



History of Ireland: People, Politics & Power

COURSE DETAILS

Course Code: HIST 3360

Instructor:

Contact Hours: 45

Credits: 3

Language of Instruction: English

Course Prerequisites: See Below

COURSE DESCRIPTION

This course examines the social and cultural development of Ireland from its first human habitation nearly 10,000 years ago through the present. We begin in deep prehistory with the Mesolithic peoples who brought their hunter-gatherer technologies and lifeways to Ireland once the final ice sheets had receded at the end of the Pleistocene. We will proceed through the Neolithic, Bronze Age and Iron Age, exploring the many agricultural and cultural changes which occurred during these dynamic periods. In the 5th century AD, Ireland, unlike the rest of Europe, remained untouched by the Romans. But, the coming of Christianity in the mid-5th century was to change life here in uncountable ways. We will examine the real St Patrick, his life and his writings.

The Vikings arrived in the late 8th century, initially to raid and rob, but gradually began to establish settled centers; they founded Dublin (Dubh Linn), Waterford, Wexford, Cork, and Limerick and helped establish Ireland as an important trading center.

The Anglo-Normans invaded Ireland in the late 12th century, beginning over 800 years of British occupation on our island. By the 16th century, Henry VIII and his system of Reformation set off yet more unrest in Ireland as the Irish resisted attempts to convert to Protestantism. A long era of conflict then ensued, beginning with the Battle of Kinsale in 1602, the Flight of The Earls in 1607, the Plantation of Ulster in 1610, the Cromwellian invasions in the 1640s, sending Ireland and the Irish into an extended period of economic and social poverty. The time of the great out-migration of the Irish had begun. The Potato Famine – An Gorta Mór – in the mid-19th century wiped out 50% of the Irish population between starvation and emigration. The horrors of this, coupled with a rising radicalism and political awareness,

brought about the Easter Rising of 1916, which eventually led to the formation of the Irish Free State in 1920, the Irish Civil War, and Ireland's final political separation from Britain in 1949. It also led to The Troubles, the 30+ long period of civil strife which, even today after the signing of the Good Friday Agreement in 1998, continues to vex Irish lives north and south.

We are a very old land but a very young country and we are undergoing enormous economic and cultural changes on the world stage. You are in Ireland during an important and historically significant period of our development as a country and culture. This course will give you the tools and background to observe history unfold before you.

Learning Outcomes

Through students' participation in this course, they will:

Knowledge Skills (Society, History and Culture)

- To understand the relationships among historical events, culture, and social forces
- To acquire knowledge of the history of Ireland and its people
- To acquire knowledge of the cultural and social changes in Ireland over 10,000 years
- To understand the historical, social and cultural reasons behind 'The Troubles'
- To contextualize the historical and cultural events that have shaped Irish society today

Critical Thinking Skills (Oral and Written)

- To gain the skills necessary to critically evaluate the sources for Irish history
- To identify the impact of theoretical concepts of Irish events
- To learn to formulate, research, and write a critical interpretation of events
- To analyze the impact of memory, pain or vengeance in Irish society
- To be able to examine critically differing interpretive narratives and points of view
- To acquire the disciplinary nomenclature to describe and analyze cultural and social events
- To develop an ability to evaluate historic forces of change and continuity
- To appreciate that an interpretation of events is non-static and evolving
- To learn to create hypotheses and opinion and synthesize information to support it

Attitudinal Skills (Affective and Behavioral)

- To increase appreciation of Ireland by understanding its society
- To recognize the shared heritage of Ireland, Europe and the Americas
- To cultivate an appreciation and curiosity for differing social and political viewpoints
- To cultivate an ability to recognize historical differences in cultural situations
- To acquire a heightened appreciation of conflicting accounts and narratives
- To inform one's emotional responses by honing an analytical approach to events
- To assist your personal development through group class activities

Prerequisites

Prior to enrollment, it is advised that students have introductory courses in European history and economics.

Active Learning

CEA CAPA courses are designed to include a variety of active learning components that will take you out of the classroom and allow you to explore your local, host city.

- TBD will be chosen by instructor

How Grades are Weighted

The final grade is weighted as follows:

Assessment Details	Percentage
Engagement	20%
Paper	25%
Presentation I	15%
Presentation II	15%
Final Exam	25%

Assessment 1: Engagement – 20%

Students are expected to be engaged in class, and to have read the [CEA CAPA Engagement Policy](#) and the [Class Engagement Rubric](#) that outlines how engagement will be graded.

Assessment 2: Paper – 25%

You are required to submit a paper of 1200-1500 words on an assigned topic. Topics will be randomly assigned during the first three weeks of class. Papers must be printed, stapled and handed into the CEA CAPA academic office and e-mailed. Papers submitted after 5.00pm on the due date will be subject to a 10% per day late penalty. Plagiarized papers will be subject to full CEA CAPA academic penalty which ranges from a zero grade to a full 48-hour resubmission.

Assessment 3: Presentation I & II – 15% (Each)

During the course of the semester each student will present two topics to class, which will be assigned. These presentations are required to be 10-15 minutes in length and can be in PowerPoint, Google Slides, Prezi, or any presentation format which you are most comfortable with. Further guidelines will be discussed in class.

Assessment 4: Final Exam – 25%

There will be a final, cumulative exam during finals week.

Submissions

All written work should be submitted directly via Turnitin on canvas according to the due dates listed. Please keep a hard copy of all written work. Late papers will be penalized at 3% per day unless prior arrangements have been made with the instructor.

