

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: HSTY/POSC 230

Year: 2023-2024

Course Title: History of Ireland

Credit Hours: 3

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

The focus of this travel course is the history, culture, and politics of Ireland. Students travel to Ireland as a group, and learn about the role of Ireland in world history. Films, discussions with local people, and visits to museums, cultural, historical, political and religious sites are integral parts of the course. Significant additional costs. Prerequisites: Prior completion or concurrent enrollment in ENGL 101; instructor permission; RDNG 116 if required by placement testing. 3 Cr. (1 Lec., 6 Lab.) Fall semester.

Course Context/Audience

This course, cross-listed under History and Political Science, is intended to bolster college initiatives to expand practical overseas education opportunities for our student body, as well as for students from other partner schools within CCID (Community Colleges for International Development) and ACIIE (American Council on International/Intercultural Education). The course will be coupled with ENGL 250 Field Studies in Literature, offering a 6 credit study abroad learning experience. The course is suitable for liberal arts transfer for students interested in education, the humanities, social sciences, international studies, political affairs, and general community interest. This course may be used to satisfy a liberal arts, social science or unrestricted elective requirement.

Basic Skills/Entry Level Expectations

Writing: WC College level writing skills are required. See course co-requisites or pre-requisites.

Math: M0 Course requires very little or no math.

Reading: R4 Before taking this course, students must satisfactorily complete RDNG 116 or have assessment indicating that no reading course was required.

Course Goals

The goal of this travel course is to provide students with structured practical experience in observing and understanding the history, culture and politics of Ireland. Through visits to living farms, museums, historical, religious, political and cultural sites, the students will be gathering information to compare and contrast their collective experiences in a foreign country with their lives in the U.S.

Course Objectives/Topics

Objective/Topic	% Course
The student will be able to assess the various inputs of past history and worldviews in developing the mindset of Ireland today. This will include discussions with locals in various settings.	15-20%
The student will keep a journal of experiences and observations.	15-20%
The student will participate in formal class discussions once a day and present experiences and observations.	15-20%
Students will read before and/or during the trip the concise chapters of the text and will use this information to supplement their hands-on learning experiences. Chapter quizzes on ANGEL will assess each student's knowledge of the readings.	15-40%
Students will view two films, either before the trip or onsite, to critically assess the biases inherent in the media's presentation of Irish history, and will compose a critical essay that analyzes this.	20-40%

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ develop meaningful questions to address problems or issues. ➤ gather, interpret, and evaluate relevant sources of information. ➤ reach informed conclusions and solutions. ➤ consider analytically the viewpoints of self and others. 	<p>Foreign travel challenges all notions we have of ourselves and our world. Students will need to critically think of the strengths and weaknesses of their current modes of living and thinking.</p> <p>Information gathered from local people, lectures, readings, films, and visits to various sites will be discussed. The information will be collated in journals and formal lecture notes, and synthesized in a critical essay.</p> <p>Students will put their own lives in perspective and note the similarities and differences with lives of those overseas.</p> <p>This outcome will be addressed by the students learning about and gaining an appreciation of Ireland's unique position in European history. The completion of a critical essay will address mastery of this outcome.</p>
SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)

<ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences. 	<p>This outcome will be addressed through direct exposure to the contribution of the Irish to the arts, poetry, music, and literature of European civilization.</p> <p>Students will be preparing to enter a different culture in Europe through readings, films, and discussions in preparation for their overseas experiences.</p> <p>Students will realize that they have an American mindset and will learn basic social norms and cultural differences in a globalized context.</p> <p>Students will gain an appreciation for global economic values as an extension of cultural values.</p> <p>Students will discuss with others from a different culture the advantages and disadvantages of a "progressive" economic world view and its environmental consequences.</p>
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Instructional Methods

The course format will include discussions in an open forum of assigned book and chapter readings that will mesh with the daily observations and experiences of the students. In addition, students will view two films appropriate to this course. During the semester prior to the trip, students will take chapter quizzes via ANGEL to assess their understandings of the readings.

