

History 354: National Identities: Irish Nationalism  
Rhode Island College  
Prof. Diana Delia White

Objectives: Our primary goal is to investigate the internal and external factors that shaped Irish national identity during the eighteenth through twentieth centuries. Among these are language, culture, religion, and education as well as colonialism, regionalism, labor, and patterns of land proprietorship. We will also consider how leading ideologies and principles of this period – such as Enlightenment beliefs in natural rights, universal suffrage, education, and popular sovereignty – aroused national consciousness that responded to the doctrines of nineteenth-century liberalism and social Darwinism and ultimately inspired armed attempts by the Irish to achieve political freedom from British rule.

### REQUIRED READINGS:

#### Primary Documents:

Peter Beresford Ellis, ed., *Eyewitness to Irish History* (Hoboken: John Wiley and Sons, 2007)  
Course Reader

#### Secondary Sources:

Robert Kee, *The Green Flag: A History of Irish Nationalism* (New York: Viking Penguin, 1972)  
Tom Garvin, *Nationalist Revolutionaries in Ireland, 1858-1928* (Oxford: Clarendon Press and Dublin: Gill & Macmillan, 1987)  
Course Reader

Week 1: The Colonial Legacy: Regionalism, Anglicanism, and the Plantation System  
Ellis, select documents  
Kee, pp. 1-20

Week 2: Penal Laws, Negative Portrayals of the Irish, and “West Britons”  
Ellis, select documents  
Reader: James Joyce, “The Dead”<sup>1</sup>  
Lawrence W. McBride, “Nationalist Political Illustrations and The Parnell Myth”<sup>2</sup>  
Joel A. Hollander, “Beauty and the Beast: depictions of Irish Female types during the era of Parnell”<sup>3</sup>  
R.E. Foster, “Paddy and Mr. Punch”<sup>4</sup>

Week 3: Enlightenment, Revolution, and Union  
Ellis, select documents  
Kee, “pp. 41-107, 149-60 (The French Revolution, United Irishmen, Wolfe Tone, the 1798 Insurrection and Union)  
Reader: Eric Hobsbawm, “The Nation as Novalty”<sup>5</sup>

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<sup>1</sup> From *The Dubliners*.

<sup>2</sup> In Lawrence W. McBride, ed., *Images, Icons, and the Irish Nationalist Imagination* (Dublin: Four Courts Press, 1999)

<sup>3</sup> Ibid.

<sup>4</sup> In *Paddy and Mr. Punch* (New York: Viking Penguin, 1993)

<sup>5</sup> In *Nations and Nationalism Since 1780*, 2 edn. (Cambridge: CUP, 1990)

Week 4: The Idea of a Nation and Beginnings of the Fenian Movement in the 1840s  
Ellis, select documents  
Kee, pp. 161-178, 299-340  
Reader: Thomas Davis, "Songs of the Nation"  
Arthur Clery, excerpts from *The Leader*, Dublin, 1902-1907)

Week 5: Language as a Marker of National Identity  
Garvin: "The Politics of Languages and Literatures"  
Reader: Thomas Davis, "The Language of Ireland"  
David Greene, "The Founding of the Gaelic league"<sup>6</sup>  
Douglas Hyde, "The Necessity for De-Anglicizing Ireland"<sup>7</sup>

Week 6: Religion and National Identity: The Catholic Association  
Ellis, select documents  
Kee, pp. 179-242  
Garvin, "Priest and Patriots"  
Reader: Conor Cruise O'Brien, "Religion and Nationalism in Ireland" and  
"The Church and the Republic"<sup>8</sup>

Week 7: Midterm Exam

The Great Famine and the rise of a Middle Class  
Ellis, select documents  
Garvin, "Men in the Middle"

Week 8: (Spring Break)

Week 9: The Land League, Socialism, and Labor Unions  
Ellis, select documents  
Reader: James Connolly, "Labor, Nationality, and Religion" and "Socialism and Nationalism"<sup>9</sup>

