

## Course Enhancement Rationale

**Course Dept/Number:** Hist 312  
**Instructor:** Walton  
**Total Credits:** 4

**Course Name:** History of Modern Ireland  
**Gen Ed Cr:**  Yes or  No

Indicate which enhancement(s) will be used for this course by checking the appropriate box.

Enhancement	COMAR Requirements
<input checked="" type="checkbox"/> Increased course content and/or collateral readings	Additional 45 hours per semester of supervised, documented learning.
<input checked="" type="checkbox"/> Undergraduate Research and Information Literacy	Additional 45 hours per semester of supervised, documented learning and/or supervised instruction and documented learning through appropriate technology mediums.
<input type="checkbox"/> Technology	Supervised instruction and documented learning through appropriate technology mediums.
<input checked="" type="checkbox"/> Higher Level Critical Thinking Exercises	Additional 45 hours per semester of supervised, documented learning and/or supervised instruction and documented learning through appropriate technology mediums.
<input type="checkbox"/> Service Learning/Civic Engagement	Additional 45 hours per semester of supervised, document learning.
<input type="checkbox"/> International Education/Cultural Enrichment	Additional 45 hours per semester of supervised, documented learning.
<input type="checkbox"/> Additional hour(s) in class	Additional 15 hours per semester of supervised, documented learning. (Complete only questions #1 below)
<input type="checkbox"/> Additional hour(s) in lab or studio	Additional 30 hours per semester of supervised, documented learning.

1. Describe the enhancement(s) for this course. Discuss how this enhanced course will differ from the current 3 credit course. Especially address what makes it a more rigorous, focused and engaging learning experience.

**The new version of my History of Ireland (History 312) course will be significantly more challenging than the previous version of the course, as noted on the attached syllabus, with enhancements bolded. Historical text is often difficult to read, and I have added both a new medieval book for the enhanced class in order to introduce the students to the Irish Celtic traditions and a book on the Cromwellian Settlement. The first book is 304 pages long, while the second is 268, adding almost 600 pages to the already extensive readings of the 3 credit class. As this class has extensive reading lists, we will not be able to cover each reading in depth within the class, so I am requiring at-home reaction papers to each of the works, which will help the students to demonstrate their general comprehension of these somewhat difficult texts. In addition, the documents required in the class will be discussed in class and additional in-class writings may be assigned if the students do not appear to be spending enough time on their outside readings. The new reading, combined with enhanced responsibility for previous readings should easily add at least 20 hours onto the class-time for the students.**

**In addition to the new reading for the class, the enhanced History 312 will increase the level of critical writing in the class. Currently, students are required to write either three 3-5 pp papers or they can write one longer 12-15 page paper. The enhanced class will increase the writing from 9-15 pages to 18-25 pages for the course. The increase in the amount of writing will be a major positive**

## Course Enhancement Rationale

for the students as they can begin to sharpen their research skills with the first short paper, can follow that by working on their analytical skills and critical thinking on the second paper and the third paper can bring to fruition the skills that they have worked on during the semester. In the class, we will discuss options for research and citation, as well as the question of plagiarism, so that the students will be aware of how to write a solid paper OF THEIR OWN. Most importantly, though, for the learning process, the students will now have a new requirement of analyzing and reviewing another student's long paper. I have found that students learn much better when they are engaged interactively. By being required to read, analyze, and comment on one of their colleague's papers (for an additional part of their grade), they will need to be able to have a strong grasp on grammatical and structural issues (such as footnotes), as well as the substance of the paper that they are reviewing. They will not necessarily know all of the facts, but they will be required to ensure that an argument is made, facts are analyzed, and the paper is well-defended. I have used this technique previously in an honors class and the result was much stronger final papers that truly demonstrated a different level of comprehension of not only the material but also how they could become better thinkers. This paper analysis will be worth 7.5% of the grade for the semester, which means that the students will have to review the papers thoroughly. The three paper process will allow the students to grasp the essentials not only of history, but also of critical thinking and analysis that should help them in any course.

