

*History 207B/307B:
The Irish and the World*

Autumn 2022-2023

5 Units

Tuesdays 10:30 AM - 1:20 PM
Building 200, Room 107

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Wed. 12:15-1:30 and
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Being Irish, he had an abiding sense of tragedy, which sustained him through temporary periods of joy.

- (attributed to) W. B. Yeats

“When anyone asks me about the Irish character, I say look at the trees. Maimed, stark and misshapen, but ferociously tenacious.” The writer Edna O’Brien’s portrait of Irish life encapsulates a history shaped by colonialism, famine, forced migration, and enduring political struggle. This course explores the global story of Ireland, a small land of 4.8 million that since 1800 has produced a diaspora of some 10 million people worldwide. Colonized and colonizers, freedom fighters and slave-owners, the starving and the wealthy, the pious and

irreverent – the Irish reveal their past through historical records, poetry, short stories, novels, film, and television.

Learning Goals:

1. Students will advance their capacity to engage in social inquiry, close reading, and critical thinking about the past and present and deepen their ability to think about how structures of power and difference operate in modern times.
2. They will gain an understanding of key themes in the history of modern Ireland viewed from a global perspective, including:
 - What it meant for the Irish to be colonized
 - How the Irish themselves became empire-builders
 - The emergence of Irish nationalisms
 - The experience of mass starvation and emigration
 - The creation of a diaspora – and the role of whiteness in defining how the Irish adapted to practices of racial exclusion and inclusion
 - The rise of sectarian violence between Catholics and Protestants
 - The revolutionary struggle for independence
 - The partition of Ireland and movements for and against (re)unification
 - Sectarian and community violence between loyalists and republicans
 - The changing place of Christianity and the churches in Irish culture
 - Controversies surrounding the emergence of a multiethnic and multireligious society
 - Immigration debates and experiences
 - Class conflict and global integration

Assignments:

Short paper: All students are expected to write one paper of 3 to 4 pages that is due by **Week 6**. You may choose to write about a theme related to any one of the main readings for the course or one of the films. Your short essay can explore any number of themes, but it should address directly the role that Irish experiences of the world – broadly defined – plays in the work. This assignment has a rolling deadline. Your paper will be due the day **BEFORE** the class in which the work you write on is discussed. So plan ahead, but know that you should be able to complete the assignment at a time in the term convenient to your schedule.

Presentation: All students will be expected to make a presentation on an assigned subject. These themes run the gamut from art to politics, so choose one that is of interest. The presentation of about 15-20 minutes should be concise and professionally delivered to the class, preferably with supporting images and other relevant visual materials.

Final Project: A final project will ask you to do some primary research in order to find at least two historical objects – be they documents, posters, images, songs, or actual objects – that you would contribute to a virtual exhibit on “The Irish and the World”. We will discuss this project, which requires both individual work and group involvement, in greater detail in class. But the general requirements will be that you locate two objects (or sets of objects) that you feel provide insights into modern Irish global history, society, and culture. They can be as refined as a poster or as quotidian as a beer mug. For the final project, you must produce an image of

your objects and write up a description of your object along with an explanation of how it fits into the history of modern Ireland and what it would reveal to a visitor to a museum exhibition in which your object was displayed. The written portion of the final project should be about 8 to 10 pages.

Class Guidelines

Attendance is mandatory; excused absences must be requested *before* the day of class. We live in an era of pandemic, social unrest, and economic hardship. We are totally sympathetic to the challenges you face. We will make what accommodations possible to work with you. But you must be open and communicative with us. It is much better to be upfront about inability to meet deadlines than it is to tell us after the fact. We can also help you strategize about how best not to fall behind.

The Honor Code

Honor Code violations are a serious offense, even when committed unintentionally or out of ignorance. Academic integrity is one of the pillars of scholarship; without it, honest, open, and vigorous exchanges are not possible. Please read and get to know the University's [honor code](#) and well as its regulations regarding plagiarism.

