



School of Humanities and Languages

**ARTS2287, Resistance and Revolution in Modern Ireland
Summer Term U1, 2014**

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1. Course Staff and Contact Details			
Course Convenor, Lecturer and Tutor			
Name	Dr Gemma Clark	Room	Morven Brown 227
Email	gemma.clark@unsw.edu.au		
Consultation Time	During the course: Monday–Thursday 11am–12pm (exc. Monday 27 January) Or by appointment		
Course Lecturer			
Name	Dr Jeff Kildea (<i>off campus</i>)		
Email	j.kildea@unsw.edu.au		

2. Course Details	
Units of Credit (UoC)	6 credits
Course Description	<p>Political violence has cast a long shadow over modern Irish history. This course begins in 1800, when the Act of Union reinforced British rule in Ireland by abolishing the Irish parliament. For over a century, Irish men and women—from the Fenians to the IRA—resisted and rebelled, until independence for the South was won through violent revolution and the Republic later established. The partitioned North, on the other hand, still joined to the United Kingdom, continued to be a hotbed of conflict and ethnic tension until very recent times. With the Good Friday Agreement and the Queen’s visit, hope has arisen that Ireland has at last emerged from the shadow of a gunman.</p> <p>Lectures will provide students with a chronological narrative, covering milestone events and movements in modern Ireland: the emergence of ‘national’ politics, the Great Famine, demands for Home Rule, cultural revival, War and Revolution, independence and ‘modern’ Ireland, Ireland in Europe, the Northern Ireland Troubles, economic transformation and the collapse of the Celtic Tiger. Tutorials will facilitate debate on key themes that traverse this formative and still contentious period: radicalism, religion and the Church, land ownership, and gender relations.</p>
Course Aims	<ol style="list-style-type: none"> 1. Develop students’ understanding of the discipline of history and enhance their skills, as upper level students, to think historically, analytically and discern fact from myth. 2. Add to students’ knowledge of Ireland in the recent past and to their understanding of the period’s central concepts: resistance to British rule in Ireland, and revolution in Irish governance, politics and society. 3. Give students a grounding not only in specific events, movements and personalities in the island of Ireland since the Act of Union in 1800, but also enable them to make broad comparisons of the way in which Ireland and the Irish have met various social, political and economic challenges over time, and engage with the key themes (radicalism, religion, land, gender etc.) that traverse the period.

Student Learning Outcomes	At the conclusion of the course, students should be able to:	
	1.	Demonstrate knowledge of the main events, movements and personalities in Irish history from 1800 to the present.
	2.	Demonstrate a historical understanding of that period.
	3.	Locate, understand, critically assess and deploy primary and secondary sources, informed by sound historical methodology.
	4.	Critically evaluate and question accepted ideas.
Graduate Attributes	5.	Construct clear, coherent and persuasive historical arguments in both oral and written form.
	1.	Develop a value for and capacity for ethical, reasoned and open-minded discussion and debate
	2.	Develop an informed understanding of human experience, human culture and society
	3.	Fundamental skills in research, analysis and academic writing
	4.	Ability to engage with others in informed, rational debate
	5.	Ability to manage time to meet deadlines for assignments

3. Learning and Teaching Rationale

The purpose of lectures is to give students a chronological overview of Irish history since 1800, focusing on two central themes—the *resistance* of British rule in Ireland, and the *revolution* in Irish governance, politics and society. In tutorials, students will be encouraged to engage critically with primary and secondary sources (available before the class) and—in their in-class presentations and discussion—to address the period’s major historical issues. Outside class, students will be required to undertake independent research and write an analytical essay (the Long Essay). The knowledge, insight and historical skills obtained during the lectures and tutorials—and via individual research and preparation for class—will be tested in an in-class test, and short and long essays. In this way, students will be able to achieve the above Learning Outcomes in the context of the specific Learning and Teaching activities offered by the course.

