

## **EUH 3533 IRELAND IN THE BRITISH EMPIRE**

MWF, Per. 4, Flint 119

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Office hours: W 12:00-1:00, Fri 12:00-2:00

### **COURSE DESCRIPTION**

The primary aim of this course is to examine the place of Ireland in the British Empire and the imperial experiences of the Irish people. We will cover the main themes of Irish history from the Tudor conquest to the outbreak of the Troubles, all the while being attuned to the broader imperial context. Ireland was arguably England's first colony; it was also among the first to assert its independence. We will explore English methods of conquest and colonization, Irish modes of resistance, and the constantly changing nature of the so-called "Irish question."

While the English and Scottish colonized the Emerald Isle, the Irish colonized other parts of the world. We will look at the Irish in the Caribbean, North America, Africa, Australia, and New Zealand; we will explore the contribution of Irish soldiers, sailors, officers, merchants, colonial servants, and others to the building of the British Empire. We will see why the British feared the emergence of "New Irelands" overseas. Finally, we will place Irish history in comparative perspective, examining Irish events in light of the ways they played out in other parts of the British Empire.

### **TEXTS**

Joseph Coohill, *Ireland: A Short History* (Oxford: Oneworld, 2005)

Peter Carey, *True History of the Kelly Gang* (Vintage, 2000)

EUH 3533 Document Collection [available on Canvas]

selected articles [available on Canvas]

### **ASSIGNMENTS AND GRADING**

Note: full guidelines will be posted on Canvas.

*Map quiz* (5%)

*Papers*

Paper 1 (15%)

Paper 2 (20%)

*Activities (10%)*

- 17<sup>th</sup> c: 1641 depositions (partners)
- 18<sup>th</sup> c: Petitioning the king (small groups)

*Active Reading Journal (15%)*

Students are expected to keep a journal, which will include context worksheets, responses to questions based on the readings, document analyses, summaries and reactions, etc. Active reading journals will be checked periodically throughout the semester.

*Participation (15%)*

Participation will be graded on the basis of attendance and contributions to class discussion. Effective class participation entails sharing your impressions and analysis of the reading, exploring authors' arguments, offering critiques, and engaging in discussions with other students. [Note: unexcused absences will adversely affect your participation grade.]

*Exit Essay (20%)*

Written assignments will be graded according to the following criteria:

- On-time submission
- Thoroughness and attention to detail
- Level of analysis and engagement with material
- Deployment of evidence
- Writing (clarity of expression, organization, grammar, etc.)

Grading Scale

93.3-100% = A	73.3-76.6% = C
90-93.2% = A-	*70-73.2% = C-
86.7-89.9% = B+	66.7-69.9% = D+
83.3-86.6% = B	63.3-66.6% = D
80-83.2% = B-	60-63.2% = D-
76.7-79.9% = C+	Below 60 = E

\*Please note that a grade of C- does not count as a passing grade for major, minor, Gen Ed, Gordon Rule, or basic distribution requirements.

For information on UF's grading systems and policies, please see the [Undergraduate Catalogue](#).

WEEKLY SCHEDULE

DATE	TOPIC	READ FOR CLASS	
		Coohill/background	Sources for ARJ/discussion
Aug 21	Course introduction		
Aug 23	The Problem of Ireland and the Empire; "Varieties of Irishness"	a) Coohill, 1-14 + Ch 9 b) The Myth of Cuchulainn <a href="#">[10-min version]</a> <a href="#">[20-min version]</a>	a) Patrick Rael, "How to Read a Secondary Source" (see also, "Predatory Reading") b) Jane Ohlmeyer, "Ireland, India, and the British empire," <i>Studies in People's History</i> 2, 2 (2015): 169-188 → read 169-176 for today
Aug 26	Varieties of Irishness, con't.  → MAP QUIZ		Document collection: a) Kishlanksy, "How to Read A Document" b) D1-D3
Aug 28	The Anglo-Irish: "More Irish than the Irish"	Coohill, 14-17	a) John Gillingham, "Images of Ireland: The origins of English imperialism" <i>History Today</i> 37, 2 (Feb 1987): 16-22 b) D1-D3
Aug 30	The Tudor Conquest	Coohill, 17-20	D4-D7
Sep 2	Labor Day		[begin <i>Secret History of the Kelly Gang</i> , but read "Ned Kelly: The Genesis of a National Hero" first]
Sep 4	A New Tool: Plantation  → SAMPLE JOURNAL ENTRY	Coohill, 20-22	D9 & D11
Sep 6	ACTIVITY: Perspectives on plantation		a) <a href="#">ECU, Centering Spenser</a> b) D8 & D10
Sep 9	Stuart Ireland & the 1641 Rebellion	Coohill, 22-24  <a href="#">Tudor-Stuart Ireland</a>	a) Stevenson, "The Century of Three Kingdoms," <i>HT</i> 35, 3 (Mar 1985): 28-33 b) D14
Sep 11	ACTIVITY: The 1641 Depositions		<a href="#">TCD, 1641 Depositions</a>
Sep 13	War of the Three Kingdoms/Cromwell's Conquest	3-min History: Civil War  Coohill, 23-24	a) D15 & D16 b) <a href="#">TCD, The Down Survey and Ireland</a>
Sep 16	Ireland and the 17 <sup>th</sup> -c Empire		Kristen Block and Jenny Shaw, "Subjects without an Empire: The Irish in the Early Caribbean," <i>Past and Present</i> 210 (Feb 2011): 33-60 → read 33-49 for today
Sep 18	"Barbadoesed"		Block and Shaw, "Subjects without an Empire," 49-60

