

# Course Syllabus

 Edit

## CPO 4145

### Irish Government & Politics



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Click here for the [Plagiarism Tutorial Page \(https://ufl.instructure.com/courses/542600/pages/avoiding-plagiarism\)](https://ufl.instructure.com/courses/542600/pages/avoiding-plagiarism)



(<https://ufl.instructure.com/courses/542600/pages/avoiding-plagiarism>)

[plagiarism](https://ufl.instructure.com/courses/542600/pages/avoiding-plagiarism)

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 (*Saorstát 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. We will also address the implications of “Brexit”—the British exit from the European Union—on relations between the Republic and Northern 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.

### Readings

Bill Kissane, *Explaining Irish Democracy*. Dublin: University College Dublin Press, 2002. ISBN-10: 1900621703.

John Coakley and Michael Gallagher (eds.), *Politics in the Republic of Ireland*. Routledge, 2004. ISBN-10: 0415280664.

Colin Coulter et al., *Northern Ireland a Generation After Good Friday*. Manchester University Press, 2021.

Journal articles as assigned in the syllabus, available through ARES (Library Reserve, Smathers Library).

### Annotated Bibliography/Final Research Paper:

See instructions in Canvas. The annotated bibliography should be roughly 1,000-3,000 words (2-6 pages, double spaced).

### Film Analysis:

See instructions in Canvas. The film analysis should be roughly 3,000-4,000 words (5-7 pages, double spaced).

### **Final Research Paper:**

See instructions in Canvas. The final research paper should be roughly 5,000-7,000 words (10-14 pages, double spaced).

**This course complies with all UF academic policies. For information on those policies and for resources for students, please see this link for [Academic Policies and Resources](https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/) (<https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>).**

### **Attendance and Absences**

Students are responsible for satisfying all academic objectives as defined by the instructor.

Attendance in class is mandatory. Students are expected to complete all readings before the class and come prepared to discuss and critically analyze material.

**Ten percent (ten points) of the total grade for the class will be based on attendance.** I will randomly take attendance ten times during the semester. You will earn 10 points (100%) if you attend 9 or 10 of these sessions; 8 points (80%) if you attend 8 sessions; 7 points (70%) if you attend 7 sessions; 6 (60%) points if you attend 6 sessions; 4 points (40%) if you attend only 4 or 5 sessions; and zero points if you attend 3 sessions or less.

Acceptable reasons for absence from or failure to engage in class include illness; Title IX-related situations; serious accidents or emergencies affecting the student, their roommates, or their family; special curricular requirements (e.g., judging trips, field trips, professional conferences); military obligation; severe weather conditions that prevent class participation; religious holidays; participation in official university activities (e.g., music performances, athletic competition, debate); and court-imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., a job interview or club activity) may be deemed acceptable if approved by the instructor.

For all planned absences, a student in a situation that allows an excused absence from a class, or any required class activity must inform the instructor as early as possible prior to the class. For all unplanned absences because of accidents or emergency situations, students should contact the instructor as soon as conditions permit.

Students shall be permitted a reasonable amount of time to make up the material or activities covered during absence from class or inability to engage in class activities because of the reasons outlined above.

The university recognizes the right of the instructor to make attendance mandatory and require documentation for absences (except for religious holidays), missed work, or inability to fully engage in class. After due warning, an instructor can prohibit further attendance and subsequently assign a failing grade for excessive absences.

## Written Assignments

Written assignments comprise 1) an analysis of presidential campaign advertisements (7-10 pp., or 3,500-5,000 words, excluding bibliography); 2) final research paper on a president and subarea of his presidency (10-12 pp., or 5,000-6,000 words, excluding bibliography) that integrates course material with outside research.

All written assignments are to be uploaded to Canvas. Late assignments are NOT accepted. There is no penalty for submitting written assignments early. Students are encouraged *not* to wait until the last minute to upload assignments.

Written assignments are expected to be completed using proper English grammar, structure, and syntax. Written assignments should not contain spelling errors, incorrect use of pronouns, lack of capitalization of proper names/places, incorrect subject/verb conjugation, etc. Written assignments that have incorrect grammar, structure, syntax, and/or spelling errors will receive lower grades. See the specifics for each written assignment below.

