Course Description

This course undertakes an intensive analysis of the contemporary history, politics, and governments of Ireland—both in the Republic and Northern Ireland. The course examines the foundations of the state and society from an historical and political-cultural perspective, including the impact of emigration in the mid-nineteenth century, the role of the Catholic Church on Irish politics and culture, the 1916 Easter Rising, the establishment of Michael Collins’ Free State (Saorstat Éireann) and partition of the North (Ulster), the Civil War of 1922-23, and the leadership of Eamonn de Valera in the establishment of the Republic (1949). The course also focuses on the legacy of British rule in the North (Ulster), the “Troubles” of the 1960s, 1970s, and 1980s, the Peace Process, and governmental structures in the North, as well as in the Republic of Ireland. Irish cinema—both fiction and documentary in nature—are utilized to enhance a grasp of the history and contemporary nature of state and society in the Republic and the North.

Course Objectives

The goal of this course is to provide students with an in-depth knowledge of and familiarity with the characteristics, themes and concepts relevant to the political systems of Ireland (the Republic and Ulster), and their interconnected history. Specifically, students will:

- understand the historical and political development of the Republic and Northern Ireland, and be able to identify key influences in that development;
- become familiar with the geography of Ireland;
- become familiar with Irish-Gaelic terms used in political and everyday parlance in the Republic;
- be conscious of the social and cultural parameters within which the Republic emerged and developed;
- become familiar with key institutions of the Republic and their workings;
- possess an understanding of the key aspects of the Northern Ireland problem, and potential solutions to it, as well as the ways in which institutions function (or fail to function) in Ulster following the Peace Process;
- develop and improve critical thinking, analysis, and writing skills.

Required Readings


Journal articles as assigned in the syllabus. Instructions on access will be given in class.

**Grades**

Grades will be based on exams, quizzes, assignments, and participation in the course.

Do **NOT** bring newspapers, cell phones, palm pilots, beepers, I-Pods, MP3 players, **laptops**, or any other gadgets to class and expect to have cell phones ring, answer calls, listen to music, play on your laptop, etc. Students who engage such tomfoolery during class time will be asked to leave, and will receive a penalty in the equivalent of 1 entire class meeting in the attendance grade for disrespecting the instructor and their colleagues during our meetings.

Below is a breakdown of how grades will be determined for the course:

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<tr>
<th>Component</th>
<th>Weight</th>
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<tr>
<td>Attendance</td>
<td>10%</td>
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<tr>
<td>Participation (including presentations of class readings)</td>
<td>10%</td>
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<tr>
<td>Quizzes (announced and unannounced)</td>
<td>10%</td>
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<tr>
<td>Political Film Analysis (due 22 April)</td>
<td>20%</td>
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<tr>
<td>Annotated bibliography/research paper design (due 27 February)</td>
<td>20%</td>
</tr>
<tr>
<td>Research Paper (due 22 April)</td>
<td>30%</td>
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**No late assignments will be accepted** (i.e., papers must be turned in at the first of class, not in absentia, etc.), notwithstanding documented, verifiable legal or medical/familial emergencies. Emailing papers to Professor Conley is NEVER acceptable. NEVER put any assignment underneath Professor Conley's door: Anything placed under my door will go straight to the trash bin.

**Attendance is mandatory. Tuesdays count for double attendance, given that we meet for two class periods that day.** Attendance will be taken at each class meeting. Notwithstanding legal obligations or serious emergencies of a familial nature (i.e., death in the family) or medical emergency (i.e., hospitalization, not “I have a cold”), do **NOT** bring Professor Conley excuses as to why you cannot be in class on a regular basis. Such excuses will not be accepted.

Students are expected to participate actively in the discussions. This means students must read the assigned material before the course meets and come prepared to ask questions and engage in critical analysis. Students will be assigned course readings, several times during the semester, and provide an overview of that reading in class as a springboard to discussion.

All written work should be double-spaced and done in standard, 12-point font. Proper citations are always required (see instructions in the attached Appendix). Proper use of English is also expected; assignments with spelling/grammatical/syntactical errors will be marked lower. **All essays must have a clear thesis statement that indicates the main argument of the paper and how it will develop.**

Use of the “first-person” and the active voice in your work is acceptable and encouraged rather than the use of the passive voice.

Quizzes will typically be given when students evidence little familiarity with the readings.