Sep 20	King Billy and the Glorious Revolution	Coohill, 24-26  3-min History: Glorious Revolution	a) GR docs tba b) Cathcart, "Ireland and 'King Billy' Usage and Abusage" <i>HT</i> 38, 7 (Jul 1988): 41-45 → read 41-43 for today
Sep 23	18 <sup>th</sup> c: Golden Age or Penal Era?  → PAPER 1	Coohill, 26-27	a) D22 b) <a href="#">UMN, Irish Penal Laws</a>
Sep 25	The Ascendancy and the First Irish Nation		D21 & D24
Sep 27	The Problem of the "Scotch Irish"		Patrick Griffin, "Irish Migration to America in the Eighteenth Century? Or the Strange Case for the 'Scots/Irish,'" <i>Cambridge History of Ireland</i> (Cambridge, 2018), 593-616
Sep 30	Volunteers, Patriots, and Defenders	Coohill, 28-	a) D27-29 & D31 b) Cathart, "Ireland and 'King Billy' Usage and Abusage," 43 (bottom)-45
Oct 2	ACTIVITY: To the king's most excellent majestie		
Oct 4	Homecoming		[ <i>Kelly Gang</i> ]
Oct 7	The SUI and the '98	Coohill, 30-38  "The French Revolution: A complete history," <i>HT</i> (Feb 2016): 20-28  "The Irish Rising of 1798," <i>HT</i> 48, 6 (June 1998): 12-13	D32-D36
Oct 9	The Union  → JOURNAL	Coohill, 39-40	D37-D38 & D45
Oct 11	The Irish Down Under		a) Graham Seal, "Ned Kelly: The Genesis of a National Hero," <i>HT</i> 30, 11 (Nov 1980): 6-15 b) <a href="#">Ned Kelly's Jerilderie Letter</a>
Oct 14	Catholic Emancipation in Ireland and the Empire	Coohill, 40-58	D39, D41-D43
Oct 16	The Great Hunger	Coohill, 59-71	D48-D50, D52-D53
Oct 18	Outcomes and Legacies	Coohill, 71-81, 90-1	D55

Oct 21	Out of Ireland		<i>Kelly Gang</i> , Parcels 1-2
Oct 23	Builders of Empire		<i>Kelly Gang</i> , Parcels 3-5
Oct 25	19 <sup>th</sup> -c Irish Nationalism	Coohill, 79-83	a) <i>Kelly Gang</i> , Parcels 6-8 b) D54
Oct 28	Atlantic Fenianism	Coohill, 83-85	D56 & D57
Nov 1	<i>True History of the Kelly Gang</i>		<i>Kelly Gang</i> , Parcel 9-end
Nov 6	<i>True History of the Kelly Gang</i>		
Nov 8	The Irish Question, 1870s-90s	Coohill, 85-91, 97-106, 112-19	D58-D62
Nov 11	Veterans Day		
Nov 13	Unionism → PAPER 2	Coohill, 119-24	D63 & D64
Nov 15	Ireland and India		Ohlmeyer, "Ireland, India and the British Empire," 176-88
Nov 18	Republicans and Statues [guest lecture]		
Nov 20	1916: the Rising and the War	Coohill, 124-27	D65-D67
Nov 22	The Anglo-Irish War and the Making of Two Irelands  → JOURNAL	Coohill, 127-30  Michael Morrogh, "The Anglo-Irish Treaty of 1921" <i>History Review</i> 38 (Dec 2000)	D71
Nov 27	tba		
Nov 29	Thanksgiving		
Dec 2	From Reluctant Dominion to Republic	Coohill, 142-63	
Dec 4	The Troubles/Wrap up	Coohill, 168-82	
Dec 11 12:00pm	→ EXIT ESSAY		

## POLICIES AND EXPECTATIONS

History classes are most rewarding when students interact with the texts, each other, and the instructor on a sustained basis. Readings provide the raw material for class discussion, where much of the learning takes place. Effective class participation is therefore essential. Students can expect a respectful atmosphere in which to express their opinions.

Please keep electronic distractions to a minimum. While you may feel perfectly comfortable multi-tasking in class, it is disturbing to the instructor and to those around

you.

### **Attendance & makeup policy**

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

### **Academic Honesty**

UF students are bound by The Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code." On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TA in this class.

<https://sccr.dso.ufl.edu/process/student-conduct-code/>

### **Accommodations for Students with Disabilities**

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Contact the Disability Resources Center for information about available resources for students with disabilities.

<https://disability.ufl.edu>

### **Evaluations**

Students in this class are participating in the pilot evaluation of the new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF's CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via this link: <https://gatorevals.aa.ufl.edu>. Please note your other classes this semester may be evaluated in the current GatorRater online evaluation system. Thank you for serving as a partner in this important effort.

