



## **CIEE Dublin, Ireland**

<b>Course title:</b>	History and Culture of Modern Ireland
<b>Course code:</b>	SOCI 3001 IREL
<b>Programs offering course:</b>	Dublin City University Arts and Sciences, Trinity College Arts and Sciences, University College Dublin Arts and Sciences
<b>Open Campus Track:</b>	Language, Literature, and Culture
<b>Language of instruction:</b>	English
<b>U.S. semester credits:</b>	3.00
<b>Contact hours:</b>	45.00
<b>Term:</b>	Fall 2023

### **Course Description**

This course examines modern Irish society by looking at the historical contexts and cultural practices through which Ireland and Irish identities have been produced. It explores how historical factors such as British colonization, The Famine, The Irish War of Independence, and The Irish Civil War have shaped Ireland's political economy and cultural identities. It will consider how culture intersects with power as diverse social groups with competing visions of "Irishness" struggle for hegemony through literature, TV, art, advertising, the internet, and movies. It will examine how Irish identities, and the norms associated with them, have a profound impact on society – determining which lives are valued, whose voices are heard, and what ways of living are deemed legitimate.

Social theories of power, identity, cultural imaginaries, postcolonialism, and neoliberalism will be mobilized to critically analyze Irish cultural texts and practices such as documentary, mural painting, *sean-nós* dance, oral history and folklore, short fiction, and urban architecture. This will be coupled with an examination of historical contexts and the influence of large institutions such as the State and the Church, focusing on national, religious, ethno-racial, gender, and class identities. The course aims to provide students with theoretical, methodological, and practical approaches to understanding the realities and visions that constitute the diversity of Irish cultural identities.

### **Learning Objectives**

By completing this course, students will:

- Outline the historical processes, the ideologies and the political movements that have shaped modern Ireland.
- Examine the primary historical factors and differing perspectives that have created the conflict in Northern Ireland.
- Discriminate between differing visions of Irish identity and evaluate the relations of power which support them.
- Categorize different minority groups in modern Irish society and expand upon their political struggle for representation, justice and equality.
- Appraise the influences that different modes of representation have on the formation of Irish cultural identities.

### **Course Prerequisites**

None.

### **Methods of Instruction**

The course will be taught through a variety of methods including:

- Lectures with PowerPoint presentations
- Discussion seminars
- In-class and independent multimedia screening including films, documentaries and contemporary media sources

- Lectures are also linked to a series of site visits. These visits will take place outside of class time and are an integral and compulsory element of the programme

### **Assessment and Final Grade**

1. Media Research Project on Contemporary Issues in Irish Society	10%
2. Critical Response to Two Cultural Texts	20%
3. Essay Assignment on Irish Identity and Power	30%
4. Presentation on Irish History and Contemporary Cultural Identity	20%
5. Class Participation Including Leading a Discussion	20%
TOTAL	100%

### **Course Requirements**

#### **Media Research Project on Contemporary Issues in Irish Society**

Students will use three Irish media sources to prepare a short piece of research on a contemporary issue relating to cultural identity in Ireland. See canvas for full brief.

**Word Count:** 750 words (excluding title page and references)

#### **Critical Response to Two Cultural Texts**

Students will write critical responses to two selected course texts. The use of readings and academic references is required. See canvas for full brief.

**Word Count:** 1000 words each (excluding title page and references)

#### **Essay Assignment on Irish Identity and Power**

Students are provided with several essay topics which cover the breadth of the class. Students may devise their own topic but must have it approved by the lecturer. Topics must be based on material covered in the lecture series. The use of readings and academic references is required. In this context, it is expected that the essay will involve independent research and critical analysis. See canvas for full brief.

**Word Count:** 3000 words (excluding title page and references)

#### **Presentation on Irish History and Contemporary Cultural Identity**

Students will present for 10 minutes on their research of an historical event, figure or movement and its impact on contemporary Ireland. The use of readings and academic references is required. It is expected that students will use a PowerPoint presentation which must be submitted to the lecturer along with a bibliography of references. See canvas for full brief.

#### **Class Participation Including Leading a Discussion**

Students, in groups of two, are required to lead a 30 minute discussion relating to one selected course text. This will involve researching the text, preparing questions for class-mates and guiding discussion. Students are also expected to have read each required reading and participate in every class discussion and group activity. Participation will be noted by the lecturer both in terms of frequency and, particularly, relevance. See canvas for full brief.