4. Teaching Strategies

The sequence of **lectures** is meant to take a step-by-step approach to Irish history since 1800. There is a **required textbook** (*Modern Ireland: A Very Short Introduction*; see Course Resources below, section 9) that offers a basic chronological framework, to supplement the lectures. This must be **read in advance of the course**. There are two other suggested textbooks (*The Irish Experience since 1800* and *Ireland, 1798–1998: war, peace and beyond*; see Course Resources below, section 9), which should be used to supplement the very short required textbook. However, it should be noted that lectures are not simply a re-running of the textbooks! ‘Lecture’ has a flexible meaning in this summer course and many lectures will include discussion and activities. You should attend all the lectures because they add value to what you have read prior to and during the course.

The **tutorials** provide an opportunity for more focused discussion and for students to present their research and ideas. Each tutorial addresses a distinct topic and has assigned to it a short list of readings on this topic. I also give you a short list of questions/reflections for each tutorial. **The tutorial readings and questions/reflections are available via Moodle**. You don’t need to answer all the questions/reflections, but you should come to class prepared to discuss some of the sources and be able to contribute to our tutorial discussion. Students will find the tutorials much more interesting and useful if they come prepared, having reflected on the lectures they’ve heard on the particular topic/period and done some reading.

During the tutorial, one or two students will give their **in-class presentation**. These students *should read all* the suggested readings for the tutorial (supplemented by the relevant textbook chapters) and answer one of the questions/reflections in their presentation. We’ll assign presentations in the first tutorial. Students presenting on the same day should liaise before the class, to make sure they speak on different aspects of the topic.

A **full bibliography** is provided in the Appendix (and on Moodle). Use this list—in addition to the knowledge you have gained during the course—to research your **long essay**.

The **short essay** and **in-class test** are formative assessments, to test how your knowledge, understanding and skills are developing during the course.

5. Course Assessment					
Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Long essay	3000 words	50%	1, 2, 3, 4, 5	1, 2, 3, 5	Friday 14 February 2014
In-class presentation	10 minutes	10%	3, 4, 5	1, 4, 5	Individual dates for each student tbc
In-class test	60 minutes	15%	1, 2, 5	2, 3, 5	Monday 20 January 2014
Short essay	1000 words	25%	1, 2, 3, 4, 5	1, 2, 3, 5	Friday 24 January 2014

Please Note: In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

In-Class Test

Please arrive to class early; the test will start promptly at 1pm, and last one hour. Students will be given to read a primary source connected with the topics covered in the first week of lectures/tutorials and asked to answer some short factual and analytical questions.

Presentation

Presentations (of no more than **ten minutes**) are to be delivered during the tutorials. Each tutorial has assigned to it a short list of readings and questions/reflections; **these are available via Moodle**. Use these questions/reflections as the basis for your presentation. For example, in Tutorial 3 (The Great Irish Famine) a question might be: "Was the British Government to blame for the Famine?" You can interpret and answer this question in your presentation. Or come up with your own question/title. Please remember there isn't time for PowerPoint: use just one or two slides if you have to. In tutorials with more than one student presenting, please liaise beforehand to make sure you are addressing different questions/aspects of the topic.

Short Essay

Length: 750–1000 words. A short list of essay questions will be released closer to the time. This is a good opportunity to practice your skills in analysing a question and planning an essay, ahead of the Long Essay at the end of the course. Use the online guide (<https://student.unsw.edu.au/essay-writing-basics>) to help you prepare, plan and write, but please note you do **not** need to include foot/end notes and bibliography in this essay.

Long Essay

Length: 2500–3000 words. A list of essay questions will be released towards the end of the course. You will then research and write your essay using the knowledge and skills you have gained during the lectures, tutorials and your own reading. **You must include foot/end notes and a bibliography in your essay.** Use the online guide to essay preparation, writing and referencing: <https://student.unsw.edu.au/essay-writing-basics>

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards, a little more (8.6%) in first year courses. For more information on the grading categories see

<https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

Submission of Assessment Tasks

Assignments submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. It can be downloaded from <https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is individual students' responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4pm on the due date. Assignments received after this time will be marked as having been received late.

Two assignment copies must be submitted for every assessment task:

- One paper copy. To be posted into the Assignment Box at the School of Humanities and Languages reception (located outside Morven Brown 258). A completed cover sheet must be securely attached to assignments.
- One soft copy must be sent through Turnitin on Moodle by 4pm on the due date.