2. Discuss what the faculty member will do to provide appropriate guidance and feedback for the enhancement activity.

The students will not be the only ones to read their colleagues' papers. I will be reading and commenting extensively on the papers for the course, in order to make certain the students understand what they are doing well and the areas in which they need improvement. I will also review each of the reaction papers and in-class writings so as to work with the students to ensure that they understand the ideas being covered in the course. We will, in addition, engage in group discussions that will help to elucidate the important aspects of the documents and books that the students cover in the class. I have traditionally also given two all-written exams in the class, which I will continue to do and will continue to give extensive written comments on those as well (the comments, obviously, are longer on the papers and exams earlier in the semester, when the students have the most to learn). With the regular writing assignments and the feedback that I will give them, the students will have ample opportunity to increase their knowledge, understanding, and critical thinking skills throughout the semester.

3. Discuss the estimated time expected for students to complete the enhancement (COMAR requires approximately 45 hours per 1 credit):

New Reading (Sun Dancing, Hell or Connaught):	15 hours +
New 3-5 page paper assignment (2):	15 hours+ (formal writing, plus in depth of Analysis & research)
New Reaction Papers (8):	18 hours (8 hours of writing, 10 hours of critical thinking and analysis of works)
New Paper Analysis:	5 hours (in depth analysis of another's paper, including research to make certain facts are correct, grammar check, etc)
Additional Revision of Research Paper	5 hours (newly added is a REQUIRED revision of the research paper for the semester, incorporating changes suggested by student analysis)
<hr/> Total	<hr/> 58 hours +

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### **Justification for hours:**

The additional reading for the class alone should add about 15+ hours to the students' involvement of the class. The first new reading *Sun Dancing* is an interesting read that combines historical fact with a short novella. The novella should be quickly read, but the historical part of the book will take additional time. The book looks at the Celtic world through the eyes of monks and medieval monasteries – a topic that will be foreign enough to most students that they will have to read it very carefully. The second new reading is *Hell or Connaught* which describes one of the most important and significant periods in Irish history: Cromwellian Ireland. This reading, again, is not easy, primarily because it is dealing with a period that is very foreign to most of the Salisbury students – but it is pivotal for understanding the course of Irish history from that point forward. Cromwell's Ireland lays out the sides and the injuries that create a division among the Irish that lasts (in Northern Ireland, at least) into the 21<sup>st</sup> century. The distance from the period combined with the importance of the historical developments addressed by this book will make it a difficult, but fruitful read for the students.

In addition, the new writing assignments and the paper analysis will add a minimum of 30 hours to the students work. The short reaction papers should take no more than about an hour each, but the additional papers will involved added research, watching films on the students' time, and a level of critical thinking that will add time to their studies in addition to the time it takes actually TO WRITE the papers. In addition, the review and analysis of their colleague's essays should also add significant outside of class time spent on the course – between the students' analysis and revision, this project should add about 10 hours of time to the class. Finally, the new requirements for regular class discussions and in-class papers relating to the previously assigned readings will require the students to read at a more intense and in-depth level than was required in the un-enhanced version of the course.

### **4. Discuss how the enhancement will be assessed.**

The additional reading will be incorporated into graded exams and the new papers will also be graded. The grading will be done on either a rating of percentage out of 100 (90-100 being an A, 80-89 a B, etc) or by means of a  $\checkmark+$ ,  $\checkmark$ ,  $\checkmark-$ , F scale. To assess the enhancement of the course, I will be able to use my own judgment as I read the essays and exams of the students in order to compare this course with the 3 credit version. I will also rely on student responses about the enhancement on the department evaluation forms.

**History of Modern Ireland**  
History 312 Salisbury University, Fall 2006  
**OLD SYLLABUS**

Professor: Kristen Walton  
Office Hours:  
Office Location: 386 Holloway Hall  
Phone: X36502  
E-mail: kpwalton@salisbury.edu

**Course Description:**

After a brief overview of older history, the course begins in 1494 with the introduction of Poyning's Law and follows the developments in Ireland and her relations with England throughout the early modern and modern period. Ireland was England's first attempt to colonize another land and establish itself as an empire, and part of Ireland still remains under the control of the parliament in London to this day. In the course, we will look at the growth of Irish nationalism, answer questions such as why wear green or orange on St. Patrick's day, and understand the complex question of religion on the island of Ireland. We will look at political and at cultural and social aspects of Irish history in order to understand the reasons for the modern troubles in Northern Ireland. In addition, the potato famine and social reform will be analyzed, and we will look at the reasons for the great Irish diaspora. Ireland is a land of myth, of heartache, of pride. By the end of this course, you will hopefully understand how these different aspects of the emerald isle have come to exist in all of their complexities.

**Course Requirements:**

**Assessments:**

Geography quiz	5%	Mid-term examination	15%
Cumulative Final Exam	30%	12-15 page paper	20%
<b>Long Paper Analysis</b>	<b>7.5%</b>	<b>Reaction Papers</b>	<b>7.5%</b>
<b>3-5 page paper</b>	<b>7.5%</b>	<b>3-5 page paper</b>	<b>7.5%</b>
Debate	7.5%	Class Participation	5%

OPTION 1: **One** 12-15 Page Research Paper (can be used for Registration with History Department). This Paper requires the use of primary source material. 25%

OPTION 2: **Three** 3-5 page reaction papers in response to the readings in the class: *The Twilight Lords*, *Bridget Cleary*, *The IRA and its Enemies*. (7.5%, 7.5%, 10%)

Your class grade will include an extensive debate near the end of the semester. In this debate, each student will be randomly assigned a position with regard to the question of Modern Ireland. You will have one class day to prepare for the debates within your team. EVERY person in the class must contribute to the debate (both intellectually and orally on the day). The dates for the examinations are *firm*. I *rarely* grant extensions for papers. If you have any problems with the examination or the paper due dates, please speak with the Professor in advance of said date. There will be **NO** extensions on the day. You will always find me much more reasonable when you give me advance notice. All assignments are due as noted on the syllabus. If we will be discussing a topic on a particular day, I will specify the exact reading for that day the class before. I expect each of you to arrive prepared for class and to support each other. Participation means active, not passive "citizenship" in the class. Class attendance will count toward the participation grade. More than three absences during the semester will result

in your grade being lowered (in other words, a grade of “A” will become a grade of “B”) (each additional absence after 3 will continue to lower your grade).

### ***Writing Across the Curriculum***

Learning to write is one of the most important skills you can learn at college. As a result, this course, in conjunction with Writing Across the Curriculum, will require writing from each and every one of you in the forms of papers, essay exams (there will be NO multiple choice exams), and class notes and periodic exercises.

There are many sources available for your use via the internet, the library here on campus or the library at College Park, via interlibrary loan. The Library can help you if you need assistance ordering a book from a different library. I may periodically send out emails to you with websites including primary source or other interesting material. I may include this as REQUIRED reading for the course, so make certain you check your email regularly.

The most significant tip I have: do not turn in the first drafts of your papers. That means you need to outline your ideas, write them down, and revise (and revise) them. A first draft is not a final draft. I will be looking for well-written papers with solid content. Conveying ideas in a precise manner is one of the most important aspects of history and other fields. You must cite the sources you use – including e-texts and web-based information, as well as traditional forms of published information.

For your papers, I require you to use either **footnotes or endnotes** (not parenthetical citations) and follow the form denoted by Kate Turabian in the Chicago Manual of Style. In addition, I expect all of your papers and essays to have a *Thesis statement* and a solid argument. If you do the long research paper, you are required to use at least 5 library secondary sources as well as some primary source material. If you plan to use the paper for one of your major papers, you should have already taken (or currently be enrolled in) Proseminar, and you should inform me on the paper that you would like it to be registered. You will be required to turn in a topic with a thesis statement and a bibliography in advance of the due date of the paper. If you do not turn in the topic for pre-approval, your grade will automatically be deducted by at least one grade.

### **ACADEMIC INTEGRITY:**

The best learning environment is one based on mutual respect and trust. However, the desire to achieve a good grade without doing the necessary work may tempt some students to cheat on exams or to represent the work of others as their own. As should be obvious to anyone at Salisbury University, **PLAGIARISM AND CHEATING ARE WRONG** and are acts of “academic dishonesty.” The term “academic dishonesty” means a deliberate and deceptive misrepresentation of one’s own work. Instances of academic dishonesty include all, but are not limited to, the following:

- (1) Plagiarism: presenting as one’s own work, whether literally or in paraphrase, the work of another author.
- (2) Turning in the same paper for multiple courses
- (3) Cheating on exams, tests, and quizzes; the wrongful giving or accepting of unauthorized exam material; and the use of illegitimate sources of information.
- (4) Unsanctioned collaboration with other individuals in the completion of course assignments.
- (5) Falsifying data and use of fraudulent methods in laboratory, field work, and COMPUTER WORK.
- (6) Falsifying excuses for non-attendance or completion of assignments.