Instructions for the Film Analysis will be posted on Professor Conley’s web site.

See Appendix 1 for details on the annotated bibliography/research paper.

**Note:** Films in the course are **NOT** optional. Students are expected to take notes, and take the films very seriously. Films may be the subject of quizzes. The films come from Professor Conley’s private collection and are not available to be borrowed by students.

Letter grades for the final grade in the course will be assigned per the following:

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<thead>
<tr>
<th>Grade</th>
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<tr>
<td>A</td>
<td>90+</td>
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<td>A-</td>
<td>87-89</td>
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<td>B+</td>
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<td>80-83</td>
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<td>B-</td>
<td>77-79</td>
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<td>C+</td>
<td>74-76</td>
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Academic Integrity and Plagiarism

Plagiarism (using someone else’s ideas without giving him proper credit) is a serious offense. Students are expected to comply with the University of Florida’s Student Code of Conduct. Questions should be directed to the Dean of Students Office, Judicial Affairs.

The written assignments for this class are to be your own work. Discussing your ideas or general approach with me, other students or faculty, revising your work in response to a colleague’s criticism, or using words or ideas from a text or another source with proper attribution or referencing is acceptable, and is, in fact, an important aspect of intellectual discourse. Plagiarism and other forms of dishonesty, including the failure to cite proper references, are unacceptable at all times.

Cheating on assignments, examinations and plagiarism are violations of the academic honesty standards of the University of Florida, will have a serious effect upon your grade in this course, and will be referred to the appropriate University authorities for disciplinary action.

Students with Handicaps or Special Needs

If there is any reason why you require special physical accommodation for the examinations or during our time in class, please see me in confidence as soon as possible at the beginning of the course. Every effort will be made to accommodate your needs within the guidelines set forth by the University.

Creating a Dynamic and Rewarding Classroom Atmosphere

Much of our class time will be spent in discussion. It is therefore important that you bring your ideas and questions to class with you and share them with others. I will strive for an atmosphere in which every student participates and receives constructive and respectful response of me and other students. Through this interaction, you will strengthen your critical skills and heighten your enjoyment of the literature and we will learn from each other.

Office Hours

I keep regular office hours to ensure that I am available to assist you. I encourage you to consult with me on course readings, assignments, or any problems you may be having with the course. You may also reach me via email or by leaving a message on my office phone. “Virtual” office hours are available via Skype.

Lectures/Readings Schedule

Tuesday, 7 January

Course Introduction

Thursday, 9 January – Researching Irish Politics at Library West

Introduction to Research and Using Smathers Library with special guest, David Schwieder, Library West Political Science Subject Specialist

Tuesday, 14 January – Emigration and Connections with America


Film: Out of Ireland: The Story of Irish Emigration to America (narrated by Liam Neeson, Gabriel Byrne and Aidan Quinn).
**Thursday, 16 January – Irish Identity, Political Culture, and Nationalism**

Coakley and Gallagher, Chapter 2.


**Tuesday, 21 January – The 1916 Rising, Treaty, and Civil War**


Coakley and Gallagher, Chapter 1.

**Thursday, 23 January – The 1916 Rising, Treaty, and Civil War**


**Tuesday, 28 January – The 1916 Rising, Treaty, and Civil War**

Film: *The Wind That Shakes the Barley*.

**Thursday, 30 January – Irish Democracy: From the Free State to the Irish Republic**

Kissane, Chapters 1-3.

**Baglione, Chapter 1 (So You Have to Write a Research Paper)**

**Tuesday, 4 February – Irish Democracy: From the Free State to the Irish Republic**

Film, RTE, “Seven Ages, The Free State”

Kissane, Chapters 4-10.

**Thursday, 6 February – Northern Ireland: Approaches to the Development of the Conflict**

McEvoy, Chapter 1.

Coakley and Gallagher, Chapter 13.

**Baglione, Chapter 2 (Getting Started: Finding a Research Question)**

**Tuesday, 11 February – Repression, British Rule, Home Rule, Paramilitaries, and Social Conflict (Northern Ireland)**

McEvoy, Chapters 2-5.


Film: *4 Days in July*
Thursday, 13 February – The Problem of Loyalist Identity & Unionism (Northern Ireland)


**Baglione, Chapter 3 (Learning Proper Citation Forms, Finding the Scholarly Debate, and Summarizing and Classifying Arguments: The Annotated Bibliography)**

Tuesday, 18 February – Repression and Nationalist Memory: Bloody Sunday (Northern Ireland)

Film, “Sunday” (directed by Jimmy McGovern).

**Baglione, Chapter 4 (Making Sense of the Scholarly Answers to Your Research Question)**

Thursday, 20 February – Repression and Nationalist Memory: Bloody Sunday (Northern Ireland)


**Baglione, Chapter 5 (Effectively Distilling Your Argument: The Thesis, Model and Hypothesis)**

Tuesday, 25 February – Repression and Nationalist Memory: Bloody Sunday (Northern Ireland)

Film, Parts 1-2, “Bloody Sunday – A Derry Diary” (RTE/Irish Film Board)

Thursday, 27 February – Repression and Nationalist Memory: Bloody Sunday (Northern Ireland)

Draft research paper thesis/outline/annotated bibliography due – general discussion

**Baglione, Chapter 6 (Revising and Editing Your Work)**

Spring Break – Week of 3 March

Tuesday, 4 March -- The Politics of Nationalist Protest in Ulster (Northern Ireland): the 1981 Hunger Strikes

Film: H-3.

**McEvoy, Chapter 6.**

Thursday, 6 March – The Politics of Nationalist Protest in Ulster (Northern Ireland): the 1981 Hunger Strikes


**Baglione, Chapter 7 (Presenting Your Work)**

Tuesday, 11 March – The Transformation of Sinn Féin, the Peace Process in Ulster, and the Good Friday Agreements

Film: 60 Minutes, “IRA: 30 Years of Terror.”

McEvoy, Chapter 6.


**Thursday, 13 March – The Transformation of Sinn Féin, the Peace Process in Ulster, and the Good Friday Agreements**

Film, “Endgame in Ireland” (PBS)

*** Baglione, Chapter 7 (Making Your Plan and Protecting Yourself from Criticism)

**Tuesday, 18 March The Transformation of Sinn Féin, the Peace Process in Ulster, and the Good Friday Agreements**


McEvoy, Chapter 7.

Film, “Endgame in Ireland” (PBS)

**Thursday, 20 March – The Debate over Consociational Democracy and/or Devolution and the Way Forward in Ulster**

McEvoy, Chapter 8.


*** Baglione, Chapter 8 (Evaluating the Argument)

**Tuesday, 25 March – Is Reconciliation Possible in Ulster?**


Film: Five Minutes of Heaven.

**Thursday, 27 March – Electoral & Party Politics in the Republic**

Coakley & Gallagher, Chs. 4-6.

*** Baglione, Chapter 9 (Bringing Your Paper Together in Three Essential Ways)

*** Strunk and White, Chapter 1 (Elementary Rules of Usage)

**Tuesday, 1 April – Legislative & Executive Functions in the Republic (Oireachtas & Taoiseach)**

Coakley and Gallagher, Chs. 8, 9, 11, 12.


*** Strunk and White, Chapter 2 (Elementary Rules of Composition)

**Thursday, 3 April – Legislative & Executive Functions in Northern Ireland**


*** Strunk and White, Chapter 3 (A Few Matters of Form)

**Tuesday, 8 April – Social Policy and the Church in the Republic**

Film: _The Rocky Road to Dublin_ (director: Peter Lennon)

**Thursday, 10 April – Social Policy, Divorce & Abortion Politics (the Republic)**

Coakley and Gallagher, Chapter 9.


*** Strunk and White, Chapter 4 (Words and Expressions Commonly Misused)

**Tuesday, 15 April – Social Policy and the Church in the Republic: The Magdalene “Laundries” and the McAleese Report**

Film: _The Magdalene Sisters_


***Strunk and White, Chapter 5 (An Approach to Style)

**Thursday, 17 April –**

Presentation of Research Papers

**Tuesday, 22 April –**

Presentation of Research Papers & Farewell
Appendix 1
Research Paper Guidelines

Thesis Statement/Draft Outline/Annotated Bibliography (due 27 February).

This assignment has three parts: 1) a thesis statement; 2) a draft outline; and, 3) an annotated bibliography. All told, you should produce 3-5 pp. (typewritten) proposal for your research paper.

A. Thesis Statement

The thesis statement lays out the argument of your paper, the model/hypothesis you are developing, and should be followed by a statement that conveys how you will organize your analysis. See Baglione, Chapter 5 (Effectively Distilling Your Argument) for further details. Here is one example:

“In this essay, I argue that President Reagan’s deft, direct communication style with the American people propelled his first-year agenda to stunning victory. He utilized a strategy of “going public” to rally grassroots support for his legislative proposals to cut government spending and taxes, all the while negotiating behind the scenes with both Democrats and Republicans on Capitol Hill to surmount the obstacles of opposition party control of the House of Representatives. However, just several years later liberal Democrats’ successful efforts to impede the influence of conservative southerners in their party—who were key to Reagan’s 1981 legislative coup—stifled the president’s agenda thereafter. Reagan nonetheless remained the “great communicator,” using the bully pulpit to challenge communism, save his administration from the fallout of the Iran-Contra scandal, and to console the American people after the Space Shuttle Challenger accident. On balance, Reagan’s communication strategy was employed on several different levels to achieve diverse objectives.

The following section of this essay details Reagan’s rhetorical style by reviewing briefly the scholarly literature. The second section provides brief case studies of Reagan’s use of the bully pulpit, including his strategy for his 1981 agenda, his varied approach to rhetoric on communism and the Soviet Union, his mea culpa on the Iran-Contra affair, and his ability to act as “healer-in-chief” after the Challenger disaster. The concluding section considers whether Reagan’s rhetorical style in light of changes in the media environment and the electorate that have arguably had significant implications for his successors’ use of the rhetorical presidency.”

B. Annotated Bibliography

The annotated bibliography first gives the full, proper citation for a journal article, book, or book chapter. Following the citation, you generally have 3-7 sentences that indicate what the major arguments and thrust of the scholarly work entail. Here is an example:

Conley, Richard S. 2003. “President Reagan, White House Lobbying, and Key Votes: A Reassessment.” White House Studies 3: 133-55. The author uses archival research in addition to data from prior presidencies to develop a statistical model of presidential influence in Congress. The author argues that Reagan did better on his early agenda not only because of southern Democrats’ support, but particularly because congressional Republicans were more unified behind the president than they had been for Reagan’s predecessors. The article covers the 1981 Economic Recovery and Tax Act (ERTA) lobbying effort closely, and details the Reagan White House’s strategy. The article gives emphasis to economic votes in Congress in the early Reagan presidency, which the White House believed were key to Reagan’s agenda.

The purpose of the annotated bibliographical entries is to provide yourself with a concise overview of the work so that as you prepare to write your manuscript, you can “remind” yourself of the focus and then go to work to cite appropriate quotations, cite general concepts/theories/themes, etc., with much greater ease.

C. Draft Outline

In the draft outline, which should follow the thesis statement and annotated bibliography, you develop a more detailed layout of your paper. The major headings should follow your “organizational statement” that follows the
thesis in Section A. Then there should be subheadings. There is no single, correct way to develop a draft outline. However, a bulleted, numbered, or most preferentially, a multi-level list (available in MS Word) works well. And there should be a high level of attention to detail, which underscores that you have thought through the most important elements of your paper—and this will pay off once you begin to actually write (of course, as you write, other citations may be added, information may be moved around, etc. You are not in a straightjacket. The outline is a heuristic). Here is a possible draft outline for this hypothetical research paper on Reagan and rhetoric:

1) Introduction (1-2 pp.)
   a) Paragraph introducing the theme of the paper – why it is important to consider Reagan’s rhetorical skills. Find a good quote from journalistic/academic source(s) to solidify.
   b) Thesis statement
   c) Organizational statement

2) Literature Review – Why Was Reagan Considered the “Great Communicator”? (1-2 pp)
   a) Reagan’s pre-presidential career
      i) Actor
      ii) Head of Hollywood’s Screen Actors’ Guild & McCarthy “red scare”
      iii) Time at the “General Electric Theater” and promotion of the company’s conservative views
      iv) Transformation from Democrat to Republican
         (1) Speech for Barry Goldwater: “A Time for Choosing”
         v) Governor of California
   b) 1980 Campaign
      i) Simple themes
         (1) Lower taxes, less government, cuts to entitlements
         (2) Increased military strength
         (3) Loss of US prestige abroad under Carter
   c) General strategy as president
      i) Few press conferences to avoid overexposure
         (2) Book by Hertsgaard, On Bended Knee.
      ii) Selective public appeals & willingness to bargain with Congress
         (1) Brace and Hinckley article, “Presidential Activities from Truman Through Reagan.”
         (2) Sloan article, “Meeting the leadership challenges of the modern presidency: The political skills and leadership of Ronald Reagan.”
         (3) Barrett article, “Gone Public The Impact of Going Public on Presidential Legislative Success.”
         (4) Collier article, “Writing for the Great Communicators: Writing rhetoric with Roosevelt and Reagan

