

Eastern Illinois University
NEW/REVISED COURSE PROPOSAL FORMAT

Please check one: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** HIS 4815
2. **Title (may not exceed 30 characters, including spaces):** Modern Irish History
3. **Long title, if any (may not exceed 100 characters, including spaces):** History of Ireland and the Irish, 1600 to the Present
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
6. **Initial term of offering:** ☐ Fall ☒ Spring ☐ Summer **Year:** 2010
7. **Course description (not to exceed four lines):** This course focuses on twentieth-century issues and events in Ireland but roots these in the Anglo-Scot settlements of the seventeenth century, the romantic nationalism of the late-eighteenth century, and the rural conflict and famine of the nineteenth. It also examines the Irish diaspora outside the isle, as well as the IRA and the UDA in modern Northern Ireland.
8. **Registration restrictions:**
 - a. **Identify any equivalent courses:**
 - b. **Prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.
There are no prerequisites for this course.
 - c. **Who can waive the prerequisite(s)?**
☐ No one ☐ Chair Instructor ☐ Advisor ☐ Other (Please specify) N/A
 - d. **Co-requisites** (course(s) which MUST be taken concurrently with this one): N/A
 - e. **Repeat status:** ☒ Course may not be repeated.
Course may be repeated to a maximum of 3 hours or 1 time.
 - f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any: Juniors, Seniors, Graduate Students
 - g. **Degree, college, major(s), level, or class** to be excluded from the course, if any: NONE
9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] HIS 4815 is Writing Intensive
10. **Grading methods** (check all that apply): ☒ Standard letter ☒ C/NC ☒ Audit ☐ ABC/NC ("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)
11. **Instructional delivery method:** ☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research

PART II: ASSURANCE OF STUDENT LEARNING

1. **List the student learning objectives of this course:**
 - a. Learn the basic narrative of modern Irish history (esp. 1780s-1980s)

- b. Link (compare/contrast) Irish basic narrative to periodization and concepts of modern European/World history: colonialism, nationalism, racism, decolonialism, nation-building
- c. Use Irish narrative and readings to discuss and write about the relation between ideas and action, between the intellectual elite and the populace in mass movements
- d. Understand the difference and similarity (compare/contrast) between history of the Irish and history of Ireland; use the history of the Irish as a test case for the impact of migration
- e. Distinguish between and use primary sources and secondary works on 19th and 20th century Irish history
- f. Compare and contrast approach of major schools of Irish historiography
- g. Use critically online primary-source databases

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

Two essays due. One essay (5 pages) will be an analysis of 19th-century Irish rural society based on the documents and secondary work. (1.b, 1.c, 1.e, 1.f, 1.g) The second will be (7-9 pages) be an analysis of contemporary fictional work (film, novel) about the revolutionary period (early 20th century) based on primary sources and the arguments of historians. (1.b, 1.c, 1.e, 1.f, 1.g)

Participation (based on contribution to pre-assignments and discussion) is required. (1.a, 1.b, 1.c, 1.d)

Two in-class mid-terms and the final. The mid-terms will consist primarily of statements based on factual narrative, brief interpretation, identifications, essays based on short excerpts from assigned documents, and mapping. The final will also add a substantial essay. (1.a, 1.b, 1.c, 1.d, 1.f)

3. Explain how the instructor will determine students' grades for the course:

First essay (15% of grade)

Second essay (20%)

Participation, based on contribution to pre-assignments (to help focus paper 1 and paper 2), in-class writing, and discussion (15%)

Extra credit (up to 5%) can be obtained, and only obtained by writing optional extra essay on the final.

Two in-class mid-term exams (15% each)

Final exam (20%)

4. Technology delivered. Not applicable

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:

- a. course objectives;
- b. projects that require application and analysis of the course content; and
- c. separate methods of evaluation for undergraduate and graduate students.

In addition to the requirements above, graduate students will be expected to map major schools of Irish historiography and construct relevant bibliography

Graduate students will complete longer versions of the above paper assignments. For Assignment 1 (7+ pages) graduates will add reviews of histories of 19th century society; for assignment 2 (12 pages) graduates will expand the historiography for this paper, and present to class. Graduate presentation will include the relation of particular subject to world history themes (as might be presented in lower-division or junior college course).