There are no mitigating circumstances to justify academic dishonesty. **IF you are unclear about what constitutes academic dishonesty or plagiarism, please ask – Ignorance is no**

**excuse.** Discovery of academic dishonesty will bring stiff penalties, including a failing grade for the assignment in question and possibly a grade of F for the course. **The maximum penalty at Salisbury University for plagiarism is possible expulsion from the entire USM system, so for your own sakes, DO NOT PLAGIARIZE.**

## **SYLLABUS**

### **Required Readings:**

Hachey, et al. *The Irish Experience: A Concise History* (ME Sharpe)  
Berleth, *The Twilight Lords* (Roberts Rinehart)  
Grey, Peter, *Irish Famine* (Harry Adams)  
Bourke, *The Burning of Bridget Cleary* (Penguin)  
Hart, *IRA and Enemies* (Clarendon)  
Adams, *Falls Memories* (Roberts Rinehart)

### **THE COURSE:**

#### **Week One, 9/3 - 9/5: Introduction and Background**

Reading: Hachey, Chapter 1, Chapter 2: pages 8-11

Lectures: Introduction to class, St. Patrick and Ireland in the Early middle ages, The beginnings of Anglo-Norman Ascendancy.

#### **Week Two, 9/8-9/12: Background to the Early Tudors in Ireland**

Reading: Hachey Chapter 2: pages 11 to 16

Lectures: Medieval Ireland, Poyning's Law, The Kildare ascendancy and developments under Henry VIII: a new government for Ireland

**\*Monday, 8 September. Short Quiz on Irish geography**

#### **Week Three, 9/15-9/19: Religion and Rebellion in the Tudor Years**

Reading: Hachey, Chapter 2: pages 16-19 ; *The Twilight Lords*

Lectures: The Impact of the Reformation, The rebellion of the O'Neills, Elizabeth's push for peace,

#### **Week Four, 9/22-9/26: The Stuarts and the Civil War: Massacre and dominion**

Reading: Hachey Chapter 2: pages 19-24;

<http://www.irsm.org/general/history/levellers.htm#english>;

<http://etext.lib.virginia.edu/journals/EH/EH34/creed34.html>;

<http://www.angelfire.com/ms/seanie/history/revmoran3.html> (a biased account, but interesting)

Lectures: why the Tudors failed, The Stuarts and Ireland, the civil war and Cromwellian supremacy, Drogheda and other massacres: religion in the forefront of politics?

**\* OPTION 2: Due Monday September 22: 3-5pp paper on *The Twilight Lords***

#### **Week Five, 9/29-10/3: The Latter Stuarts, The Battle of the Boyne and effects of the Glorious Revolution and Hybernia Anglicana**

Reading: Hachey Chapter 2: pages 24-end, Chapter 3: pages 31-36

<http://www.cwrl.utexas.edu/~benjamin/316kfall/316ktexts/swift.html>

Lectures: Restoration, the end of Cromwell, Effect of the Glorious Revolution, religion to the forefront, again, William of Orange & Ireland, Colony or Ancien Regime.

#### **Weeks Six, 10/6-10/10: Economics, Stress and Union**

Reading: Hachey, Chapter 3: pages 36-end, Chapter 4

<http://www.uhb.fr/langues/cei/unionact.htm> (ireland union)

Lectures: The eighteenth century, Wolfe Tone and the Irish Parliament, the desire? For union.

**Week Seven, 10/13-10/17: The aftermath of union and Reform**

Reading: Hachey, Chapters 5 & 6

<http://www.fordham.edu/halsall/mod/1836oconnell.html> (O'Connell, 1836)

Lectures: The effects of union and the reform act of 1832. O'Connell, innovation and Ambiguity.