Late Submission of Assignments

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. Attendance/Class Clash

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does indeed attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

7. Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) even suspension from the university. The Student Misconduct Procedures are available here: <http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

8. Course Schedule			
To view course timetable, please visit: http://www.timetable.unsw.edu.au/			
Time	Lecture/Tutorial/Other	Staff	Readings – see ‘Course Resources’ (below, section 9) for full references
Monday 13 January			
1 – 2pm	<i>Lecture 1: From Newgrange to the 1798 Rising: An introduction to Irish history (PART I)</i>	JK	As well as reading the required textbook (<i>Modern Ireland: A Very Short Introduction</i>) ahead of the course, it’s a good idea to get some background on pre-1800 Ireland. See the recommended textbooks: <i>The Irish experience since 1800</i> (chapter 1) and other general histories and <i>Ireland, 1798–1998: war, peace and beyond</i> (chapters 1 and 2). And/or go further back in time using the general histories in the Bibliography; see Appendix.
2 – 3pm	<i>Lecture 2: From Newgrange to the 1798 Rising: An introduction to Irish history (PART II)</i>	JK	
3 – 4pm	<i>Tutorial 1: Course introduction</i>	GC	None
Tuesday 14 January			
1 – 2pm	<i>Lecture 3: Britain and Ireland: The 1798 Rising and Act of Union</i>	GC	<i>Modern Ireland: A VSI</i> (chapters 1 and 2)
2 – 3pm	<i>Lecture 4: Resisting the Union: Emancipation, Repeal and rebellion</i>	GC	See also: <i>The Irish experience since 1800</i> (chapters 2 and 3) and <i>Ireland, 1798–1998: war, peace and beyond</i> (chapter 3)
3 – 4pm	<i>Tutorial 2: Religion in the nineteenth century</i>	GC	Available via Moodle
Wednesday 15 January			
1 – 2pm	<i>Lecture 5: Land questions: Ireland before the Famine</i>	GC	<i>Modern Ireland: A VSI</i> (chapter 3)
2 – 3pm	<i>Lecture 6: The Fenian tradition and the roots of Home Rule</i>	GC	See also: <i>The Irish experience since 1800</i> (chapters 1, 4 and early parts of 5) and <i>Ireland, 1798–1998: war, peace and beyond</i> (chapter sections 4.1, 4.2, 4.3)
3 – 4pm	<i>Tutorial 3: The Great Irish Famine</i>	GC	Available via Moodle
Thursday 16 January			
1 – 2pm	<i>Lecture 7: Charles Stewart Parnell: Land Leaguer, Home Ruler</i>	GC	<i>Modern Ireland: A VSI</i> (chapters 4 and 5)
2 – 3pm	<i>Lecture 8: 1891–1914: The Irish Parliamentary Party and the end of the Union</i>	GC	See also: <i>The Irish experience since 1800</i> (chapters 5, 6 and 7) and <i>Ireland, 1798–1998: war, peace and beyond</i> (chapter sections 4.4, 4.5, 4.6 and chapter 5)

