

His 4815, Spring 2015 (38687), Newton Key
EIU, Coleman 2691, T & Th 12:30 am–1:45 pm

History of Ireland and the Irish, 1600 to the Present

- week 1. The Weight
Jan. 13. Introduction
Jan. 15. Hamilton, *Speckled People*, chs. 1-2; Cranberries, “Zombie” (1994, YouTube and lyrics)
- week 2. 17th Century: Rebellion, Religion & War (x 3)
Jan. 20. Hachey and McCaffrey, *The Irish Experience*, preface & ch. 1 (pp. 3-13)
Jan. 22. Hamilton, *Speckled People*, chs. 3-10; Colm Tóibín, “Looking at Ireland, I don’t know whether to laugh or cry” (*The Guardian*, 20 Nov. 2010, handout)
- week 3. 18th Century: the Ascendancy
Jan. 27. Mapping Ireland Exercise
Jan. 29. Pašeta, *Modern Ireland*, ch. 1; Hachey and McCaffrey, *The Irish Experience*, ch. 1 (pp. 13-27)
- week 4. Union and Emancipation
Feb. 2. Pašeta, *Modern Ireland*, ch. 2; Hachey and McCaffrey, *The Irish Experience*, ch. 2
Feb. 4. Hachey and McCaffrey, *The Irish Experience*, ch. 3
- week 5. The Famine
Feb. 10. Pašeta, *Modern Ireland*, ch. 3; Hachey and McCaffrey, *The Irish Experience*, ch. 4
Feb. 12. **Presentation Preparation** (group handouts & readings)
- week 6. The Diaspora
Feb. 17. **Famine, Migration/Diaspora Presentations**
Feb. 19. **Famine, Migration/Diaspora Presentations**
- week 7. Irish-American Nationalism
Feb. 24. Pašeta, *Modern Ireland*, ch. 4; Hachey and McCaffrey, *The Irish Experience*, ch. 5
Feb. 26. The micro-history of the rural poor: readings TBA; **Presentations Write-Up Due**
- week 8. Urban and Rural Poverty
March 3. The micro-history of the urban poor: Doyle, *A Star Called Henry*, part 1
March 5. MID-TERM EXAM
- week 9. Land and Culture
March 10. Hachey and McCaffrey, *The Irish Experience*, ch. 6
March 12. *Man of Aran* (1934); **Poverty Paper due**
- week 10. Home Rule and Unionism
March 24. Pašeta, *Modern Ireland*, ch. 5; Hachey and McCaffrey, *The Irish Experience*, ch. 7
March 26. Doyle, *A Star Called Henry*, part 2
- week 11. Revolution: Ourselves Alone?
March 31. Hachey and McCaffrey, *The Irish Experience*, ch. 8
April 2. *Michael Collins*, dir. Neil Jordan (1996); **1916-1923 Paper Pre-assignment due**
- week 12. IFS vs. IRA?
April 7. *Michael Collins*, dir. Neil Jordan (1996)
April 9. Doyle, *A Star Called Henry*, part 3
- week 13. Eire and Nationalism
April 14. Pašeta, *Modern Ireland*, ch. 6; Hachey and McCaffrey, *The Irish Experience*, chs. 9-10
April 16. Doyle, *A Star Called Henry*, part 4; *Wind that Shakes the Barley*, dir. Ken Loach (2006)
- week 14. New Ireland, Northern Ireland
April 21. Pašeta, *Modern Ireland*, ch. 7; Hachey and McCaffrey, *The Irish Experience*, ch. 12
April 23. Hamilton, *Speckled People*, TBA; **1916-1923 Paper due**
- week 15. Ireland(s): “All Kinds of Everything”?
April 28. Pašeta, *Modern Ireland*, ch. 8; Hachey and McCaffrey, *The Irish Experience*, chs. 11 & 13 (part)
April 30. Conclusion