**\* Monday, 13 October, MID-TERM EXAM: From Poyning's to Union**

**Week Eight, 10/20-10/24: Famine and Diaspora**

Reading: Hachey, Chapter 7; Grey, entire book;

<http://www.people.Virginia.EDU/~eas5e/Irish/somerville.html> (famine)

Lectures: Agrarian Crisis, population collapse and the move to America

**\*OPTION 1: Due Wednesday 22 October, Topics for Research paper, including Thesis statement, 5 library sources, primary source**

**Weeks Nine and Ten, 10/27-11/7: Irish Culture, Nationalism and beginnings of modern Ireland (No Class, 31 October: Happy Halloween! No Class 7 November!)**

Reading: Hachey, Chapters 8-10, Bourke, entire book (Due 5 November)

Lectures: Home Rule, the Land War and British politics; Irish Culture and Society: the growth of Mass media, questions of home rule and the "savage Irish peasantry."

**\* OPTION 2: Due Wednesday 5 November: 3-5 pp paper on *Burning of Bridget Cleary***

**Weeks Eleven and Twelve, 11/10 – 11/21: 1916-1923: The Easter Rebellion**

Reading: Hachey, Chapter 11; Hart, entire book

<http://www.fordham.edu/halsall/mod/1916proc.jpg>;

<http://www.vms.utexas.edu/~jdana/decindep.html> (Irish decl of Independence)

Lectures: Religion and Politics; desire for home rule, The early IRA, Michael Collins

**\*OPTION 2: Due Friday 21 November, 3-5 pp paper on *The IRA and its Enemies***

**Week Thirteen, 11/24-11/26: The Republic of Ireland, 1922-present (a brief overview) (NO CLASS Friday 11/28! Happy Thanksgiving)**

Reading: Hachey, Chapters 12 -14; <http://www.cs.umb.edu/~rwhealan/ifk/i062863.htm> (JFK)

Lectures: An Island now formally divided: politics, localism and the state

**Week Fourteen, 12/1-12/5: Ireland and the 1970s: The Northern Ireland situation: explodes.**

Readings: Hachey, Chapters 15-16, Adams, entire book;

<http://free.freespeech.org/republicansf/1971.htm> (sinn fein)

Lectures: Nationalism in literature and in belief, Catholic vs Protestant, the green and the orange, the entrance of the British army in 1969, Bloody Sunday

**\* OPTION 1: Due Monday 1 December, Research Paper**

**Week Fifteen, 12/8-12/12: The 90s and the future of Ireland**

Readings: Hachey, Chapter 17;

<http://www.irlgov.ie/taoiseach/publication/niagreement/frame.htm> (Ireland peace treaty, 1998);

Lectures: The E.U., Mitchell and the peace accord. Possibilities for the future. Exam Review.

**\* Debate. Monday 8 December**

**Final Exam: Thursday 18 December, 10.15am-12.15pm**

History of Modern Ireland  
History 312 Salisbury University, Fall 2008  
**ENHANCED**

Professor: Kristen Walton  
Office Hours:  
Office Location: 386 Holloway Hall  
Phone: X36502  
E-mail: kpwalton@salisbury.edu

**Course Description:**

After a brief overview of older history, the course begins in 1494 with the introduction of Poyning's Law and follows the developments in Ireland and her relations with England throughout the early modern and modern period. Ireland was England's first attempt to colonize another land and establish itself as an empire, and part of Ireland still remains under the control of the parliament in London to this day. In the course, we will look at the growth of Irish nationalism, answer questions such as why wear green or orange on St. Patrick's day, and understand the complex question of religion on the island of Ireland. We will look at political and at cultural and social aspects of Irish history in order to understand the reasons for the modern troubles in Northern Ireland. In addition, the potato famine and social reform will be analyzed, and we will look at the reasons for the great Irish diaspora. Ireland is a land of myth, of heartache, of pride. By the end of this course, you will hopefully understand how these different aspects of the emerald isle have come to exist in all of their complexities.

**Course Enhancement**

**As part of the Fulton School of Liberal Arts curriculum reform, this course has been modified from three to four credits, allowing us to explore this subject in greater depth. This is accomplished through increased course content, undergraduate research, and higher level critical thinking exercises.**

**Course Requirements:**

**Assessments:**

Geography quiz	5%	Mid-term examination	12.5%
Cumulative Final Exam	20%	12-15 page paper	20%
<b>Long Paper Analysis</b>	<b>7.5%</b>	<b>Reaction Papers</b>	<b>7.5%</b>
<b>3-5 page paper</b>	<b>7.5%</b>	<b>3-5 page paper</b>	<b>7.5%</b>
Debate	7.5%	Class Participation	5%