3 – 4pm	<i>Tutorial 4: The land question</i>		Available via Moodle
Monday 20 January			
1 – 2pm	<i>In-class test (60 minutes; please arrive in time for prompt start at 1pm)</i>	GC	N/a
2 – 4pm	<i>Lecture 9 and Tutorial 5 combined (including a play reading): Gaelic Revival: Literature and culture</i>	GC	<p><i>Modern Ireland: A VSI</i> (p. 66–68)</p> <p><i>Ireland, 1798–1998: war, peace and beyond</i> (chapter sections 5.2)</p> <p>‘Cathleen ni Houlihan’, W.B. Yeats – digitized copy of the play available online via Library: http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl(freeText0)=ARTS2287</p>
Tuesday 21 January			
1 – 2pm	<i>Lecture 10: Crisis of 1910–16: Third Home Rule Bill and World War I</i>	JK	<i>Modern Ireland: A VSI</i> (chapter 5)
2 – 3pm	<i>Lecture 11: War and commemoration</i>	JK	See also: <i>The Irish experience since 1800</i> (chapters 7 and 8) and <i>Ireland, 1798–1998: war, peace and beyond</i> (chapter sections 5)
3 – 4pm	<i>Tutorial 6: Ulster and Unionism</i>	GC	Available via Moodle
Wednesday 22 January			
1 – 3pm	<i>Lectures 12 and 13: Revolution: Easter Rising to Anglo-Irish Treaty</i>	GC	<p><i>Modern Ireland: A VSI</i> (p. 86–90)</p> <p>Please all read documents 1 (Proclamation of the Republic, p. 17–18), 6 (<i>Irish Times</i> on the proclamation, p. 24) and 71 (p. 116–21) from Mitchell and O Snodaigh, <i>Irish Political Documents, 1916–1949</i> – digitized copies available online via Library: http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl(freeText0)=ARTS2287</p> <p>See also: <i>The Irish experience since 1800</i> (chapter 8) and <i>Ireland, 1798–1998: war, peace and beyond</i> (chapter sections 5.5, 5.6)</p>
3 – 4pm	<i>Tutorial 7: Nationalism and separatism: ideas and trends</i>	GC	Available via Moodle

Thursday 23 January			
1 – 2pm	Lecture 14: Civil War and the Irish Free State	GC	<i>Modern Ireland: A VSI</i> (p. 86–94) See also: <i>The Irish experience since 1800</i> (136–40 and chapter 9) and <i>Ireland, 1798–1998: war, peace and beyond</i> (chapter sections 5.6 and 6.1)
2 – 3pm	Lecture 15: The Northern Ireland Troubles (PART I)	GC	<i>Modern Ireland: A VSI</i> (chapter 7) See also: <i>The Irish experience since 1800</i> (214–20) and <i>Ireland, 1798–1998: war, peace and beyond</i> (chapter 7)
3 – 4pm	Tutorial 8: Revolution and settlement	GC	Available via Moodle
Monday 27 January is a public holiday; for this week only, the course will run Tuesday – Friday			
Tuesday 28 January			
1 – 2pm	Lecture 16: Democracy, De Valera and the decline of Empire	JK	<i>Modern Ireland: A VSI</i> (p. 89–101)
2 – 3pm	Lecture 17: Emergency, neutrality and post-War Ireland	JK	See also: <i>The Irish experience since 1800</i> (chapter 10) and <i>Ireland, 1798–1998: war, peace and beyond</i> (chapter sections 6.2 and 6.3)
3 – 4pm	Tutorial 9: Church and faith	GC	Available via Moodle
Wednesday 29 January			
1 – 2pm	Short essay feedback session	GC	N/a
2 – 3pm	Lecture 18: The Northern Ireland Troubles (PART II)	GC	<i>Modern Ireland: A VSI</i> (chapter 7) See also: <i>The Irish experience since 1800</i> (p. 220–34) and <i>Ireland, 1798–1998: war, peace and beyond</i> (chapter sections 8.2)
3 – 4pm	Tutorial 10: Terrorism	GC	Available via Moodle
Thursday 30 January			
1 – 2pm	Lecture 19: Towards Europe	GC	<i>Modern Ireland: A VSI</i> (chapter 8)
2 – 3pm	Lecture 20: The Republic, 1973–1998	GC	See also: <i>The Irish experience since 1800</i> (chapter 11) and <i>Ireland, 1798–1998: war, peace and beyond</i> (chapter sections 8.2)
3 – 4pm	Tutorial 11: Who rules Ireland? Political transformations since the Union	GC	Available via Moodle

Friday 31 January			
1 – 2pm	Lecture 21: Twenty-first century Ireland: Peace and prosperity?	GC	<i>The Irish experience since 1800</i> (chapter 13) and <i>Ireland, 1798–1998: war, peace and beyond</i> (chapter sections 9.1 and 9.2)
2 – 3pm	Lecture 22: Global Ireland and the Irish	GC	
3 – 4pm	Tutorial 12: Gender and social relations	GC	Available via Moodle

9. Course Resources

For a comprehensive bibliography see Appendix 1.