### **Attendance**

To encourage engaged learning, regular class attendance is required throughout the program. This includes any required co-curricular class excursion or event, as well as internship, service-learning, or other required field placement.

An excused absence in a CIEE course will only be considered if approved by a CIEE Center Director/Academic Director (not the Instructor), and:

- it is a self-certified absence for illness (only once per course, requires formal request before or within 24 hours, cannot miss assessment worth more than 5% of final course grade)
- a doctor's note from a local medical professional is provided
- evidence of a family emergency is provided
- it is a pre-approved observance of religious holiday

Unexcused absences include personal travel and/or travel delays, as well as missing more than 25% of a single class period (including tardiness and early departure). Assessments missed due to unexcused absences will be marked as zero. Students with over 10% unexcused absences will be contacted by CIEE staff. Students with over 20% unexcused absences will be contacted by CIEE staff, receive a formal warning letter (shared with their home institution) and lose 10% of the final course point total (e.g., a final A grade of 93% will be lowered to a B grade of 83%).

For more detail, please consult your CIEE Academic Manual.

### **Academic Integrity**

Academic integrity is essential to a positive and inclusive teaching and learning environment. All students are expected to complete coursework responsibilities with fairness, respect, and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in grade penalties or disciplinary action. See the CIEE Student Academic Manual for further information on academic integrity.

***N.B. Course schedule and co-curriculars are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.***

### **Weekly Schedule**

#### **Week 1**

Class: Orientation Week

Introduction to class: What is culture?

**Assignments/Reading due:** None

#### **Week 2**

Class: Culture, Identity and Power

**Understanding the political relationship between culture and identity**

Class discussion of 'Encoding/Decoding'

**Assignments/Reading due:**

Hall – 'Encoding/Decoding' (pp.128-138)

Hall, S. 1993. 'Encoding/Decoding' IN: During, S. (ed.) *The Cultural Studies Reader*. London: Routledge, pp.90-101.

Wetherell, M. Mohanty, C.T. (eds.) 2010. *The Field of Identity Studies*. London: Sage.

#### **Week 3**

Class: 19th Century Ireland

Discourse and Power

Catholic Emancipation and the Act of Union

The Great Famine: Causes and Consequences

**Assignments/Reading due:**

Media Research Project due

Wetherell – 'Subjectivity or Psycho-discursive Practices?'

Wetherell, M. 2008. 'Subjectivity or Psycho-discursive Practices?' *Subjectivity*, 22, pp.73-81.

Lloyd, D. 2007. 'The Political Economy of the Potato'. *Nineteenth Century Contexts*, 29(2), pp.311-335.

Mills, S. 2010. *Michel Foucault*. London: Routledge, pp.53-66.

## Week 4

Class: Imagining Ireland

Theory of cultural imaginaries

How Irish identity is imagined and practiced

Celtic Revival

Onsite Instruction after Lecture: National Gallery 4pm-5.30pm

### **Assignments/Reading due:**

Class discussion of selected poems by W.B. Yeats

Benedict Anderson – *Imagined Communities* (pp.1-36)

Anderson, B. 1983. *Imagined Communities*. London: Verso.

Taylor, C. 2002. 'Modern Social Imaginaries'. *Public Culture* 14(1), pp.91-224.

## Week 5

Class: Revolution and Civil War

The Gaelic Movement and the Easter Rising

The Anglo-Irish Treaty and the War of Independence

Civil War

Ideology, Hegemony and Class Power

### **Assignments/Reading due:**

Group 1 lead class discussion of excerpt from Ulysses

Kiberd – *Inventing Ireland* (pp.327-355)

Joyce, J. 1922. *Ulysses*. London: Penguin.

Jones, S. 2006. *Antonio Gramsci*. London: Routledge, (pp.41-56).

Kiberd, D. 1996. *Inventing Ireland*. London: Vintage.

## Week 6

Class: Post-Colonial Ireland

Postcolonial theory and Irish identity

Struggle for power between state, church, and republicans

Postcolonial culture

### **Assignments/Reading due:**

Critical Response 1 due

Group 2 lead discussion of *Rocky Road to Dublin*

Barry – 'Postcolonialism' in *Beginning Theory* (pp.192-202)

### **Onsite Instruction after Lecture: North Inner-City Walking Tour**

#### **4pm-6pm**

Barry, P. 2002. *Beginning Theory*. Manchester: Manchester University Press.

