



# ARTH 399 / HIST 388: Visualizing Irish Nationalism



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Term: Spring 2013  
Time: M 7:20-10:00pm  
Location: Innovation Hall, room 132

## Description and Goals

What does it mean to be Irish? Can we discern Irish identity from a flag, a shamrock, a harp, or an image of St. Patrick? This course attempts to answer these questions by exploring the rich visual traditions of Ireland. To aid in our analysis, we will survey historical documents, political analysis, and literature during the long and difficult quest for Irish national identity from ancient times to the present. We will begin with the Irish search for a cultural and linguistic identity in the pages of medieval manuscripts, charge ahead through the warrior symbolism surrounding Brian Boru and Cuchulain, peer over the dramatic artwork and writings of the Yeats family, and end with the visceral paintings of contemporary Irish artists.

## Texts and Readings

There are four required texts for this course as well as numerous articles available through the Mason library databases.

### Required:

- 1) Arnold, Bruce. 1989. *Irish Art: A Concise History. Revised*. Thames & Hudson. ISBN 978-0500201480
- 2) Foster, R. F., ed. 2001. *The Oxford Illustrated History of Ireland*. Trade. Oxford University Press, USA. ISBN 978-0192893239
- 3) Mays, Michael. 2007. *Nation States: The Cultures of Irish Nationalism*. Lexington Books. ISBN 978-0739121177
- 4) Moody, T. W., F. X. Martin, and Dermot Keogh. 2001. *The Course of Irish History. Fourth ed*. Roberts Rinehart. ISBN 978-1589790025

### Recommended:

- 1) English, Richard. 2008. *Irish Freedom: The History of Nationalism in Ireland*. Reprint. Macmillan UK. ISBN 978-0330427593
- 2) Fallon, Brian. 2002. *Irish Art 1830-1990*. Appletree Press. ISBN 978-0862818074

## Assignments and Grading

The bulk of your grade will be determined by your performance on the midterm exam, (non-cumulative) final exam, and the research paper. For the research paper you will need to develop and execute an original thesis related to a theme from class (more on this shortly).

Here is how your grade will be calculated:

Midterm Exam – 20%	Participation/Attendance- 10%
Research paper abstract – 10%	Optional extra credit- 5%
Research paper (8-10 pages)- 30%	Final Exam- 30%

## Exams

The exams will be three parts: multiple choice questions; short answer responses; one essay chosen from a list of topics. Bluebooks are required, the exams are *not* open note/open book.

## Research Paper

For this paper, I would like you to choose one of the following time periods in Irish history and analyze a social, political, or artistic/literary development of your choice that helped to define Irish identity during that period:

- Medieval Ireland and the Gaelic Resurgence
- The late 19<sup>th</sup> century through 1922
- The Troubles
- Early English rule (18<sup>th</sup> and 19<sup>th</sup> centuries)
- 1922 through the early 1960s
- 1998 through the present

Topics could address: Who are the major characters involved? What other countries or outside influences played a role in this stage of identity formation? How was this time period similar or different to those immediately preceding and following? What were the significant cultural changes or movements involved? What iconic symbols emerged or changed during this period? If you have a specific topic, person, or issue you would like to address, just let me know in your abstract so I can make sure it isn't too narrow or unwieldy.

You will need to use at least 5 sources: 3 of which cannot be class texts, include at least 1 primary source. MLA or Chicago style (not APA), 12pt font, double-spaced, 8-10 pages excluding bibliography.

### **Research Paper Abstract**

Your abstract should be 1-2 pages and clearly state your thesis, key supports, and rationale for choosing your topic. A preliminary bibliography of at least 3 sources should be included.

## Class Policies

**Participation/Attendance-** The fast-paced nature of once a week class scheduling necessitates attendance at every class meeting. The Mason catalog states: "Students are expected to attend class periods of the courses for which they register. In-class participation is important not only to the individual student, but also the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation." I will allow you to miss one class period this semester without penalty. All subsequent absences should be accompanied by a doctor note or other acceptable documentation.

**Eating/Drinking-** Beverages are fine, but please, no eating in class. I will allow a five to ten minute break in the middle of class and you are welcome to snack at that time, but eating during the rest of the class period can be distracting and disruptive.

**Cellphones/Computers-** Please turn your cellphone off before class. If you choose to bring a computer to class, please sit in the front two rows of the classroom. If you spend the class time focused on your computer screen and I suspect you are not following the lecture, I may speak to you privately and deduct points from your participation grade.

**Disability Assistance-** Mason has a wonderful Office of Disability Services: if you have a documentable learning disability, I urge you to pay the ODS a visit early in the semester. I am happy to work with you to accommodate your needs, but I will need proof from the ODS.

