HIST 4499-02: Senior Seminar
Irish Nationalism and Rebellion
Fall 2013
MW, 11:00-12:15
Soc. Sci. Building 3032

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Course Description

This class is designed as a capstone seminar, a course for you to use all the tools and knowledge you have accumulated as a history major at KSU. It is reading, research, and writing intensive, so please schedule accordingly. Your primary objective is to write an article-length essay based on original primary research.

British imperialism in Ireland, which began in the 12th century and gained dominance during the Protestant Reformation, generated a hostile response by the native people. However, it was not until the 18th century that colonialism produced a nationalist reaction based on the creation of an Irish state. Various nationalist organizations with different means, including rebellion, and different goals have been established over the past two hundred and fifty years to combat British colonialism. Students will examine the secondary and primary sources, as well as the historical debates related to Irish nationalism and rebellion, in preparation for creating an article-length essay (senior thesis).

I assume that you have retained most of the basic skills you learned in HIST 2270/2275: working with databases, proper citation, critical reading of historical material, good writing – i.e., how to “do” history. We will have a refresher here and there, but we will not go into great detail on these matters.
Readings
You will read a variety of books and articles during the first half of the semester.

Required Text:


Required Articles:


Recommended:


You could purchase one of your own, or you could check out this website, which will answer many of your citation questions: [http://owl.english.purdue.edu/owl/resource/717/1/](http://owl.english.purdue.edu/owl/resource/717/1/).

**Course Requirements**

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**Class Participation/Reaction Papers:** (20%)

Class participation is critical to success of this course, especially the first half. You need to come to class each day on time and prepared to engage the readings with thoughtful comments and questions. Be ready to present, articulate, and defend your ideas, as well as listen to and comment on the ideas of others. Your attendance and participation will affect your grade.

Part of your participation grade will include **reaction papers** on two sets of readings. These will be **1-2 pages** in length, and will assess the author’s overall argument, methodology, and use of source material. How well does the author do what s/he set out to do? What sources did s/he use? Is the argument convincing?

**Paper Prospectus:** (10%) The purpose of a prospectus is to clearly define your topic, to establish its importance, and to explain how you are going to carry out the project.

- Your prospectus should include a descriptive **title** that clearly identifies your topic.
- It should clearly define and describe your **topic** in a couple of succinct paragraphs. This opening description of the project should begin to establish its importance and to convince a reader that it is worth reading.
- Next, your prospectus should present your **argument**. An argument is an original, incisive interpretation of your topic – it is not a restatement of your topic. It is something that any potential reader can disagree with. In this section, you should also include a discussion of any special methodological approach you will be taking, and you should situate your project within the historical literature. Think of this section as a short literature review: what have other historians said about your topic? How is your approach and argument going to be different? Are there any models that have influenced your approach to the topic?
- Your prospectus should also include a **research plan**. This is a way to pace yourself and measure your progress throughout the course of researching and writing your paper. Your plan should include dates for when you will complete your secondary reading and your primary research, and set clear dates for when you will draft various sections of your essay. The plan can be in a bullet point format.
- Finally, your prospectus should include a **bibliography** with the primary and secondary sources that you plan to consult. You should closely follow the *Chicago Manual of Style* bibliography format.
Your prospectus is due on **October 7th**.

**Peer Review:** (10%) Reading and critiquing the work of others is an essential part of doing history, so you will conduct a peer review of a colleague’s paper. This assignment has two deliverables: a **marked-up copy of the paper**, looking for issues of grammar, style, and clarity; and a **1-2 page review**, commenting on the paper’s organization, argument, and overall effectiveness. You can either mark up a printed copy or use the track changes function in Word. You will turn in a first draft of your paper to your peer reviewer and to me by **November 13**. You will return copies of the mark-up and the review to your colleague and me by **November 18**.

**Oral Presentation:** (10%) You will present your findings in a 15-minute presentation to the class. We will schedule these presentations as the time nears.

**Research Paper:** (50%) The final paper is due on **December 05**. I will not grant extensions, barring catastrophe. Also, I will not accept electronic submissions. Your paper must be submitted in hard copy. Sections of the essay should appear in the following order:

- **Cover page** with the paper’s title, your name, date, and course title.
- A 1-page **abstract** of the essay, summarizing its subject matter and key findings.
- At least **20-25 pages of text**. This length does not include the title page, abstract, or bibliography (your title page and abstract should not be paginated, but your bibliography should). The paper should be double-spaced in a common font (Times New Roman is safest), and should have 1” margins. And please use footnotes, not endnotes.
- A **bibliography** listing all sources consulted (not only those cited) for your paper. This should be divided into primary and secondary source sections, with primary sources coming first.