Lennon, P. 1967. *Rocky Road to Dublin* [online] <https://www.youtube.com/watch?v=7kaAQHj9Efk>

Gibbons, L.1996. *Transformations in Irish Culture*. Derry: Field Day, pp.3-22.

## Week 7

Class: Study Break – No class

## Week 8

Class: Sex and Gender and their Role in Irish Society

Theories of sex and gender

The role of women in Irish society

Men and masculinities

**Onsite Instruction after Lecture: Ballad Walking Tour 4pm-6pm.**

### **Assignments/Reading due:**

Group 3 lead discussion of *I am Traveller*

Ging – ‘Memes, Masculinity and Mancession’

RTE. 2016. *I Am Traveller* [Online] <https://vimeo.com/157488654>

Ging, D. 2017. ‘Memes, Masculinity and Mancession: *Love/Hate’s* Online Metatexts’. *Irish Studies Review*, 25(2), pp.170-192.

Kiberd, D. 1996. *Inventing Ireland*. London: Vintage, pp. 395-410.

## Week 9

Class: Northern Ireland

The early years of the Northern Ireland state

The war begins and Bloody Sunday

Ceasefire

Trauma and Irish identity

### **Assignments/Reading due:**

Blaney – ‘Remembering Historical Trauma in Paul Greengrass’s Bloody Sunday’

Blaney, A. 2007. ‘Remembering Historical Trauma in Paul Greengrass’s *Bloody Sunday*’. *History and Memory*, 19(2), pp.113-138.

Ashe, F. ‘Gendering War and Peace: *Militarized Masculinities* in Northern Ireland’. *Men and Masculinities*, 15(3), 230-248.

## Week 10

Class: Innovation Island

Theory of neoliberalism

Smart cities and the sociotechnical imaginary

### **Assignments/Reading due:**

Critical response 2 due

Kiberd – ‘The Night Gym’

Cardullo and Kitchin – ‘Smart Urbanism and Smart Citizenship’

Jasanoff – *Dreamscapes of Modernity* (pp.1-33)

Kiberd, R. 2018. ‘The Night Gym’. *The Dublin Review*, 71, pp.40-51.

Cardullo, P., Kitchin, R. 2019. ‘Smart Urbanism and Smart Citizenship: The Neoliberal Logic of

'Citizen-Focused' Smart Cities in Europe'. *Environment and Planning C: Space and Politics*, 37(1), pp.101-129.

Jasanoff, S. (ed.) 2015. *Dreamscapes of Modernity*. Chicago: Chicago University Press, pp.1-33

Harvey, D. *A Brief History of Neoliberalism*. Oxford: Oxford University Press, pp.1-38.

## Week 11

Class: The Celtic Tiger?

Inequality & Poverty in the Land of Plenty

Post-Celtic Tiger Ireland – From boom to bust

### Assignments/Reading due:

Student Presentations

Allen - *The Celtic Tiger* (pp.1-21).

Allen, K. 2000. *The Celtic Tiger: The Myth of Social Partnership in Ireland*. Manchester: Manchester University Press.

## Week 12

Class: New Ireland, New Identities

Cultural diversity in modern Ireland

Marginal groups: travelers and migrants

### Assignments/Reading due:

Essay due

Crowley and Kitchin 'Academic "Truth" and the Perpetuation of Negative Attitudes and Intolerance Towards Irish Travellers in Contemporary Ireland' (pp.153-170).

Crowley, Ú., Kitchin, R. 2015. 'Academic "Truth" and the Perpetuation of Negative Attitudes and Intolerance Towards Irish Travellers in Contemporary Ireland' IN: Honahan, I., Rougier, N. (eds.) *Tolerance and Diversity in Ireland, North and South*. Manchester: Manchester University Press.

Fanning, B. 2018. *Migration and the Making of Ireland*. Dublin: University College Dublin Press.

### Selected site-visits/tours

**North Inner City Walking Tour:** This tour is led by local historian and founder of the North Inner City Folklore Project, Terry Fagan. It features stories from around Dublin's onetime famous red-light district, known as "Monto". The tour takes in stories of the 1913 great Lockout and the 1916 Easter Rising. Students will discover what life was like for the ordinary local people living in the rat-infested tenements and of the man from Monto with the hidden secret, dubbed after his death as "Dublin's Oskar Schindler".

