



## CIEE Dublin, Ireland

<b>Course name:</b>	History and Culture of Modern Ireland
<b>Course number:</b>	SOCI 3001 IREL
<b>Programs offering course:</b>	Arts and Sciences – Dublin City University Arts and Sciences – Trinity College Dublin Arts and Sciences – University College Dublin
<b>Language of instruction:</b>	English
<b>U.S. Semester Credits:</b>	3
<b>Contact Hours:</b>	45
<b>Term:</b>	Spring 2020

### 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

- Summarise the historical processes, the ideologies and the political movements, that have shaped modern Ireland.
- Demonstrate a basic knowledge of the primary historical factors and differing perspectives that have created the conflict in Northern Ireland.
- Critically analyze competing visions of Irish identity and the relations of power which support them.



- Identify marginalised groups in modern Irish society and discuss their political struggle for representation, justice, or equality.
- Discuss the influences that different modes of representation have on the formation of Irish cultural identities.

### **Course Prerequisites**

There are no prerequisites for this class.

### **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**

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|--|-----|
| 1. Media research project on contemporary issues in Irish Society:   | 10% |
| 2. Critical response to two cultural texts:                          | 20% |
| 3. Class participation including leading a discussion:               | 20% |
| 4. Essay assignment on Irish identity and power:                     | 30% |
| 5. Presentation on Irish history and contemporary cultural identity: | 20% |

### **Course Requirements**

#### **Media Research Project**

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**

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)

### **Class Participation**

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 classmates 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.

### **Essay**

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**

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.

### **Attendance**

Attendance is taken through a class list at the beginning of every class. Any absence must be clearly explained.

Course work must be completed and submitted on time. Any unexplained delay will result in a 10% reduction in grade per day. If the assessment is more than 3 days late



then students will be required to meet with the Resident Director. No coursework will be accepted after the last day of class.

### Weekly and Class Schedule

**Week 1**  
Class 1

**Orientation Week**  
Introduction to class: What is culture?

**Assignments/Reading due:** None

**Week 2**  
Class 2

**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 3

**19<sup>th</sup> 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 4

**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 5

**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 6

**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**

**Study Break – No class**

**Week 8**

Class 7

**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 – 'Mememes, Masculinity and Mancession'



RTE. 2016. *I Am Traveller* [Online] <https://vimeo.com/157488654>  
Ging, D. 2017. 'Mememes, 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 8

**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 9

**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 10

**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 11

**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.

### **Further Reading**

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.