Use the Library website - <http://www.library.unsw.edu.au/index.html> - to source all print and online resources

Required Textbook

Senia Paseta, *Modern Ireland: A Very Short Introduction* (Oxford: Oxford University Press, 2003) – **shortly available at University Bookshop and in Library's Main and High Use Collections**

Recommended Textbooks – refer to at least one of these to supplement the short textbook above and see Bibliography for other background reading

Thomas E. Hachey and Lawrence J. McCafferty, *The Irish Experience since 1800: A Concise History* (3rd ed., New York: M.E. Sharpe, 2010) – **available in the Bookshop and as a print book in the Library's Main and High Use Collections; ensure you read the up-to-date (2010) edition**

Alvin Jackson, *Ireland, 1798–1998: war, peace and beyond* (2nd ed., Chichester, West Sussex; Malden, MA: Wiley-Blackwell, 2010) – **available as e-book via Library website**

Reference works – for looking up key names/terms

Sean J. Connolly, *The Oxford companion to Irish history* (Oxford: Oxford University Press, 2002) – **available as e-book via Library website**

Readings for Tutorials

Readings will be **listed on Moodle**, according to the content of the tutorial. Many of the tutorial readings are chapters/extracts from e-books or digitized extracts from print books—available online via the Library catalogue and linked under the course code ARTS2287:

[http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl\(freeText0\)=ARTS2287](http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl(freeText0)=ARTS2287).

Some physical/print books are also housed in the Library's High Use Collection.

Websites

Please make use of online resources and read up on recent events in Ireland as reported in the media. But use only reliable websites: please **do not** use www.wikipedia.org. For quick definitions/facts, use instead online resources such as the *Oxford Companion to Irish History* (above, 'Reference works'). See also:

The BBC (<http://www.bbc.co.uk>) for current news on Ireland (e.g., search for articles on the 'Bloody Sunday enquiry') and its useful history pages, e.g., on the Northern Ireland Troubles: <http://www.bbc.co.uk/history/troubles>

A basic timeline since 7500BC: <http://www.localhistories.org/irishtime.html>

Current and historic parliamentary debates on Irish issues from Ireland:

<http://debates.oireachtas.ie/> (see especially the debate on the Treaty, <http://debates.oireachtas.ie/dail/1921/12/19/00003.asp>) and UK: www.parliament.uk

10. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

11. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the below website:

<http://www.lc.unsw.edu.au>

12. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should in the first instance attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities. Further information about UNSW grievance procedures is available at: <https://my.unsw.edu.au/student/atoz/Complaints.html>

13. Other Information

myUNSW

myUNSW is the single online access point for UNSW services and information, integrating online services for applicants, commencing & current students and UNSW staff. To visit myUNSW please visit either of the below links:

<https://my.unsw.edu.au>

<https://my.unsw.edu.au/student/atoz/ABC.html>

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see

<http://www.ohs.unsw.edu.au/>

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au>

Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

APPENDIX: Full Bibliography

Everything here is available – in print or online – via the UNSW Library catalogue, <http://library.unsw.edu.au/>. Books ‘on order’ hopefully will arrive by early 2014. As mentioned earlier, many of the ‘high use’ readings, e-books and digitized extracts for tutorials are linked on the Library website under the course code ARTS2287:

[http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl\(freeText0\)=ARTS2287](http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl(freeText0)=ARTS2287)

Primary sources and collections of documents

John Mitchel, *Jail Journal, or, five years in British prisons...* (1854)

Alan O’Day and John Stevenson (eds.), *Irish historical documents since 1800* (Dublin, 1992)

Arthur Mitchell and Pdraig O’Snodaigh (eds.), *Irish political documents 1916–1949* (Blackrock, Co. Dublin: Irish Academic Press, 1985) – on order; excerpts available online via Library website

A.C. Hepburn, *The conflict of nationality in Modern Ireland: documents of modern history* (London, 1980)

Anna Parnell, *The tale of a great sham*, edited by Dana Hearne (Dublin, 1980)

Andrew Carpenter, Seamus Deane and Jonathan Williams (eds.), *The field day anthology of Irish writing*, 3 volumes (Lawrence Hill, Derry, 1991)