Students with Documented Disabilities

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, <http://studentaffairs.stanford.edu/oea>).

The following books will be available for purchase at the Stanford bookstore and on reserve at Green Library:

Tim Pat Coogan, *The Famine Plot: England's Role in Ireland's Greatest Tragedy* (2013)
 James Joyce, *Dubliners* (1914)
 Edna O'Brien, *The Country Girls* (1960)
 Susan McKay, *Bear in Mind These Dead* (2008)

Week 1: Introduction - September 27

Week 2: Colonizing Ireland and the World - - October 4

Bourke and McBride, eds., [*The Princeton History of Modern Ireland*](#) (2016), chpts. 1-2

Donald H. Akenson, [*If the Irish Ran the World: Montserrat, 1630-1730*](#) (1997), 3-6, 12-57, 104-116, 171-175.

Laurence Fenton, "Clean Hands? Ireland, Slavery and the Slave-Trade," [*History Ireland*](#) 28, no. 5 (2020): 14-15.

Rory Carroll, "Trinity College reckons with slavery links as Ireland confronts collusion with empire," [*The Guardian*](#), March 7, 2021.

Primary Sources

"Prohibition of Irish Customs and Manners (1571)," in Constantia Maxwell, ed., [*Irish History from Contemporary Sources \(1509-1610\)*](#) (1923), 166-167.

"[Deposition of Ann Frere](#)," 8/1/1644, 1641 Depositions, Trinity College Dublin, MS 830, fols 032r-033r.

Supplementary (optional) Reading

[Plantations in Ulster, 1600-1641](#)

Nini Rodgers, "Ireland and the Black Atlantic in the Eighteenth Century." [*Irish Historical Studies*](#) 32, no. 126 (2000): 174-92.

Mark Doyle, "Those the Empire Washed Ashore: Uncovering Ireland's Multiracial Past," in Timothy G. McMahon, et al, eds., *Ireland in an Imperial World* (2017), 49-68.

Week 3: Empire, Famine, Migration - October 11

Tim Pat Coogan, *The Famine Plot: England's Role in Ireland's Greatest Tragedy* (2013)

Lady Jane Wilde 'Speranza', "[The Famine Year](#)" (1847)

Primary Sources

[Irish Famine Archive](#)

[Documenting Ireland: Parliament, People and Migration](#)

[Irish Virtual Research Library and Archive](#)

[Irish Famine Research Project](#)

[Ireland's Great Hunger Museum](#)

[Aid to Ireland: Report of the General Relief Committee of the City of New York ; with Schedules of Their Receipts in Money, Provisions and Clothing ; the Particulars of Their Shipments and Extracts from the Correspondence and Publications](#) (1848) - on Choctaw Nation's donation to Ireland

Week 4: The Irish Diaspora and Whiteness - October 18

- Visit to Green Library

Noel Ignatiev, [How the Irish Became White](#) (1995), 1-3, 34-89, 124-144.

[Letter from Frederick Douglass to William Lloyd Garrison, February 26, 1846](#)

Frederick Douglass, "[The Cambria Riot, My Slave Experience, and My Irish Mission: An Address Delivered in Belfast, Ireland, on December 5, 1845](#)"

Supplementary (optional) Reading

Bryan Gienza, "Turned Inside Out: Black, White, and Irish in the South," [Southern Cultures](#) 18, no. 1 (2012): 34-57.

Week 5: Melancholic Dublin- October 25

James Joyce, *Dubliners* (1914)

Week Six: Self-Rule and Liberation? - November 1

[The Declaration, Resolutions: And Constitution, of the Societies of United Irishmen](#) (1791)

[Daniel O'Connell on Justice for Ireland \(1836\)](#)

[The Ulster Covenant and Declaration](#) (1912)

[Proclamation of the Irish Republic](#) (1916)

Tom Kettle, "[To My Daughter Betty, the Gift of God](#)" (1916) read by Cian Siggins

Edna O'Brien, *The Country Girls* (1960)

Primary Sources

[Decade of Centenaries](#), National Archives of Ireland

1912-1914 Home Rule Crisis

Week Seven: The Troubles - November 15

Bourke and McBride, eds., *The Princeton History of Modern Ireland* (2016), chpt. 16.