Texts: Roddy Doyle, *A Star Called Henry* (New York: Viking, 1999) [13.332]
Thomas E. Hachey and Lawrence J. McCaffrey, *The Irish Experience Since 1800: A Concise History*, 3rd ed. (Armonk, NY: M.E. Sharpe, 2010) [15.420]
Hugo Hamilton, *The Speckled People: A Memoir of a Half-Irish Childhood* (New York: Fourth Estate, 2003) [17.102]
Senia Pašeta, *Modern Ireland: A Very Short Introduction* (Oxford: Oxford University Press, 2003) [13.334]

His 4815, Modern Irish History, examines the development of nationalism in Ireland since the 17th century; pays special attention to the connection between social change and the rise of revolutionary movements; and considers the Northern Ireland troubles. Course focuses on 20th-century issues and events in Ireland but roots these in the Anglo-Scot settlements of the 17th century, the romantic nationalism of the late-18th century, and the rural conflict and famine of the 19th. It also examines the Irish diaspora outside the isle, as well as modern Northern Ireland. The themes of the course are: the Irish (plural), the role of the Irish poor, nationalism and terrorism.

An online enhanced syllabus is available, <http://ux1.eiu.edu/~nekey/syllabi/ireland.htm>. Please consult it and the EIU Online (Brightspace) page regularly. Any revisions to the syllabus or this schedule will be limited, will be for pedagogical reasons (changes in due dates, readings, specific essay questions, review sheets), and will be announced in class in advance and posted on the web.

Evaluation (summary)

- Online Discussion (drop the lowest) 10%
- Classroom Discussion, including in-class writing/mapping 10%
- Presentation & Write-up 10%
- Late 19th-century Rural and Urban Poor Essay 20%
- Revising the Political Narrative, 1916-1923 25%
- Mid-Term Exam 10%
- Final Exam 15%



His 4815 is designated writing-intensive (essays may be submitted to the EWP; review my comments and revise your paper before submitting to EWP). Two essays and a presentation/write-up are due. Write-up and essays due should be typed, 12-point serif font, double-spaced, and use Chicago Manual of Style form of referencing (see online citation guide, <http://ux1.eiu.edu/~nekey/citate.htm>). Presentations will be on an aspect of the Famine or the Diaspora—for example, the Irish-American Fenians (presentation and write-up, 4 pages, 10% final grade). One essay (6 pages, 20%) will be a comparison of late 19th-century Irish rural and urban society analyzing the first part of Doyle's novel for Dublin, readings for rural Ireland, *The Man of Aran*, etc. [graduates, add reviews]. The second will be (7-9 pages [graduates 12 pages], 25%) a revision of one scene from *Michael Collins* or Doyle's *Star Called Henry* based on 1916-1923 primary sources (*The Times*, *New York Times*, Dáil Debates online, etc.) and the arguments of a couple relevant historians [graduates will expand the historiography for this paper, and present to class]. These essays are relatively brief, but should be focused and thoughtful.

Participation (based on contribution to discussion, and in-class worksheets/quizzes) is required (20%, half online). Extra credit (up to 5% on final grade) optional extra essay will be on the final. Participation needs focus. To keep us all on task and minimize distractions, let's not read newspapers, study or write for another class, text, make or receive phone calls, email, or visit sites online unrelated to class during class.

Generally, more than three absences will adversely affect your participation grade. (Because it is participation I seek, I tend not to countenance "excused" absences, nor to demand notes from various authorities.) Your grade as a whole may suffer if your absences fall on the date of exams. There is, of course, no make-up for reports or the final. Other make-ups will be at my discretion.

You must purchase at the University Bookstore, sign, and turn in *both* exam books three classes before the Mid-Term (give them to me by week 7). No one may take the in-class mid-term (15%) or the final (20%) without an exam book. The mid-term will consist primarily of statements based on factual narrative, brief interpretation, identifications, essays based on short excerpts from assigned documents, and mapping. The final will focus on excerpts and questions which elicit essays of synthesis and analysis. Improvement during the semester will mitigate disastrous performance early in the course.



My office is 3725 Coleman Hall (e-mail = nekey@eiu.edu). I have scheduled office hours T, W, Th 10-11:30; and by appointment. I am often in my office and you can always knock unless it says otherwise; I am available only virtually always—use the EIU Online (Brightspace) email for course queries. You must come see me before your final paper and I'd like to see you before your Famine/Diaspora presentation. And ask me, in class or out, for clarifications. I will talk about history virtually anytime.