Your class grade will include an extensive debate near the end of the semester. In this debate, each student will be randomly assigned a position with regard to the question of Modern Ireland. You will have one class day to prepare for the debates within your team. EVERY person in the class must contribute to the debate (both intellectually and orally on the day). The dates for the examinations are *firm*. I rarely grant extensions for papers. If you have any problems with the examination or the paper due dates, please speak with the Professor in advance of said date. There will be NO extensions on the day. You will always find me much more reasonable when you give me advance notice. All assignments are due as noted on the syllabus. If we will be discussing a topic on a particular day, I will specify the exact reading for that day the

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**In addition to the assigned reaction papers, you will be required to be prepared to discuss the assigned readings, particularly the documents, in class, as part of your class participation grade. You should also be prepared for unannounced in-class writings that are also part of that grade. All reaction papers and in-class writings will be graded on a  $\sqrt{+}$ ,  $\sqrt{}$ ,  $\sqrt{-}$ , F scale, graded down from an A.**

**You will also note that the course requires you to write two short papers and one longer paper. For the longer paper, you will be assigned a partner in the class who will analyze a rough draft of your paper and give you suggestions on how to make that paper A quality work. The analyses will be graded both on the grammatical and the substantial comments made on the papers. This is worth a substantial part of your grade, and you should plan to work on these papers as if you were analyzing them for a final grade.**

There are many sources available for your use via the internet, the library here on campus or the library at College Park, via interlibrary loan. The Library can help you if you need assistance ordering a book from a different library. I will periodically be sending out emails to you with websites including primary source or other interesting material. I may include this as REQUIRED reading for the course, so make certain you check your email regularly.

The most significant tip I have: do not turn in the first drafts of your papers. That means you need to outline your ideas, write them down, and revise (and revise) them. A first draft is not a final draft. I will be looking for well-written papers with solid content. Conveying ideas in a precise manner is one of the most important aspects of history and other fields. You must cite the sources you use – including e-texts and web-based information, as well as traditional forms of published information.

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- (4) Unsanctioned collaboration with other individuals in the completion of course assignments.
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## SYLLABUS

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Berleth, *The Twilight Lords* (Roberts Rinehart)

Grey, Peter, *Irish Famine* (Harry Adams)

**Ellis, *Hell or Connaught***

Bourke, *The Burning of Bridget Cleary* (Penguin)

Hart, *IRA and Enemies* (Clarendon)

Adams, *Falls Memories* (Roberts Rinehart)

**Moorehouse, *Sun Dancing (Harvest)***

### THE COURSE:

Week One,: Introduction and Background

Reading: Hachey, Chapter 1, Chapter 2: pages 8-11, **Begin Moorehouse.**

**Lectures: Introduction to class, St. Patrick and Ireland in the Early Middle Ages, The beginnings of Anglo-Norman Ascendancy.**

Week Two: Background to the Early Tudors in Ireland

Reading: Hachey Chapter 2: pages 11 to 16, **Finish Moorehouse.**

Lectures: Medieval Ireland, Poyning’s Law, The Kildare ascendancy and developments under Henry VIII: a new government for Ireland

**\* Tuesday. Reaction paper on Moorehouse**

Thursday. Short Quiz on Irish geography

Week Three: Religion and Rebellion in the Tudor Years

Reading: Hachey, Chapter 2: pages 16-19 ; *The Twilight Lords*

Lectures: The Impact of the Reformation, The rebellion of the O'Neills, Elizabeth's push for peace,

**\*Thursday, Reaction paper on *The Twilight Lords***

Week Four: The Stuarts and the Civil War: Massacre and dominion

Reading: Hachey Chapter 2: pages 19-24; **Start *Hell or Connaught***

<http://www.irsm.org/general/history/levellers.htm#english>;

<http://etext.lib.virginia.edu/journals/EH/EH34/creed34.html>;

<http://www.angelfire.com/ms/seanie/history/revmoran3.html> (a biased account, but interesting)

Lectures: why the Tudors failed, The Stuarts and Ireland, the civil war and Cromwellian supremacy, Drogheda and other massacres: religion in the forefront of politics?