**Academic Integrity**

All students are responsible for maintaining the highest standards of honesty and integrity in every phase of your academic careers. If you have not already read KSU’s Student Code of Conduct, you should do so immediately. You can find it here: [http://www.kennesaw.edu/scai/code_of_conduct.shtml](http://www.kennesaw.edu/scai/code_of_conduct.shtml).

You should pay particular attention to Section II.A., which I have copied here:

**A. Plagiarism and Cheating**

No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior which a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information
or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).

**Attendance**

Attendance is mandatory on scheduled class days. Your physical and mental presence in the classroom is essential to your ability to do well in this course. Your grade will suffer if you are not in the classroom.

**Contacting Me**

I will hold regular office hours on Tuesdays and Thursdays, 11:00-12:00. These hours are for unscheduled drop-ins. You will need to schedule an appointment for the mandatory individual meetings. You can also contact me via office phone or email, but keep in mind that I sometimes do not check email at night.

**Course Schedule:**

**Week 1:**
M, 8/19: Course Introduction/Overview Irish History
Read Coohill, pp. 1-58 for Wednesday

W, 8/21: Early Irish History
Read for next Monday:
• Coohill, pp. 59-78

**Week 2**
M, 8/26: The Famine and Historiography
Read for Wednesday:
• Coohill, pp. 79-96

W, 8/28: Talking Topics, Databases, Archives, etc.
Read: [http://www.williamcronon.net/researching/index.html](http://www.williamcronon.net/researching/index.html)
Begin to think about potential topics.

**Week 3**
M, 9/02: LABOR DAY
Read for Wednesday:
• Coohill, pp. 97-141

W, 9/04: Fenianism to Partition
Read for Monday
• Coohill, 142-67

**Week 4**
M, 9/09: Northern Ireland and the Free State/Republic
Read for Wednesday:
• Coohill, pp. 168-205

W, 9/11: The Troubles
Read for Monday:
• Coohill, pp. 206-12
• Whelan, “The Revisionist Debate in Ireland

Week 5
M, 9/16: Themes in Irish Historiography
• By this point you should have a very good idea of what topic you want to write on for your paper. Look over Coohill’s bibliography and see what books/articles are germane to your topic. You will need to find and read at least 3 different sources on your topic for your 2nd reaction paper Oct. 2. This can include articles, books, chapters, longer reviews, etc. The idea is to not only learn more about your topic but to determine the historical arguments that influence the narrative and analysis of events related to your topic. This will help you to focus your prospectus which will be due on Oct. 7.
Read for Monday 9/23:
• Henderson, “The Irish Famine”

W, 9/18: No Class – Mandatory Meetings with Instructor

Week 6
M, 9/23: Discussion of Famine Historiography
Read for Wednesday:
• Meagher, “Irish American Nationalism”
• Brundage, “Recent Directions…”

W, 9/25: Discussion of Irish-American Nationalism
Read for Monday:
• Collombier-Lakeman, “Ireland and the Empire”

*Reaction Paper Due

Week 7
M, 9/30: Irish Studies

W, 10/02: Discussion of historiography and topics

*Reaction Paper Due

Week 8
M, 10/07: Prospectus Due – Be ready to present to the class

W, 10/09: NO CLASS – Work on your own

*OCT 11 is the last day to withdraw without academic penalty
Week 9
*You Must Schedule a Time to Meet with the Instructor at least once over the next two weeks.*
M, 10/14: NO CLASS – Work on your own
W, 10/16: NO CLASS – Work on your own

Week 10
M, 10/21: NO CLASS – Work on your own
W, 10/23: NO CLASS – Work on your own

Week 11
M, 10/28: Group meets to discuss progress
W, 10/30: NO CLASS – Work on your own

Week 12
M, 11/04: NO CLASS – Work on your own

*Must Schedule a Time to Meet Individually with Instructor This Week*
W, 11/06: NO CLASS – Work on your own

Week 13
M, 11/11: NO CLASS – Work on your own
W, 11/13: Drafts due for Peer Review

Week 14
M, 11/18: Peer Reviews Due
W, 11/20: Presentations

Week 15
M, 11/25: Presentations
W, 11/27: FALL BREAK

Week 16:
M, 12/02: Presentations
W, 12/04: Presentations

Thursday, December 05: Papers Due