1. Michael Collins (1996--directed by Neil Jordan) is a romanticized film, containing the essential elements of such a genre. Its impact and emotive "moralistic" qualities paint the IRA/Great Britain confrontation in the War for Independence in dualistic--the forces of "good" versus the forces of "evil" terms. The protagonist--Collins--is an exemplary hero; his antagonists--the British and Eamon de Valera--are baser creatures. The quasi-historical film is pure mythology. In the sense of collective mental structures, mythology is "reality", and students must be trained in the seductions and biases of romantic portrayals. It is the basis of patriotism and manipulated human impulses.

2. Bloody Sunday (2002--directed by Paul Greengrass) is composed as a documentary-style drama. This "this is how it happened" approach offers a perfect vehicle from which to discuss the subjective, biased nature of all historical documents and artifacts--the talismans of "modern" historical methodology/mythology. That is the beauty of comparing this docu-drama with the chivalrous Michael Collins. The same material elements are shown in the 1972 events in Derry as in the Ireland of 1922: guerrilla/terroristic warfare; the support of a sympathetic population; disparity of resources, hence military methodologies; and ham-fisted counter-terrorism--all aimed at psychic victories in an amorphous "everyman's land."

After the two movies have been seen and discussed, the students will write comparative and critical essays about these particularly Irish-oriented, but globally-paradigmatic films.

In addition, students may visit some of the following or other sites and museums (National Museum, Dublinia, Trinity College/Book of Kells, Dublin: the General Post Office, the Castle, the Four Courts, the Customs House, Kilmainham Gaol), living farms; Corofin Heritage Center, Craggaunowen, Dublin, Boyne Valley megalithic sites; Newgrange, Slane and Tara, and the Burren; Clonmacnoise monastery, the Rock of Cashel, Blarney Castle and Ormonde Castle; battlefields: Drogheda, the Boyne and Kinsale; and the Cobh emigration center and Dunbrody emigrant ship.

Methods of Assessment/Evaluation

Method	% Course Grade
Daily journal and chapter quizzes	20-30%
Final critical paper	20-30%
Participation in discussions at or about visits to local sites	15-20%
Participation in discussions during daily lectures	15-20%
Film discussions and critical essay	15-20%

Text(s)

Ireland and the Irish: A Short History, Bottigheimer, Karl, Latest Edition, © 2000. New York: Columbia University Press,

Bibliography

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Cambrensis, G., The English Conquest of Ireland. New York: Haskell House, Pub., 1979.

Canny, N., The Elizabethan Conquest of Ireland. New York: Barnes and Noble Books, 1976.

Canny, N., Kingdom and Colony: Ireland in the Atlantic World. Baltimore: John's Hopkins University Press, 1988.

Coogan, T. The IRA. New York: Palgrave Macmillan, 2002.

Cunliffe, B. The Celtic World. New York: St. Martin's Press, 1996.

Davies, J., A Discovery of the True Causes of Why Ireland Was Never Entirely Subdued. Washington, D. C.: Catholic University of America Press, 1988.

Davies, R. Domination and Conquest. Cambridge: Cambridge University Press, 1990.

Dwyer, T. Michael Collins. Cork: Mercier Press, 1990.

Falls, C. Elizabeth's Irish Wars. London: Methuen and Company, Ltd., 1950.

Gantz, J., Early Irish Myths and Sagas. New York: Penguin Books, 1981.

Graves, A., The Book of Irish Poetry. Dublin: The Talbott Press.

Laxton, E., The Famine Ships. New York: Henry Holt, 1998.

Nicholls, K., Gaelic and Gaelicized Ireland in the Middle Ages. Dublin: Gil and MacMillan, Ltd.

O'Faolain, S., The Great O'Neill. Cork: Mercier Press, 1997.

Richter, M. Medieval Ireland. New York: St. Martin's Press, 1988.

Woodham-Smith, C., The Great Hunger. New York: E. P. Dutton, 1962.

Other Learning Resources

Audiovisual

The films "Michael Collins" and "Bloody Sunday" will be utilized in this course.

Electronic

Several databases including Proquest and Academic Search Premier should be of use in this course. Chapter quizzes on ANGEL.

Other

The expertise of the TC3 librarians can provide bibliographic instruction and help with assignments, etc.