Week 10: Memory as a factor in shaping National Identity  
Garvin, "Ideological Themes of Separatist Nationalism"  
Reader: Ian McBride, "Memory and National Identity in Modern Ireland"<sup>10</sup>

Week 11: Ancient Prototypes for Modern Times: The GAA, IRB, and Sinn Fein  
Ellis, select documents  
Kee, pp. 438-466  
Reader: Excerpts from Irish epics about Cuchulain, Finn, and the Fianna

Week 12: The English Educational System and Irish Attempts at Reform  
Garvin, "The Formation of the Revolution Elite"  
Reader: Patrick Pearse, "The Murder Machine"<sup>11</sup>

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<sup>6</sup> In Sean O Tuama, ed., *The Gaelic League Idea* (Cork: Mercier Press, 1972)

<sup>7</sup> In *Language, Lore, and Lyrics*, ed. Breandan O Conaire (Dublin: Irish Academic Press, 1986)

<sup>8</sup> In *Ancestral Voices: Religion and Nationalism in Ireland* (Chicago: U. Chicago Press, 1995)

<sup>9</sup> In *Selected Writings*, ed. P. Beresford Ellis (Harmondsworth: Pelican, 1973)

<sup>10</sup> In *History and Memory in Modern Ireland* (Cambridge: CUP, 2001)

<sup>11</sup> In *Political Writings and Speeches* (Dublin, 1912)

Week 13: The Gaelic Literary Revival

Kee, pp. 426-37

Reader: Yeats, *Cathleen ni Houlihan*

Conor Cruise O'Brien, "*Cathleen ni Houlihan*"<sup>12</sup>

Synge, *The Playboy of the Western World*

Sean O'Casey, *The Plough and the Stars*

Week 14: "England's Difficulty is Ireland's Opportunity". The Easter Rising, The War for independence,,  
Irish Free State and Republic

Ellis, select documents

Kee, pp. 548-87, 651-732

Reader: F.S. Lyons, "The Revolutionary Generation"<sup>13</sup>

Final Exam

**Course Requirements:**

- ◆ Two Essay Exams
- ◆ A Preliminary Research paper bibliography due in class as indicated above.
- ◆ One 15 page-long research paper on student's choice of topic that has been approved in consultation with the instructor. Focus will be on integrating primary sources, although works of scholarly interpretation may also be consulted. Research papers must conform to the RIC History Department's Style Sheet for History Papers (handout) and are due in class as indicated above.
- ◆ A critical, historical analysis of a popular film (e.g., *Ma of Aran*, *The Field*, *Michael Collis*, *A Love Divided*, *In the Name of the Father*, *The Boxer*, *Bloody Sunday*)
- ◆ Attendance: Students are expected to attend every class on time. Three absences are permitted for emergencies. More than three absences will reduce a course grade.

**Special Needs:**

Students with special needs, physical impairments or disabilities that might interfere with their ability to learn and success in this course are encouraged to bring this to the instructor's attention so that we can arrange reasonable accommodations.

**Departmental Outcomes and Professional Standards:**

As a result of successfully completing this course, students will know and be able to meet the following History Department Learning Outcomes and Professional Standards: History Department Learning Outcomes 1,2,3,4,5,6,7,8, and 9; Rhode Island Beginning Teacher Standards 1.1, 1.2, 1.3, 2.1 through 2.7, 8.2, 10.1, 10.2, 10.3 and 10.4; and National Council for the Social Studies Standards 1.1 through 1.9, 2.11 through 2.1.7. Students may submit one of the course writing assignments or exams as part of their portfolio assessment.

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<sup>12</sup> In *Ancestral Voices: Religion and Nationalism in Ireland* (Chicago: U. Chicago Press, 1995)

<sup>13</sup> In *Culture and Anarchy in Ireland, 1890-1939* (Oxford: Clarendon Press, 1979)

**Grades:** Grade averages will be determined as follows:

Mid-term exam	25%
Research Paper	25%
Final exam	25%
Critical film analysis	10%
Class Participation	15%