in Dublin (2011)

Course Objective:

This is a survey class of Irish history, particularly its relationship within and with Great Britain.

- Upon completion of this course, students will be able to
 - Describe the British rule of the island of Ireland with attention to some specific events
 - Analyze the methods by which the Irish have fought and negotiated for a united Ireland, both historic and contemporary
 - Synthesize the historical events with current events in the relationship between Ireland, the United Kingdom and the European Union.

This is also a **General Education** course satisfying the category of **Interdisciplinary Studies**. That means students will be using sources and theories from humanities and social sciences and apply them to historical understanding. Therefore, upon the completion of the course students will also be able to

- “describe the benefits of being able to combine these methods and disciplinary approaches to increase learning.”

Required Reading:

- Hachey, Hernon and McCaffrey, *The Irish Experience, A Concise History* (M.E. Sharpe, 1996) At text rental.

Paperbacks:

- Documents from Toibin and Ferriter, ed. *Irish Famine, A Documentary* (St, Martin's Press, 2002) (on Canvas)
- Frank McCourt, *Angela's Ashes*, (Scribner, 2003)
- Patrick Radden Keefe, *Say Nothing, A True Story of Murder and Memory in Northern Ireland*, (Random House, 2019)

Course requirements:

Attendance: 15%

Review of McCourt's *Angela's Ashes*: 15%

Famine Document Analysis: 15%

Film analysis: 2 @ 10%

Position Paper/Discussion (Keefe): 35%

How are grades determined?

These are the criteria I will use for assigning grades. They correlate closely with a 4.0 scale used on the rubrics to evaluate individual assignments, though not perfectly. For example, a 4.0 is an A or 95; a 3.75 is an A- or 90%. If the average on the rubric is, let's say, a 3.88, then a 93% would be recorded in the D2L gradebook.

- o A (95-100)
- o A- (90-94.9)

- o B+ (86-89.9)
- o B (82-85.9)
- o B- (79-81.9)
- o C+ (76-78.9)
- o C (72-75.9)
- o C- (69-71.9)
- o D+ (66-68.9)
- o D (62-65.9)
- o D- (60-61.9)
- o F (60 or less)

Film Analysis 1: Comparison of *Michael Collins* and *The Wind that Shakes the Barley*

Film Analysis 2: Choose ONE of the following:

- *Bloody Sunday*
- *In the Name of the Father*
- *Omagh*
- *Some Mother's Son*

No paper will be accepted after the deadline listed in the syllabus, UNLESS I have given you prior written approval to turn the take home exam, paper or film analysis in at another time. There will be no exceptions!

Electronics policy: All cell phones are to be turned off. Anticipated emergency phone calls can be pre-arranged with the instructor. I will not hesitate to stop class if I see someone texting or looking at Snapchat. If a student continues to use the phone in my class, I will ask them to leave.

UWSP Community Bill of Rights and Responsibilities: UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information, go to: <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilites.aspx>.

The Rights and Responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>.

Americans with Disabilities Act: The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about

UWSP's policies, check here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>.

If you have a disability and require classroom and/or exam accommodations, please register with the Disability Services Office and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability Services Office, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>.

Copyright and File Sharing: Posting instructor-created course material onto course-sharing websites directly violates the instructor's copyright on his/her academic materials. These materials are provided for your convenience as an aid to learning. Permission to post instructor-created material on any such site is unequivocally denied.

Course Calendar:

Date	Lecture Topic	Reading
Jan. 22	Celts, Normans and Scots	Hachey, Preface to page 14
Jan. 27	Tudor, Cromwell, Plantation Ireland Chapter 2	Hachey, page 14 through
Jan. 29	Late Stuarts and Hanoverians	Hachey, Chapter 3
Feb. 3	Revolutions, Union, Catholic Emancipation & 5	Hachey, Chapters 4
Feb. 5	Nationalism pre and post Famine 94	Hachey, Chapter 6 to page
Feb. 10	The Famine and Ferriter	Documents from Toibin
Feb. 12	The Famine and Ferriter	Documents from Toibin
Feb. 17	Land and Catholicism	Hachey, pages 95-107
Feb. 19	Home Rule	Hachey, Chapters 8 & 9
Document analysis posted in Canvas by the end of the day – check Canvas for time of deadline.		

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| Feb. 24 | Politics and War | Hachey, Chapter 10 |
| Feb. 26 | Wars and Revolutions | Hachey, Chapter 11 |
| March 2 | The Irish Free State | Hachey, Chapters 12 |
| March 4 | Eamon de Valera: Free State to Eire | Hachey, Chapters 14 |
| March 9 | Discussion of Life in the Free State | McCourt, <i>Angela's Ashes</i> |
| March 11 | Discussion continued | McCourt, <i>Angela's Ashes</i> |
| | Book review posted in Canvas by the end of the day – check Canvas for time of deadline. | |
| March 16-18 | SPRING BREAK | |
| March 23 | <i>Michael Collins</i> | |
| March 25 | <i>The Wind that Shakes the Barley</i> | |
| March 30 | WWII | Hachey, Chapter 15 |
| April 1 | Post War/Cold War/EU | |
| April 6 - 29 | The Troubles | Hachey, Chapter 16
Radden Keefe, <i>Say Nothing</i> |
| May 4 | 1980s, Secularization, Economics | Hachey, Chapters 17 |
| May 6 | Brexit and Northern Ireland | |
| | Film analysis/comparison posted in Canvas by the end of the day – check Canvas for time of deadline. | |
| May 13 | Final Paper and Peer evaluations due on <i>Say Nothing</i> on Canvas | |