**GPO** – A guided tour of one of the key sites of the 1916 Irish Rising, the rebellion that precipitated the Irish War of Independence.

**National Museum (Archaeology)** - This is the national repository for all archaeological objects found in Ireland and home to over two million artifacts. The visit charts Irish history and give the students an opportunity to see the artefacts of from times and events in their lecture series.

**Kilmainham Gaol** - This trip is linked to the Shaping of Ireland and the Gaol itself is a lesson in object history. The history of the gaol is intertwined with the major events in modern Irish History such as the Famine, Political struggle for Home Rule, the 1916 Rising, the War of Independence and the Civil War.

**Ballad Walking Tour:** The tour uses ballad singing and storytelling to bring students through the cultural history of Dublin.

**The National Museum of Ireland - Decorative Arts & History:** is home to a wide range of objects, which include weaponry, furniture, silver, ceramics and glassware; as well as examples of folk-life

and costume.

**The National Gallery of Ireland** houses the national collection of Irish and European fine art. Student will get to appreciate Irish art and will get an alternative insight into Irish culture.

**Irish Museum of Modern Art:** Collection and exhibitions of Irish modern art.

## **Course Materials**

### **Readings**

- Bartley, B., Kitchin, R. (eds). 2008. *Understanding Contemporary Ireland*. London: Pluto Press.
- Blamires, H. 1996. *The New Bloomsday Book: A Guide Through Ulysses*. London: Routledge.
- Cleary, J. 2006. *Outrageous Fortune: Capital and Culture in Modern Ireland*. Derry: Field Day.
- Connolly, C. 2012. *A Cultural History of the Irish Novel 1790-1829*. Cambridge: Cambridge University Press.
- Connolly, C. (ed) 2003. *Theorizing Ireland*. Basingstoke: Macmillan.
- Connolly, C., Cleary, J. (eds) 2005. *The Cambridge Companion to Modern Irish Culture*. Cambridge: Cambridge University Press.
- Donnelly, J.S. 2005. *The Great Irish Potato Famine*. Gloucestershire: Sutton Publishing.
- English, R. 2006. *Irish Freedom: The History of Nationalism in Ireland*. London: Macmillan.
- Fanning, B. 2018. *Migration and the Making of Ireland*. Dublin: University College Dublin Press.
- Foucault, M. 1991. *The Foucault Reader*. London: Penguin.
- Ging, D. 2012. *Men and Masculinities in Irish Film*. New York: Palgrave Macmillan.
- Graham, C. 2001. *Deconstructing Ireland: Identity, Theory, Culture*. Edinburgh: Edinburgh University Press.
- Inglis, T. 2008. *Global Ireland: Same Difference*. London: Routledge.
- Kearney, R. 1997. *Postnationalist Ireland: Politics, Culture, and Philosophy*. London: Routledge.
- Kiberd, D. 1996. *Inventing Ireland: The Literature of the Modern Nation*. London: Vintage.
- Kiberd, D. 2010. *Ulysses and Us*. London: Faber.
- Lloyd, D. 1993. *Anomalous States: Irish Writing and the Post-Colonial Moment*. Dublin: The Lilliput Press.
- Lloyd, D. 2008. *Irish Times: Temporalities of Modernity*. Derry: Field Day.
- Lloyd, D. 2011. *Irish Culture and Colonial Modernity: 1800-2000: The Transformation of the Oral Space*. Cambridge: Cambridge University Press.
- Lundy, D. 2006. *Men That God Made Mad: A Journey Through Truth, Myth and Terror in Northern Ireland*. London: Johnathan Cape.
- Lyons, F.S.L. 1985. *Ireland Since the Famine*. London: Fontana.
- Mills, S. *Michel Foucault*. London: Routledge.
- Mulholland, M. 2002. *The Longest War: Northern Ireland's Troubled History*. Oxford: Oxford University Press.
- Redman, P., DuGay, P., Evans, J. 2000. *Identity: A Reader*. London: Sage.
- Tovey, H., Perry, S. 2000. *A Sociology of Ireland*. Dublin: Gill & Macmillan.