**Writing Center/Academic Workshops-** If you need some assistance in writing your research paper or would like to attend study skills workshops, please do not hesitate to take advantage of the resources on campus. The Writing Center is in Robinson Hall A, room 114. <http://writingcenter.gmu.edu/>  
You are always welcome to make an appointment with me to go over your progress in class or request assistance with your papers: I'm here to help.

**Office Hours-** As some of you may know, I am also a Learning Specialist in the Learning Services office of Counseling and Psychological Services. My Monday 6-7pm hour is for class concerns only. I am available by appointment other evenings of the week.

## Honor Code

Abiding by the Mason Honor Code is essential if you plan on passing this course. The Honor Code, as stated in the catalog:

*"To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.**"*

## Extra Credit

The Washington D.C area is host to numerous Irish festivals and events throughout the year. If you attend one of these events during the spring semester, please write a review of the event and discuss any cultural or historical links you noted that are relevant to the themes of the course. Please include your ticket or a program as proof of your attendance. This review is due by the last day of class and should be 1-2 pages in length.

- **Mason Center for the Arts:** <http://cfa.gmu.edu/>
- **Solas Nua:** <http://www.solasnua.org/>
- **The Keegan Theatre:** <http://www.keegantheatre.com/index.html>
- **Irish Embassy:** <http://www.irelandemb.org>

## Class Schedule and Readings

### WEEK 1: January 28

#### Introduction to the Course; The Celts: History and Mythology

**Readings:** No reading required for this day.

### WEEK 2: February 4

#### The Celts: Separating Fact from Myth

**Readings:**

- Moody: Chapter 2
- Green (on Blackboard): Chapter 1: Art and the Artist in Celtic Society
- Chadwick (on Blackboard): Chapter 1: Discovering the Celts

### WEEK 3: February 11

#### Medieval Ireland: Christianity and the Growth of Monasteries

- Readings:**
- Moody: Chapter 3
  - Brown (on Blackboard): Chapter 5: Early Christian Ireland and the Growth of Monasticism
  - Green (on Blackboard): Chapter 4: Nature in Art: Abstraction, Realism, and Fantasy

**Recommended:** - Ellis (on Blackboard): Chapter 2: The Origins of the Druids

### WEEK 4: February 18

#### Manuscript Illumination and the Cults of the Saints

- Readings:**
- Foster: Chapter 1 to page 38
  - Moody: Chapters 4 and 5
  - Green (on Blackboard): Symbolism and Spirituality: From Paganism to Christianity

**Recommended:** - Ellis (on Blackboard): Chapter 4: Druids through Celtic Eyes  
- Shapiro (on Blackboard): VI: The Religious and Secular Grounds of Insular Art

### WEEK 5: February 25

#### Vikings and Normans: Brian Boru and Cuchulain Emerge

##### PAPER ABSTRACTS DUE

- Readings:**
- Moody: Chapters 6 and 7
  - Brown (on Blackboard): Thor's Hammer and Christ's Cross: The Impact of the Vikings
  - *Táin Bó Cúalnge from the Book of Leinster*- in the CELT Library
  - Jstor article: *The Invulnerable Hero in Celtic Legend*  
Ellen Ettlinger  
Vol. 42, (Mar. - Apr., 1942), pp. 43-45  
Royal Anthropological Institute of Great Britain and Ireland

**Recommended:** - Jstor article: *Motes and Norman Castles in Ireland*  
Goddard H. Orpen  
The English Historical Review, Vol. 22, No. 86 (Apr., 1907), pp. 228-254

### WEEK 6: March 4

#### The Gaelic Rebellion and Resurgence; Discussion of Papers

- Readings:**
- Moody: Chapters 8 through 12
  - Jstor article: *The First Unionists? Irish Protestant Attitudes to Union with England, 1653-9*  
Patrick Little  
Irish Historical Studies, Vol. 32, No. 125 (May, 2000), pp. 44-58
  - Jstor article: *Ireland and the English Crown, 1171-1541*  
James Lydon  
Irish Historical Studies, Vol. 29, No. 115 (May, 1995), pp. 281-294

**Recommended:** - Duffy (on Blackboard): Ch. 4 From Kingdom to Lordship  
Ch. 5 Colonial Domination and Native Survival

- English: Part One, section one
- Jstor article: *Power and Society in the Lordship of Ireland 1272-1377*  
Robin Frame  
Past and Present, No. 76 (Aug., 1977), pp. 3-33

### WEEK 7: March 11

#### NO CLASS: SPRING BREAK

### WEEK 8: March 18

#### English Rule: Irish Society and Changing Policies: Rebellion, Famine, and Austerity

##### MIDTERM EXAM (second half of class)

- Readings:**
- Moody: Chapters 13 through 18
  - Foster: Chapter 6 page 297 to 316
  - JSTOR: *The Imaginary Irish Peasant*  
Edward Hirsch  
PMLA, Vol. 106, No. 5 (Oct., 1991), pp. 1116-1133