The History department has adopted seven types of Transferable Skills that are taught in History courses (described at end of syllabus). His 3100 will help you develop six of these (and Numeracy will feature in your work on Famine/Diaspora), which are matched with assignments (those most central at the top):

	quizzes	online disc.	class disc.	exams	papers	presentation
1. critical thinking	x	x	x	x	x	x
2. writing		x	x	x	x	
5. digital		x			x	x
6. research		x			x	
7. presentation			x			x
3. visual literacy		x			x	x

These transferable skills relate closely to the University Learning Goals (see end of syllabus), particularly Critical Thinking, Writing and Critical Reading, Speaking and Listening. In addition, the Irish narrative is all about Responsible Citizenship.

By the end of this course, you should be able to:

- a. **List, describe, and rank** causes and effects of key events and actors in Irish history from the late 16th to late 20th centuries
- b. **Define, distinguish, and apply** abstract concepts of modern European/World history—colonialism, nationalism, racism, decolonialism, nation-building—to specific key events and trends in the Irish narrative
- c. **Find, interpret, analyze, and reference** (cite) different types of early modern primary sources (public legal acts, newspaper accounts, and parliamentary debates to private diaries and anonymous notes, especially print culture sources from images to pamphlets)
- d. **Identify and distinguish and compare** evidence of the relation between ideas and action, and between elites, intellectuals, and the populace.
- e. **Select, assess (in terms of value and limitations), and analyze** primary sources in order to evaluate arguments about modern Ireland. In other words, do history (research, write, present, lead).
- f. [Graduates] **Identify and compare** the main historiographical trends in Irish history.

Useful information (policies, goals, and additional help at the department and university level)

Academic integrity. Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards. Let's take that out of the passive voice, it rarely occurs, but I will report plagiarism. The student code defines plagiarism as "the use, without adequate attribution, of another person's words or thoughts as if they were ones' own, failing to cite outside sources used in completion of the work, improperly citing sources, and submitting work that was previously completed for another class without prior approval from the instructor."

Students with disabilities. If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS), Ninth Street Hall, Room 2006, or 217-581-6583. In addition, please let me know in the first week or two of class so that we can make appropriate accommodations.

The Student Success Center. Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (<http://www.eiu.edu/~success>) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. Call 217-581-6696, or go to 9th Street Hall, Room 1302. Also, there is a Writing Center (<http://castle.eiu.edu/writing/>) at 3110 Coleman Hall, 581-5829. And History graduate tutors offer assistance in 2726 Coleman Hall. Finally, I am your professor and committed to helping build your skills. Do contact me and come see me with questions.

History Majors' Transferable Skills

The following Transferable Skills are taught in History courses:

1. Critical thinking skills and Language analysis (Analyzing and documenting written primary sources; analyzing historical point of view in book reviews)
2. Writing skills (formulating research into a coherent, clear argument-skills that include mastery of grammar, structure, clarity, style, organization).
3. Visual literacy (Analyzing and documenting paintings, architecture, material culture, political cartoons, film)
4. Quantitative Reasoning aka Numeracy (Analyzing and documenting statistics, interpreting charts and graphs, review of quantitative analysis and production of quantitative analysis)
5. Digital Database Use (search strategies, data mining written/printed primary sources)
6. Research and Citation Management (saving and re-deploying research in one way for one course or paper, in another for the next; building my own reference collection through Zotero or otherwise)
7. Presentation/public speaking through oral presentation at mini-conference, in-class presentation or video.

These transferable skills are competencies that students can use in a wide variety of jobs, whether editor, business manager, librarian, film production, or public relations, to name just a few.

Eastern Illinois University Learning Goals: EIU graduates reason and communicate clearly as responsible citizens and leaders in diverse personal, professional, and civic contexts. (For fuller description of these, see <http://www.eiu.edu/learninggoals/revisegoals.php>.)

- Critical Thinking
- Writing and Critical Reading
- Speaking and Listening
- Quantitative Reasoning
- Responsible Citizenship