**\*\*Tuesday, Please turn in a topic, thesis and bibliography with AT LEAST 5 library and 1 primary source**

Week Five: The Latter Stuarts, The Battle of the Boyne and effects of the Glorious Revolution and Hybernia Anglicana

Reading: Hachey Chapter 2: pages 24-end, Chapter 3: pages 31-36, **Finish *Hell or Connaught***

<http://www.cwrl.utexas.edu/~benjamin/316kfall/316ktexts/swift.html>

Lectures: Restoration, the end of Cromwell, Effect of the Glorious Revolution, religion to the forefront, again, William of Orange & Ireland, Colony or Ancien Regime.

**\* Tuesday, Reaction Paper on *Hell or Connaught***

Weeks Six: Economics, Stress and Union

Reading: Hachey, Chapter 3: pages 36-end, Chapter 4

<http://www.uhb.fr/langues/cei/unionact.htm> (ireland union)

Lectures: The eighteenth century, Wolfe Tone and the Irish Parliament, the desire? For union.

**\*\*Thursday, 3-5 pp paper: Use one of the above read primary sources and one additional primary source to discuss an aspect of the influence of England on Ireland at some point between 1494 and 1690. Be sure that you have a thesis statement and lay out an argument.**

Week Seven: The Aftermath of Union and Reform

Reading: Hachey, Chapters 5 & 6

<http://www.fordham.edu/halsall/mod/1836oconnell.html> (O'Connell, 1836)

Lectures: The effects of union and the reform act of 1832. O'Connell, innovation and Ambiguity.

**\* Tuesday, MID-TERM EXAM: From Poyning's to Union**

Week Eight: Famine and Diaspora

Reading: Hachey, Chapter 7; Grey, entire book;

<http://www.people.Virginia.EDU/~eas5e/Irish/somerville.html> (famine)

Lectures: Agrarian Crisis, population collapse and the move to America

**\*\* Reaction paper to Grey**

Weeks Nine and Ten: Irish Culture, Nationalism and Beginnings of Modern Ireland (No Class, Thursday, week nine)

Reading: Hachey, Chapters 8-10, Bourke, entire book

Lectures: Home Rule, the Land War and British politics; Irish Culture and Society: the growth of Mass media, questions of home rule and the "savage Irish peasantry."

**\* Thursday, Week 9: Reaction paper to Bourke**

**Thursday, Week 10: 3-5 page paper analyzing a movie (such as Michael Collins) about the history of Ireland**

Weeks Eleven and Twelve: 1916-1923: The Easter Rebellion

Reading: Hachey, Chapter 11; Hart, entire book

<http://www.fordham.edu/halsall/mod/1916proc.jpg>;

<http://www.ms.utexas.edu/~jdana/decindep.html> (Irish decl of Independence)

Lectures: Religion and Politics; desire for home rule, The early IRA, Michael Collins

**\*\* Thursday, Week 11: Reaction Paper to Hart**

**Tuesday, Week 12: Well-finished drafts of long paper to Reviewer**

Week Thirteen: The Republic of Ireland, 1922-present (a brief overview) (NO CLASS

Thursday! Happy Thanksgiving)

Reading: Hachey, Chapters 12 -14; <http://www.cs.umb.edu/~rwhealan/jfk/i062863.htm> (JFK)

Lectures: An Island now formally divided: politics, localism and the state

**\*\*Tuesday, Reviewed Papers to Professor**

Week Fourteen: Ireland and the 1970s: The Northern Ireland situation: explodes.

Readings: Hachey, Chapters 15-16, Adams, entire book;

<http://free.freespeech.org/republicansf/1971.htm> (sinn fein)

Lectures: Nationalism in literature and in belief, Catholic vs Protestant, the green and the orange, the entrance of the British army in 1969, Bloody Sunday

**\*\*Thursday, Reaction Paper to Adams**

Week Fifteen: The 90s and the future of Ireland

Readings: Hachey, Chapter 17

<http://www.irlgov.ie/taoiseach/publication/niagreement/frame.htm> (Ireland peace treaty, 1998);

Lectures: The E.U., Mitchell and the peace accord. Possibilities for the future. Exam Review.

**\* Tuesday: Reaction Paper to Ireland Peace Agreement (with its success/failure)**

**Thursday: Debate**

Final Exam: Thursday 18 December, 10.15am-12.15pm

**\*\*\*Final Papers due to professor by the Final Exam**