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)

Writing Intensive – several writing assignments are required over the course of the semester. Papers with in-class and pre-paper writing assignments, provide feedback before papers receive final assessment. Mid-terms and final include essays. 85% of final grade based on extended writing with some revision.

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Sample outline, 2 x 75-minute class / week x 15 weeks

week 1.	Ireland Reborn? Introduction Contemporary amnesia of the past
week 2.	17 th Century: Rebellion, Religion, War, Religion, War The modern Republican view of the past: an overview From Elizabethan to Williamite invasion
week 3.	18 th Century: the Ascendancy Protestant Ascendancy and the “Union” 1798-1801
week 4.	Union and Emancipation Catholic Emancipation Britain--Ireland to 1801
week 5.	The Famine Land before 1845 Blight, Hunger
week 6.	The Diaspora Recovery, Relapse, Exodus Nationalisms
week 7.	Irish-American Nationalism Legacy of the Famine, “The Irish-American”
week 8.	Urban and Rural Poverty Analyzing the Fiction of Poor Ireland (late 19 th century) Contextualizing Doyle, <i>A Star Called Henry</i>
week 9.	Land and Culture Contextualizing <i>Bridget Cleary</i> Analyzing the micro-history of Poor Ireland (late 19 th century)
week 10.	Home Rule and Unionism Home Rule, Crisis, Union ended
week 11.	Revolution: Ourselves Alone? World War, Sinn Fein, Historiography of the Revolution
week 12.	IFS vs. IRA? Civil War, Settlement
week 13.	Eire and Nationalism Independency, Effects of the Rising
week 14.	New Ireland, Northern Ireland The North

week 15. The Troubles
Ireland(s): “All Kinds of Everything”?
Modernity
Conclusion

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.

The Irish Question is a popular segment of History of Britain and the British Empire, 1688-present (His 3110), but the broad sweep of that course only allows a week or two to Irish history. This course expands the Irish history coverage; by focusing on the 19th and 20th centuries, it allows in-depth discussion, reading, and writing on major concepts in European and World history. The Irish diaspora allows integration with American (and Chicago/Illinois) history. The Irish community in Chicago received a large influx as late the 1980s, and previous offerings of this course as a Topics course (His 4775) proved popular.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

The 4000 level course will provide a writing-intensive elective for students throughout the university, an additional elective for History majors, and a useful test-case format for graduate students.

3. If the course is similar to an existing course or courses, justify its development and offering.

- a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**
- b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

4. Impact on Program(s):

The course provides a 3000+/4775+ Europe/World elective to History majors, and, for graduate students, provides a course for Europe major study plans, as well as a relevant course (colonialism, racism, decolonialism, war of independence, nation-building) for World history plans.

- a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.** NOT required, but an approved elective

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

Newton Key

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students:

N/A

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President’s Council.)

3. Text and supplementary materials to be used (Include publication dates):

Sample Texts:

Angela Bourke, *The Burning of Bridget Cleary: a True Story* (New York: Penguin, 1999)
Roddy Doyle, *A Star Called Henry* (New York: Viking, 1999)
Peter Gray, *The Irish Famine* (London: Thames & Hudson, 1995)
Hugo Hamilton, *The Speckled People: A Memoir of a Half-Irish Childhood* (New York: Fourth Estate, 2003)
Senia Pašeta, *Modern Ireland: A Very Short Introduction* (Oxford: Oxford University Press, 2003)
Alan J. Ward, *The Easter Rising: Revolution and Irish Nationalism*, 2nd ed. (Wheeling, WV: Harlan Davidson, 2003).

Sample Reserve readings/handouts: Padraig O'Malley, *Biting at the grave: the Irish hunger strikes and the politics of despair* (Boston: Beacon Press, 1990); Charles Townshend, "Historiography: Telling the Irish Revolution," in *The Irish Revolution, 1919-1923*, ed. Joost Augusteijn (Basingstoke: Palgrave, 2002)

PART VI: COMMUNITY COLLEGE TRANSFER

A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded. N/A

PART VII: APPROVALS

Date approved by the department or school: 10/15/2008

Date approved by the college curriculum committee: 10/29/08

Date approved by CAA:

CGS: