

# History of Ireland: People, Politics & Power

## Course Details

**Course Designator & Number: DBLN 3026**

**Number of Credits: 3**

**Language of Instruction: English**

**Contact Hours: 45**

**Instructor: Onsite Faculty**

**Term: Fall 2024**

## 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.

## Course Objectives

Upon successful completion of this course, students are able to:

### 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

# Methodology

## Experiential Learning & Field Visits

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

- Museum visits
- City tours

## Required Reading / Materials

The below readings and resources are representative of what will be assigned as required in this course, but may vary slightly in the term syllabus.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

### Required

Malone, Kelli Ann. *Discovering Ancient Ireland*, The History Press, Dublin 2010, 200pp.

Ranelagh, J. O'B. *A Short History of Ireland*, Cambridge University, 2012, 448 pgs.

# Grading

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Details section provides further details for each.

## Grading Rubric

Letter Grade	Score or Percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	
B	83–86	
B-	80–82	Achievement that meets the course requirements in every respect.
C+	77–79	
C	73–76	
C-	70–72	Achievement that is worthy of credit even though it fails to fully meet the course requirements.
D+	67–69	
D	60–66	
F	0–59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

## Summary of How Grades Are Weighted

Assignments	Percentage of Grade
Engagement	20%
Paper	25%
Presentation I	15%
Presentation II	15%
Final Exam	25%
<b>Overall Grade</b>	<b>100%</b>

### Assessment Details

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

**Engagement (20%):** Students are expected to be engaged in class, to have read the CEA CAPA Engagement Policy, and to understand the Class Engagement Rubric that outlines how engagement is graded.

**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 academic office and emailed. Papers submitted after 5 p.m. on the due date will be subject to a 10% per day late penalty. Plagiarized papers will be subject to full CEA academic penalty which ranges from a zero grade to a full 48 hour resubmission.

**Presentations I & II (30%):** 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.

**Final Exam (25%):** There will be a final, cumulative exam during finals week.

# Course Content

## Unit 1

### Topics

- Course Introduction:
  - Review Syllabus, Classroom Policies

### Activities

- Course Overview

### Readings & Assignments

- Read chapters in advance of class sessions

## Units 2 & 3

### Topics

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

### Activities

- Lecture & Discussion
- Field Study

### Readings & Assignments

- Malone: Intro–Chapters 1–3

## Units 4 & 5

### Topics

- The Iron Age
- Christianity & the European Dark Ages (500BCE–800AD)

## Activities

- Lecture & Discussion

## Readings & Assignments

- Malone Chapters 4–5
- Ranelagh 1 (Gaels, Patrick)

## Units 6 & 7

### Topics

- The Viking Age in Ireland (800–1100)
- Dublinia

### Activities

- Lecture & Discussion
- Field Study

### Readings & Assignments

- Ranelagh 1 (Vikings)

## Units 8 & 9

### Topics

- Anglo-Norman Invasion of Ireland:
  - The Norman influence on the Irish landscape (1169–1541)
- Student Presentations

### Activities

- Lecture & Discussion
- Student Presentations

### Readings & Assignments

- Ranelagh 1 (English)

## Units 10 & 11

### Topics

- The Reformation in Ireland:
  - The Battle of Kinsale, The Flight of the Earls; Plantations; Cromwell (1490–1650)
- City Walking Tour

### Activities

- Lecture & Discussion

### Readings & Assignments

- Ranelagh 2 (Tudors, Plantation, Cromwell)

## Units 12 & 13

### Topics

- James & William, The Protestant Ascendancy, Penal Laws:
  - The Orange Order (1650–1780)

### Activities

- Lecture & Discussion

### Readings & Assignments

- Ranelagh 2 (Penal Times, '98)

## Units 14 & 15

### Topics

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

### Activities

- Lecture & Discussion

### Readings & Assignments

- Ranelagh 3



- Papers Due

## Units 16 & 17

### Topics

- The Famine; The Diaspora; Rising Nationalism; The Fenian Movement; The Easter Rising; Michael Collins; Civil War; “The North” (1845–1922)
- Kilmainham Gaol

### Activities

- Lecture & Discussion
- Field Study

### Readings & Assignments

- Ranelagh 4

## Units 18 & 19

### Topics

- The Aftermath of Civil War; Assassination of Collins; The Rise of de Valera and Fianna Fáil; The Six Counties; The “Free State”
- Student Presentations

### Activities

- Lecture & Discussion
- **Student Presentations**

### Readings & Assignments

- Ranelagh 5

## Units 20 & 21

### Topics

- The Republic of Ireland (1922–2018)
- The making of the republic
- The Catholic Church

- Collins Barracks

### **Activities**

- Lecture & Discussion
- Field Study

### **Readings & Assignments**

- Ranelagh 6

## **Units 22 & 23**

### **Topics**

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

### **Activities**

- Lecture & Discussion
- Field Study

### **Readings & Assignments**

- Ranelagh 7

## **Unit 24**

- Review Session: Review all course materials

# 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.

## 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, addressing student learning holistically and framing it in a larger learning context.

## Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

## University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

### Scholastic Dishonesty

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an “F” or “N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

### **Student Conduct**

The University of Minnesota has specific policies concerning student conduct. This information can be found [on the Learning Abroad Center website](#).