**Recommended:** - English, Part Two, sections one and two

## **WEEK 9: March 25**

### **1916: Politics, Civil Unrest, and Legendary Figures**

- Readings:
- Moody: Chapter 19
  - Foster: Chapter 5 to page 244; Chapter 6 page 316 to 333
  - BLACKBOARD: William Butler Yeats readings and criticism

## **WEEK 10: April 1**

### **Birth of the Republic... now what?: 1916 - 1940**

- Readings:
- Moody: Chapters 20 and 21
  - Mays: Chapter 1
  - Foster: Chapter 5 page 245 to 267

## **WEEK 11: April 8**

### **Government Restructuring and Social Control: 1940s-1960s**

- Readings:
- Moody: Chapter 22
  - Foster: Chapter 5 page 267 to 274
  - Ferriter (in Blackboard): Chapters 5 and 6

## **WEEK 12: April 15**

### **The Troubles**

- Readings:
- Moody: Chapter 23
  - BLACKBOARD: - English, pgs 365-427
  - McKittrick, Chapters 3 and 4; 7 and 8
  - Ferriter, Chapter 7

## **WEEK 13: April 22**

### **The Good Friday Agreement and After: Religious Identity**

- Readings:
- BLACKBOARD: - Ferriter: Chapter 8
  - McKittrick, Chapters 10, 11 and 12
  - JSTOR: *Group Identity and Conflicting Expectations of the Future in Northern Ireland*  
Colin Wayne Leach and Wendy R. Williams  
Political Psychology, Vol. 20, No. 4 (Dec., 1999), pp. 875-896

## **WEEK 14: April 29**

### **Identity and Economy: Effects of the European Union: 1970s-1990s**

#### **RESEARCH PAPER DUE**

- Readings:
- Moody: Chapter 24
  - Foster: Chapter 6 page 275 to 294; 333 to 337

## **WEEK 15: May 6**

### **Ireland in the 21<sup>st</sup> Century: Modern Irish Identity and the Cross-Cultural Diaspora; Course Review**

#### **EXTRA CREDIT DUE**

- Readings:
- Mays: Afterword
  - BLACKBOARD: O'Shea, *Diversity and the Irish Workplace: Myths and Reflections from the Gateway Logo*, New Hibernia Review - Volume 6, Number 3, Fómhar/Autumn 2002, pp. 125-137
  - JSTOR: *Ireland's "Celtic Tiger" Economy*  
Roisin Ni Mhaille Battel  
Science, Technology, & Human Values, Vol. 28, No. 1 (Winter, 2003), pp. 93-111
  - Fagan, *Globalised Ireland, or, contemporary transformations of national identity?*  
Manchester University Press, 2003 pp. 110-121 [http://eprints.nuim.ie/497/1/globalised\\_ireland.pdf](http://eprints.nuim.ie/497/1/globalised_ireland.pdf)
  - BLACKBOARD: Foster, *Ireland: A Social and Cultural History*, pgs 315-429

## **WEEK 16: May 13**

### **FINAL EXAM** in our usual classroom, but 7:30-10:15pm

## **Useful Websites**

### **Irish History Timeline**

[http://www.irishhistorylinks.net/Irish\\_History\\_Timeline.html](http://www.irishhistorylinks.net/Irish_History_Timeline.html)

### **Irish Texts**

<http://www.sacred-texts.com/neu/celt/index.htm#ireland>

### **National Museum of Ireland**

<http://www.museum.ie/>

### **National Library of Ireland**

<http://www.nli.ie/en/homepage.aspx>

### **Library of Congress Irish History Resources**

<http://www.loc.gov/rr/international/main/ireland/history.html>

### **Trinity College Dublin Irish Art Resource Center**

[http://www.tcd.ie/History\\_of\\_Art/triarc/index.php](http://www.tcd.ie/History_of_Art/triarc/index.php)

### **A Chronology of Key Events in Irish History 1169 to 1799**

<http://cain.ulst.ac.uk/othelem/chron/ch1169-1799.htm>

### **CELT Library of Irish Electronic Texts**

<http://celt.ucc.ie/index.html>

### **Chester Beatty Library**

<http://www.cbl.ie/>

### **Celtic Ireland**

- <http://www.pbs.org/wnet/ancientireland/fortress.html>
- <http://www.pbs.org/wnet/ancientireland/religion.html>
- <http://www.pbs.org/wnet/ancientireland/culture.html>
- <http://www.knowth.com/>