3) Case Studies (6-8 pp.)
   a) 1981 Legislative Agenda
      i) Divided government
      ii) Reagan’s electoral strength among conservative, southern Democrats
      iii) Impact of assassination attempt by Hinckley (?)
      iv) Public appeals and private bargaining
         (1) Conley article, “President Reagan, White House Lobbying, and Key Votes: A Reassessment.”
         White House Studies.
         (2) Collier article, “Behind the Bully Pulpit: The Reagan Administration and Congress.”
      v) Sum up what the case study demonstrates about Reagan’s leadership/style
   b) Iran-Contra
      i) Brief introduction to scandal
      ii) Reagan’s televised speech
         (1) Benoit et al. article, “President Reagan’s defensive discourse on the Iran-Contra affair.”
      iii) Establishment of Tower Commission – probably saved his presidency
      iv) Public support – why was Reagan “forgiven”?
         (1) Brody article, “Policy failure and public support: The Iran-Contra affair and public assessment of President Reagan.”
v) Sum up what the case study demonstrates about Reagan’s leadership/style

c) Communism and the Soviet Union
   i) Metaphorical use
      (1) Evil Empire
      (2) Hantz article, “Ideology, Pragmatism, and Ronald Reagan's World View: Full of Sound and Fury, Signifying...?”
   ii) Hard line against Brezhnev
   iii) More conciliatory tone at times with Gorbachev
      (1) Trip to Berlin: “Mr. Gorbachev, tear down this wall.”
iv) Sum up what the case study demonstrates about Reagan’s leadership/style

d) Challenger Disaster
   i) Speechwriting of Peggy Noonan
   ii) Reactions/Interpretations
      (1) Middlebury College article, “A Tale of Two Speechs.”
          http://sites.middlebury.edu/presidentialpower/2011/01/23/a-tale-of-two-speeches/
      (2) New York Times article, “Presidential Speeches at Times of Tragedy.”
      (3) New York Times article, “The Shuttle Explosion: President as Healer.”
   iii) Sum up what the case study demonstrates about Reagan’s leadership/style

4) Conclusions (2-4 pp.)
   a) Paradox: Reagan heightened institutional partisanship but often transcended partisanship in the electorate
   b) One big year legislatively
   c) Essentials of what he wanted to accomplish largely finished in 1981 – holding the line thereafter
   d) Got himself out of a potentially impeachable offense with Iran-Contra
   e) Memorable rhetoric on communism and Soviets
      i) But could not convince Americans about communist threat in Central America
   f) Grandfatherly figure after the Challenger accident
      i) Speech is recalled as one of the most touching of the modern presidency
   g) Have Reagan’s successors followed suit?
      i) Momentary occasions, depending on the context
         (1) H.W. Bush –successful on Gulf War
         (2) H.W. Bush –unsuccessful in rallying public on the 1990 budget; huge disaster as public opinion turned against him and the ‘deal’
         (3) Clinton and Oklahoma City bombing: consolation yet resolve
         (4) Clinton and Lewinsky: lies, and coming clean
         (5) W. Bush and 9/11: consolation yet resolve
      ii) Obama and his inaugural speech – transcendent?
         (1) Failure to convince many Americans on the right about his agenda
            (a) Cite George Edwards, On Deaf Ears. Limits to the bully pulpit.

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**Final Research Paper (due 22 April)**

The final research paper should be approximately 10-14 pages, excluding citations. Essays that have fewer than 10 double-spaced, typewritten pages (using normal margins and 12 point font) will be graded significantly lower.

How many citations should you have? There is no hard and fast rule. The answer is: “as many as you need to present a well-crafted analysis that is buttressed by the scholarly literature.” A minimum of 7-10 references is a good place to start, but excellent essays will likely have more.

Students must turn in a hard copy of the research paper in class on the due date. Further, all research papers must be submitted to Turnitin.com by the due date (instructions will be given in class).