

SBUS30020

Ireland in the Twentieth Century



Module Handbook: Summer Internship 2015

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Contact Details

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Overview

This module examines the forces that shaped the political, economic and social development of Ireland in the twentieth century. It charts the political development of Ireland from being part of the Union with Great Britain to independence in 1922 and to the recent Northern Ireland troubles and their putative resolution in the Belfast Agreement of 1998. The module will consider how and why nationalism became the dominant economic and political imperative during the period and examine the arguments for and against the Union and consider the conflict this engendered. It will also trace the economic performance of the Irish state since independence and assess its relationship with Britain and Northern Ireland. It will discuss important historical concepts and methodologies used by historians to approach the social and economic history of modern Ireland. Finally, the module will provide students with the historical insight and appreciation of how Ireland's economy and society evolved over the last century.

Learning Outcomes

On completion of this module students will be able to:

- Understand the historical forces that shaped modern Ireland;
- Assess the economic and social development of Ireland since 1900;
- Analyse Ireland's changing relationship with Britain;

- Expand on themes such as nationalism, unionism and political independence;
- Understand how the southern state gained its political independence from Britain in 1922;
- Critically assess Ireland's revolutionary experience;
- Appreciate the challenges of constructing an Irish identity;
- Interpret Ireland's economic performance after independence;
- Identify and assess contested historical and political perspectives;
- Understand why there was conflict in Northern Ireland;
- Identify and utilise appropriate source material in constructing a historical argument;
- Critically consider the nature of contemporary Ireland and its relationship to its recent history.

Assessment

20%: Field Trip Report (1,000 words)

30%: Essay (c.2,000-2,500 words)

40%: Team Project/Presentation

10%: Class Quiz

Essay Questions

Guidelines for writing history essays will be available on Blackboard. Please read this document carefully before writing your paper.

Students must answer **one** of the following:

1. *'Arthur Griffith's Sinn Féin Party was of little or no importance until after the 1916 Rising.'* Discuss with reference to Griffith's political manifesto as outlined in *The Resurrection of Hungary* (1904).

2. *'The great irony of the Home Rule question was that the one part of Ireland that stood so steadfastly against the measure was the only part of the island to see its implementation.'*

Discuss.

3. Account for the success of Sinn Féin in the 1918 general election.

4. *'If the raison d'être of the Cosgrave government (1922-32) was to defend the Anglo-Irish Treaty, Fianna Fáil's (1932-48) was to utterly dismantle it.'* Do you agree?

5. *'Emigration was not unique to Ireland. But the type of emigration, the scale of emigration, and the impact of emigration were. In no other European country was emigration so essential a prerequisite for the preservation of the nature of the society'* (J.J. Lee 1989). Discuss with reference to Ireland in the 1950s

6. *'That Ireland which we dreamed of would be the home of a people who valued material wealth only as a basis for right living, of a people who were satisfied with frugal comfort and devoted their leisure to things of the spirit...'* (Éamon de Valera, 17 March 1943). Does this speech accurately reflect life in Ireland during the 1940s and 1950s?

7. *'The essential difference between the [Sunningdale and Good Friday] agreements lies less in substance than in the political climate in which they were forged.'* Discuss.

Team Project

Each student will be assigned to a team for an in-class project. Time has been allocated for teams to work on their respective projects and collaboration should also take place outside of class.

The presentation will last 15 minutes followed by questions and a roundtable discussion.

Teams will present on one of the following topics:

☐ Museum Curator: Prepare a preview of an exhibition on the role of political violence in Irish history from the Fenians to the IRA.

☐ Press Officer: Prepare a press release setting out the British government's reaction to the 1916 Rising. Students will also host a press conference on the anticipated response of the government to the rebels.

- On-Line Exhibition: Prepare an on-line exhibition to market Ireland abroad as a tourist destination using symbols of Irish identity and culture from the past and the present.
- Government Adviser: Prepare a report for the government on commemorating the Irish revolutionary decade, 1912-22.
- Contemporary Journalist: Prepare a newspaper report describing the events of Bloody Sunday, January 1972.