COURSE CONTENT

SESSION 1 – Course Introduction

Topics

- Review Syllabus, Classroom Policies

Assignments & Activities

- Course Overview

Required Readings & Resources

- Read chapters in advance of class sessions

SESSION 2 & 3 – The Mesolithic & Neolithic

Topics

- The Bronze Age (9000-500BCE)
- National Museum of History & Archaeology

Assignments & Activities

- Lecture & Discussion
- Filed Study

Required Readings & Resources

- Malone, Kelli Ann Discovering Ancient Ireland The History Press, Dublin 2010, 200pp. Intro-Chapters 1-3

SESSION 4 & 5 – The Iron Age

Topics

- Christianity & the European Dark Ages (500BCE-800AD)

Assignments & Activities

- Lecture & Discussion

Required Readings & Resources

- Malone Ch 4-5;
- Ranelagh, J. O'B A Short History of Ireland Cambridge University, 2012, 448 pgs. 1 (Gaels, Patrick)

SESSION 6 & 7 – The Viking Age in Ireland (800-1100)

Topics

- Dublinia

Assignments & Activities

- Lecture & Discussion
- Filed Study

Required Readings & Resources

- Ranelagh 1 (Vikings)

SESSION 8 & 9 – Anglo-Norman Invasion of Ireland:

Topics

- The Norman influence on the Irish landscape (1169-1541)

Assignments & Activities

- Lecture & Discussion
- **Student Presentations**

Required Readings & Resources

- Ranelagh 1 (English)

SESSION 10 & 11 – The Reformation in Ireland:

Topics

- The Battle of Kinsale, The Flight of the Earls;
- Plantations; Cromwell (1490-1650)

Assignments & Activities

- Lecture & Discussion
- Filed Study
- City Walking Tour

Required Readings & Resources

- Ranelagh 2 (Tudors, Plantation, Cromwell)

SESSION 12 & 13 – James & William, The Protestant Ascendancy, Penal Laws:

Topics

- The Orange Order (1650-1780)

Assignments & Activities

- Lecture & Discussion

Required Readings & Resources

- Ranelagh 2 (Penal Times, '98)

SESSION 14 & 15 – Rebellion; Union; Protestant Ascendancy; Daniel O'Connell; Catholic Revival (1780-1845)

Topics

- Rebellion; Union; Protestant Ascendancy; Daniel O'Connell; Catholic Revival (1780-1845)

Assignments & Activities

- Lecture & Discussion
- *Papers due

Required Readings & Resources

- Ranelagh 3

SESSION 16 & 17 – The Famine; The Diaspora; Rising Nationalism; The Fenian Movement; The Easter Rising; Michael Collins; Civil War; 'The North' (1845-1922)

Topics

- Kilmainham Gaol

Assignments & Activities

- Lecture & Discussion
- Filed Study

Required Readings & Resources

- Ranelagh 4

SESSION 18 & 19 – The Aftermath of Civil War; Assassination of Collins; The Rise of de Valera and Fianna Fáil; The Six Counties; The 'Free State'

Topics

- The Aftermath of Civil War; Assassination of Collins; The Rise of de Valera and Fianna Fáil; The Six Counties; The 'Free State'

Assignments & Activities

- Lecture & Discussion
- Student Presentations

Required Readings & Resources

- Ranelagh 5

SESSION 20 & 21 – The Republic of Ireland (1922-2018); The making of the republic; The Catholic Church

Topics

- Collins Barracks

Assignments & Activities

- Lecture & Discussion
- Filed Study

Required Readings & Resources

- Ranelagh 6

SESSION 22 & 23 – Northern Ireland; The Troubles; Sinn Fein; Gerry Adams; SDLP; John Hume; Ian Paisley; IRA; Unionist paramilitaries; Bloody Sunday, Peace Process

Topics

- Northern Ireland; The Troubles; Sinn Fein; Gerry Adams; SDLP; John Hume; Ian Paisley; IRA; Unionist paramilitaries; Bloody Sunday, Peace Process

Assignments & Activities

- Lecture & Discussion

Required Readings & Resources

- Ranelagh 7

SESSION 24 – Review Session

Topics

- Review Session

Assignments & Activities

- In Class Review

Required Readings & Resources

- Review all course materials

SESSION 25 – Final Exam

POLICIES

Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

Academic Conduct

Justice, equity, diversity, and inclusion are core values for CEA CAPA, and we intend that our classrooms and academic cultures be welcoming spaces that are conducive to learning. Conduct in academic contexts that goes against these principles may carry both academic and disciplinary consequences.

Using slurs or expressing views that are racist, misogynistic, homophobic, transphobic, or that target members of a certain class, ethnic, or religious group - or any language that works against the shared creation of welcoming, inclusive academic spaces that are conducive to learning – will not be tolerated by CEA CAPA, and may lead to dismissal from the program with no credit granted.

Students may be given a verbal warning and/or one written warning prior to dismissal depending on the severity of the incident. Home institutions will be notified of the nature of the disciplinary action, which may lead to additional sanctions or judicial actions on the home campus.

Academic Integrity & Artificial Intelligence

Academic integrity is essential to teaching and learning. All students are expected to approach and complete their coursework with honesty. A breach of academic integrity will result in disciplinary action, a zero for the assignment, and/or failure of the course.

Guidelines for use of artificial intelligence are at the faculty member's discretion and articulated in the term syllabus. Misrepresenting the work of artificial intelligence as your own is considered a violation of academic integrity and will be penalized as such.

STUDENT LEARNING & DEVELOPMENT OBJECTIVES

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration.

These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery. beyond specifics of course offerings, that address student learning holistically and frame a larger learning context.