Susan McKay, *Bear in Mind These Dead* (2008), 1-50.

Week Eight: Trauma and a Fragile Peace - November 29

McKay, *Bear in Mind These Dead* (2008), 51-199.

“Troubles I’ve Seen - Ireland, North and South, by women photographers 1970s-1990s,”

<https://www.youtube.com/watch?v=v93GpJCDwJs&t=59s>

Northern Ireland Peace Agreement (The Good Friday Agreement/Belfast Agreement) (1998)

Week Nine: A New Ireland? - December 6

Father Ted

Season 1, Episode 3 - “The Passion of St. Tibulus” (1995)

Season 2, Episode 1 - “Hell” (1996)

Robbie McVeigh and Bill Rolston, “From Good Friday Agreement to Good Relations: Sectarianism, Racism, and the Northern Ireland State,” *Race & Class* 48, no. 4 (2007): 1-23.

Stefanie Doebler, Ruth McAreavey & Sally Shortall, “Is Racism the New Sectarianism? Negativity towards Immigrants and Ethnic Minorities in Northern Ireland from 2004 to 2015,” *Ethnic and Racial Studies* (2017)

Haynes, Amanda, Sindy Joyce, and Jennifer Schweppe. “The Significance of the Declaration of Ethnic Minority Status for Irish Travellers.” *Nationalities Papers* 49, no. 2 (2021): 270-88. doi:10.1017/nps.2020.28.

Emma Dabiri, “‘Race, It Would Appear, Complicates Things’: An Irish Immigration Story,” *Here Magazine* (n.d.)

Derry Girls

Season 1, Episode 3 (2018)

Supplementary Reading

Anne Enright, *The Green Road* (2015)
 Anne Enright, ed., *The Granta Book of the Irish Short Story* (2010)
 Tim Brannigan, *Where Are You Really From?* (2010)
 Paul D. Gibson, *The Lost Soul of Eamonn Magee* (2018)
 Susan McKay, *Northern Protestants: An Unsettled People* (2000) and *Northern Protestants on Shifting Ground* (2021)
 Derek Scally, *The Best Catholics in the World* (2021)
 Julienn Veronica Ulin, Heather Edwards, and Sean O'Brien, eds., *Race and Immigration in the New Ireland* (2013)
 Oliver Scharbrodt, et al., eds. *Muslims in Ireland: Past and Present* (2015)
 Sally Rooney, *Conversations with Friends: A Novel* (2017)
 Maeve O'Rourke, "An Ongoing Injustice: State Responses to 'Historical' Abuses in Ireland," [The Irish Story](#), July 31 2022.

Listening to Ireland

[W. B. Yeats](#)

[Seamus Heaney](#)

The Pogues

The Waterboys

Kneecap

Fontaines DC

The Corrs

The Chieftans

The Dubliners

The Wolfe Tones

U2

The Cranberries

Thin Lizzy

The Frames

Lankum

Junior Brother

Denise Chaila

Scary Eire

Viewing Ireland and the Irish

The Banshees of Inisherin (2022)

The Quiet Girl/An Cailín Ciúin (2022)

Cardboard Gangsters (2017)

The Young Offenders (2016)

Sing Street (2016)

Philomena (2013)
Good Vibrations (2012)
The Secret of Kells (2009)
Hunger (2008)
The Wind That Shakes the Barley (2006)
The Magdalene Sisters (2002)
Waking Ned (1998)
Resurrection Man (1998)
The Crying Game (1992)
My Left Foot (1989)

Gangs of New York (2002)
In America (2002)
Brooklyn (2015)