DESCRIPTION: This course provides an overview of modern Irish history and its primary focus is from the 1798 Rebellion to the establishment of the Irish Free State in 1922. Between the late eighteenth century and the early twentieth century Ireland underwent a period of immense change. The course examines the evolving political, social and cultural life of Ireland throughout the period and concentrates particularly on the development and growth of a revolutionary tradition in Irish republican history. It will also be delivered with an eye to events currently on-going to mark the Decade of Commemorations (1913-1923). The course will begin by providing a narrative framework within which certain key events will be highlighted and examined in detail. Using visual images, literature, songs, poems, newspapers, and plays the course will explore the changing impact of significant historical events on modern Ireland.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

METHOD OF PRESENTATION:

- Lectures
- Seminars
- Course-related trips

REQUIRED WORK AND FORM OF ASSESSMENT:

- Students will be expected to submit one piece of detailed research work. Students will be required to provide a detailed plan of this work in week 5 (10%). A short presentation associated with this project will take place towards the end of the course (10%). The written-up version of this presentation will also be required (30%).
- As part of the course students will be expected to visit the War Memorial Gardens and Glasnevin Cemetery and students will be required to submit short reviews of these visits (10%).
- There will be continual assessment where students will be required to show that they have a good broad knowledge of the main events and individuals associated with this course. This will take the form of two series of multiple choice questions (20%).
- Two films will form a part of this course: Michael Collins and The Wind that Shakes the Barley. A review of their significance and historical importance will be required (10%).
- The final 10% of the grade will be given for good attendance and participation in class.

LEARNING OUTCOMES:

By the end of the course students will be able to:

- Understand of the key chronology, themes and personalities of this period of Irish history.
- Develop skills in analysing and interpreting primary and secondary sources.
- Critically assess sites of memory and their role in the commemoration of past events.
- Understand the Ireland that they are encountering in the present day and how events that occurred in the past have shaped the Ireland we live in today.
- Develop inter- and intra- cultural competences through insights in to Irish culture and society that they gain in the classroom and also though reflecting this period of history back on to the same period of time in the United States.

ATTENDANCE POLICY:

Because IES Abroad courses are designed to take advantage of the unique contribution of the instruction and the lecture/discussion format, regular class attendance is mandatory. Any missed class, without a legitimate
reason will be reflected in the final grade. A legitimate reason would include: documented illness or family bereavement. Travel, (including travel delays) is not a legitimate reason.

DATES TO REMEMBER
- Students must choose their essay topic by Class 5.
- Students must have watched Michael Collins by Class 9.
- The Multiple Choice Exams will take place in Class 5 and Class 12.

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<th>Class</th>
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<td>Class 1:</td>
<td><strong>Introduction – Historical Background.</strong>&lt;br&gt;This class will introduce the main themes of the course. It will provide a context for the remainder of the classes. Students will be introduced to the four main groups living in Ireland by the early 17th century, namely the Gaelic Irish, the Old English, the New English and the Ulster Scots. Divisions and connections between these groups will be analysed and discussed. We will also consider the impact the Penal Laws had on the Catholic population.</td>
<td>Robert Kee, The Green Flag, Part 1, pp 3-40</td>
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<td>Class 2:</td>
<td><strong>United Irishmen &amp; Rebellion of 1798; Act of Union; Robert Emmet’s Rebellion of 1803</strong>&lt;br&gt;Inspired by the American and French Revolutions Irish radicalism became revolutionary culminating in the establishment of the United Irishmen and the 1798 Rebellion. The 1798 Rebellion was a failure for the rebels and the British government reacted swiftly passing the Act of Union in 1800. However, violence was not at an end and in 1803 Robert Emmet led a short-lived but significant rebellion. This class will examine the move from radicalism to rebellion and will consider the impact the period from 1798 to 1803 has had on later generations of Irish republicans.</td>
<td>Thomas Bartlett, Theobald Wolfe Tone, 1998&lt;br&gt;&lt;br&gt;&lt;strong&gt;Additional Materials:&lt;/strong&gt; Robert Emmet, <em>Speech from the Dock</em>; Anon, <em>Boulavogue</em>; Anon, <em>The Three Flowers</em>; Seamus Heaney, <em>Requiem for the Croppies</em></td>
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<td>Class 3:</td>
<td><strong>Daniel O’Connell &amp; Catholic Emancipation; Young Irelanders</strong>&lt;br&gt;Daniel O’Connell dominated Irish life from the early 1820s until the late 1840s. In this class we will consider his impact on the development of Ireland, particularly Catholic Ireland, during the nineteenth-century. We will focus on the 1820s campaign for Catholic Emancipation and the 1840s campaign for repeal of the Union. In addition we will look at the development of a group of largely Protestant, intellectual radicals known</td>
<td>Alvin Jackson, Ireland, 1798-1998, Chapters 3.2 &amp; 3.3, pp 27-45; Thomas Bartlett, The Fall and Rise of the Irish Nation, Chapters 14, 15 &amp; 16, pp 304-348</td>
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as the Young Irelanders and we will examine their failed rising of 1848.

**Key figures discussed:** Daniel O’Connell; Thomas Davis

### Class 4: The Great Irish Famine; The Fenians

In class 4 we will explore the causes and consequences of the famine that decimated the population of Ireland in the 1840s. In addition we will look at the establishment of the Fenians, a revolutionary Irish organisation, established in 1858 in the United States and Ireland. Fenian efforts to obtain Irish independence through a series of bombing campaigns in Britain and attempted invasions of Canada will also be discussed.

**Additional Materials:**
- Alvin Jackson, Ireland, 1798-1998, Chapters 4.1 & 4.2, pp 69-86
- James S. Donnelly, The Irish Potato Famine, pp 1-40

### Class 5: Home Rule Movement; Land League; Radicalisation of Irish America

This class spans the Atlantic Ocean. In it we will examine the careers of Charles Stewart Parnell and Michael Davitt. We will discuss the Home Rule Movement and the Land League and consider the importance of Irish America to both movements. As part of this class we will consider a local event – the murder of Dr Patrick Cronin who was killed in Chicago in May 1889. His death, at the hands of members of a secret Irish revolutionary society, Clan na Gael, had enormous repercussions for Irish America and for the Irish republican movement in Britain and Ireland. Using extracts from newspapers held in the Newberry Library we will piece together this story.

**Key figures discussed:** Charles Stewart Parnell; Michael Davitt; Dr Patrick Cronin

**Additional Materials:**
- Alvin Jackson, Ireland, 1798-1998, Chapters 4.3-4.6, pp 86-142
- Kevin Kenny, The American Irish, Chapter 3, pp 89-131
- Michael Funchion, Chicago’s Irish Nationalists, 1881-1890, Chapter 6, pp 105-123
- James Joyce, Portrait of the Artist as a Young Man, Chapter 1, Christmas Dinner scene.

### Class 6: The Irish Ireland Movement.

This class will concentrate on the increasing interest in Gaelic games and the Irish language in the late nineteenth century. It will focus particularly on developments in Gaelic Football and Hurling, and also the revival of interest in Irish culture and the Irish language. Students will be asked to analyse oral history recordings relating to Gaelic games.

**Key figures discussed:** Douglas Hyde; Eoin MacNeill; Michael Cusack; Maurice Davin

**Additional Materials:**
- Mike Cronin, William Murphy, Paul Rouse, The Gaelic Athletic Association, 1884-2009, Chapter 14, pp 237-256
- Tom Bartlett, Ireland, A History’, Chapter 4, pp 345 – 358.

### Class 7: Viewing of *The Wind that Shakes the Barley*

**Additional Materials:** Selection of primary sources from [www.gaahistory.com](http://www.gaahistory.com)
| Class 8: | **The Growth of the Trade Union Movement.**
In this class we look at politics and at social and cultural developments in Ireland in the late nineteenth and early twentieth centuries. It will examine the establishment of the Gaelic League and will also consider the rise of the infant Trade Union movement culminating in the Dublin Lock-Out of 1913 which was a significant event in Irish Labour history and had an impact on the 1916 Rising.

**Key figures discussed:** James Larkin; William Martin Murphy; James Connolly |

| Reading: National Library of Ireland On-Line Exhibition: The Dublin Lock Out  
http://www.nli.ie/lockout/ |

| Class 9: | **Course-Related Trip to Glasnevin Cemetery.** |

| Class 10: | **Ireland: 1914-1918. The Great War**
This class examines a forgotten episode in Irish history. Irish involvement in World War I has often been ignored despite the fact that over 200,000 Irishmen fought in the British Army. This class will discuss why their memory has been forgotten and the repercussions of this.

**Key figures discussed:** James Connolly; Tom Kettle |

| Keith Jeffery, Ireland and the Great War, chapters 2 & 4  
**Additional Materials:** Sean O’Casey, The Plough and the Stars, Act II; W.B. Yeats, September 1913 |

| Class 11: | **Course-Related Trip to the War Memorial Gardens** |

| Class 12: | **1916 Rebellion; War of Independence; Civil War**
The final class considers three significant and closely connected events that occurred between 1916 and 1922. Beginning with the 1916 Rising we will also examine the War of Independence of 1919-21 and the bitter and divisive Civil War of 1921-2 which resulted in the establishment of the Irish Free State. Using extracts from the films Michael Collins and The Wind that Shakes the Barley we will discuss how these events have been interpreted and considered by later generations.

**Key figures discussed:** Patrick Pearse; Eamon de Valera; Michael Collins |

| Alvin Jackson, Ireland, 1798-1998, Chapter 5, pp 195-274  
**Additional Materials:** Frank O’Connor, Guests of the Nation; W.B. Yeats, Easter 1916 |