Select Bibliography*

General Works

- Bartlett, Thomas, *Ireland: A History* (Cambridge, 2010)**
- Beckett, J. C., *The Making of Modern Ireland 1603-1923* (London, 1966);
- Boyce, D. George, *Nationalism in Ireland* (London, 1995 [1st edn. 1982])
- Boyce, D. George, *Nineteenth Century Ireland: The Search for Stability* (Dublin, 1990).
- Brown, Terence, *Ireland: A Social and Cultural History 1922-79* (London, 1981).
- Connolly, S. J. (ed.), *The Oxford Companion to Irish History* (2nd edn., Oxford, 2002).
- English, Richard, *Irish Freedom: A History of Irish Nationalism* (London, 2006).
- Fanning, Ronan, *Independent Ireland* (Dublin, 1983).
- Fanning, Ronan, *Fatal Path: British Government and Irish Revolution, 1910-1922* (London, 2013).
- Ferriter, Diarmaid, *The Transformation of Ireland 1900 – 2000* (London, 2004).
- Fitzpatrick, David, *The Two Irelands 1912-1939* (Oxford, 1998).
- Foster, R. F., *Modern Ireland 1600 – 1972* (London, 1988).
- Garvin, Tom, *Preventing the Future: Why was Ireland Poor for so Long?* (Dublin, 2004).
- Garvin, Tom, *1922: The Birth of Irish Democracy* (Dublin, 1996).
- Lyons, F. S. L., *Ireland since the Famine* (London, 1973).

Harkness, David, *Ireland in the Twentieth Century: Divided Ireland* (London, 1996).

Jackson, Alvin, *Ireland 1798-1998: Politics and War* (Oxford, 1999).

Keogh, Dermot, *Twentieth Century Ireland: Nation and State* (Dublin, 1994).

Lee, J. J., *The Modernisation of Irish Society 1848-1918* (Dublin, 2008 [1st edn. 1973]);
Ireland 1912-1985: Politics and Society (Cambridge, 1989).

MacDonagh, Oliver, *States of Mind: A Study of Anglo-Irish Conflict, 1780 – 1980*
(London, 1983).

Murphy, John A., *Ireland in the Twentieth Century* (Dublin, 1975).

Patterson, Henry, *Ireland since 1939: The Persistence of Conflict* (Oxford, 2002).

Townshend, Charles, *Ireland: the Twentieth Century* (London, 1999).

Townshend, Charles, *The Republic: The Fight for Irish Independence* (London, 2013).

Travers, Pauric, *Settlements and Divisions: Ireland 1870-1922* (Dublin, 1988).

Walker, Brian (ed), *Parliamentary Election Results in Ireland, 1801-1922* (Dublin, 1978).
—— *Parliamentary Election Results in Ireland 1918-92* (Dublin, 1992).

*An extended reading list will be made available on Blackboard

**Recommended Core Text

Field Trips

The field trips are carefully chosen; they are all places of historical relevance and importance that will allow students to witness sites in Ireland where history was made. Students will write a 1000 word analysis of their chosen field trip.

Glasnevin Cemetery and Museum (<http://www.glasnevintrust.ie/>)

The historical tour gives a valuable insight into this unique Victorian burial place and into the final resting place of the men and women who have helped shape Ireland's past and present.

Belfast

This field trip offers students an opportunity to visit a part of Ireland that is still part of the Union with Britain. The six counties of North-East Ulster now have a devolved parliament at Stormont, the seat of Northern Ireland government since 1921. Students will enjoy the new Titanic museum, Belfast City Hall and the famous wall murals depicting and commemorating events of the troubles and other symbols of nationalism and unionism.

Electronic Resources

- History Hub: <http://historyhub.ie/>
- Century Ireland: <http://www.rte.ie/centuryireland/>
- Digital Photographic Archive: <http://www.nli.ie/digital-photographs.aspx>
- The Famine: <http://necg.nuim.ie/content/projects.famine/>
- 1911 Census Project: <http://www.census.nationalarchives.ie/>
- The 1916 Rising: <http://www.nli.ie/1916/>
- Bureau of Military History: <http://www.militaryarchives.ie/>
- Northern Ireland Troubles: <http://cain.ulst.ac.uk/>