William O’Brien, ‘Was Fenianism ever formidable?’, *The Contemporary Review*, vol. 71 (1897), p. 680–93 – available online if you search Library catalogue by the journal name (*The Contemporary Review*)

W.B. Yeats, *The collected plays of W.B. Yeats* (2nd ed., London, 1952) – excerpt (‘Cathleen ni Houlihan’) available online via Library website

General histories

Thomas E. Hachey and Lawrence J. McCafferty, *The Irish Experience since 1800: A Concise History* (3rd ed., New York: M.E. Sharpe, 2010)

Alvin Jackson, *Ireland, 1798–1998: war, peace and beyond* (2nd ed., Chichester, West Sussex; Malden, MA: Wiley-Blackwell, 2010)

Sean J. Connolly, *The Oxford companion to Irish history* (Oxford: Oxford University Press, 2002)

F.S.L. Lyons, *Ireland since the Famine* (London, 1971)

W.E. Vaughan, *A new history of Ireland. Volume VI, Ireland under the Union. Part II: 1870–1921* (Oxford: Oxford University Press, 2010)

Jacqueline R. Hill, *A new history of Ireland. Volume VII, Ireland 1921–84* (Oxford: Oxford University Press, 2010)

Oliver MacDonagh, *States of mind: a study of Anglo-Irish conflict, 1780–1980* (London; Boston: Allen and Unwin, 1983)

J.C. Beckett, *A short history of Ireland* (London, 1952)

R.F. Foster, *Modern Ireland, 1600–1972* (London, 1988)

R.F. Foster, *Luck and the Irish: A brief history of change, 1970–2000* (London, 2007)

Charles Townshend, *Political violence in Ireland: Government and resistance since 1848* (Oxford, 1984)

Patrick O'Farrell, *Ireland and England since 1800* (Oxford, 1970)

Nicholas Mansergh, *The Irish question 1840–1921: A commentary on Anglo-Irish relations and on social and political forces in Ireland in the age of reform and revolution* (London, 1965)

Other books and articles by theme

Nationalism, republicanism and separatist movements (Fenians, Young Ireland, IRA)

Tom Garvin, *The evolution of Irish nationalist politics* (Dublin, 1981)

Tom Garvin, *Nationalist revolutionaries in Ireland 1858–1928* (Oxford, 1988)

D. George Boyce, *Nationalism in Ireland* (3rd ed., Dublin, 1995)

Fearghal McGarry, *Republicanism in Modern Ireland* (Dublin: UCD Press, 2003)

Richard English, *Irish freedom: The history of nationalism in Ireland* (London, 2006)

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Databases

Make use of the many excellent databases subscribed to by the Library. Select 'Subject Guides' on the homepage and then 'World History' for a list of key databases: **Historical Abstracts** is especially useful for undergraduate research.

I also recommend the **Oxford Dictionary of National Biography** for looking up the lives of major British and Irish political and historical figures.

Primary sources – newspapers and parliamentary papers – are available through the following databases:

- **The Historical Guardian and Observer**
- **The Historical Irish Times**
- **The Times Digital Archive**
- **House of Commons Parliamentary Papers**
- **The Illustrated London News Historical Archive**

See also:

- **C19: The Nineteenth Century Index**

Websites

Please make use of online resources and read up on recent events in Ireland as reported in the media. But use only reliable websites: please **do not** use www.wikipedia.org. For quick definitions/facts, use instead online resources such as the *Oxford Companion to Irish History* (see above 'General histories').

The BBC (<http://www.bbc.co.uk>) for current news on Ireland (e.g., search for articles on the 'Bloody Sunday enquiry') and its useful history pages, e.g., on the Northern Ireland Troubles: <http://www.bbc.co.uk/history/troubles>

A basic timeline since 7500BC: <http://www.localhistories.org/irishtime.html>

Current and historic parliamentary debates on Irish issues from Ireland: <http://debates.oireachtas.ie/> (see especially the debate on the Treaty, <http://debates.oireachtas.ie/dail/1921/12/19/00003.asp>) and UK: www.parliament.uk