## In-Class Quizzes

In-class quizzes will be given randomly throughout the semester to gauge students' comprehension of lectures and readings and will be graded. The quizzes will constitute 10 percent of the overall course grade. Each quiz will receive a point grade out of 100.

## In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal education use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by an instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentation such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the

publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

## Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/> (<https://gatorevals.aa.ufl.edu/students/>). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/> (<https://ufl.bluera.com/ufl/>). Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/> (<https://gatorevals.aa.ufl.edu/public-results/>).

(<https://ufl.instructure.com/courses/542600/pages/avoiding-plagiarism>)

## Readings and Seminar Schedule

### **Thursday, 21 August - Course Introduction**

### **Tuesday, 26 August – Irish Identity, Political Culture, and Nationalism**

Coakley and Gallagher, Chapter 2.

**O’Kelly, Ciarán. “Being Irish.” *Government and Opposition* 39 (2004): 504-20.**

(<https://ufl.instructure.com/courses/542600/files/98375126?wrap=1>)

**Hepburn, A.C. “Language, Religion and National Identity in Ireland since 1880.” *Perspectives on European Politics and Society* (No. 2, 2001): 197-220.**

(<https://ufl.instructure.com/courses/542600/files/98375127?wrap=1>)

### **Thursday, 28 August – Emigration and Connections with America**

Miller, K.A., et al. “Golden Streets, Bitter Tears: The Irish Image of America During the Era of Mass Migration.” *Journal of American Ethnic History* 10 (Fall 1990/Winter 1991): 16-35.

Brown, Thomas N. “The Origins and Character of Irish-American Nationalism.” *Review of Politics* 18 (July 1956): 327-58.

Film: *Out of Ireland: The Story of Irish Emigration to America* (narrated by Liam Neeson, Gabriel Byrne and Aidan Quinn).

### **Tuesday, 2 September – The 1916 Rising, Treaty, and Civil War**

Hart, Peter. "The Geography of Revolution in Ireland, 1917-1923." *Past and Present* 155 (1997): 152-176.

Dolan, Anne. "Killing and Bloody Sunday, November 1920." *The Historical Journal* 49 (Sept 2006): 789-810.

Horgan, John. "Arms dumps and the IRA, 1923-32." *History Today* 48 (Feb 1998): 11-17.

Coakley and Gallagher, Chapter 1.

Film: *Michael Collins* (directed by Neil Jordan, featuring Liam Neeson and Julia Roberts). [First 20 minutes]

### **Thursday, 4 September – The 1916 Rising, Treaty, and Civil War**

Film: *Michael Collins* (directed by Neil Jordan, featuring Liam Neeson and Julia Roberts).

### **Tuesday, 9 September – The 1916 Rising, Treaty, and Civil War**

Film: *The Wind That Shakes the Barley*.

### **Thursday, 11 September -- Irish Democracy: From the Free State to the Irish Republic**

Film: *The Wind That Shakes the Barley (conclusion)*.

Kissane, Chapters 1-3.

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

### **Tuesday, 16 September – Irish Democracy: From the Free State to the Irish Republic**

Discussion

### **Thursday, 18 September – Irish Democracy/Northern Ireland: Approaches to the Development of the Conflict**

Film, RTE, "Seven Ages, The Free State"

Kissane, Chapters 4-10.

Coakley and Gallagher, Chapter 13.

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

### **Tuesday, 23 September – Repression, British Rule, Home Rule, Paramilitaries, and Social Conflict (Northern Ireland)**

White, Robert W., and Terry Falkenberg White. "Repression and the Liberal State; The Case of Northern Ireland, 1969-72." *Journal of Conflict Resolution* 39 (1995): 330-52.

**Thursday, 25 September– Repression, British Rule, Home Rule, Paramilitaries, and Social Conflict (Northern Ireland)**

Film: '71 (directed by Yann Demange)

**Tuesday, 30 September -- The Problem of Loyalist Identity & Unionism (Northern Ireland)**

Archer, J.R. "Northern Ireland: Constitutional Proposals and the Problem of Identity." *Review of Politics* 40 (1978): 255-70.

Bill Rolston, "Culture As A Battlefield: Political Identity and the State in Northern Ireland," *Race & Class* 39 (April/June 1998): 23-35.

Graham and P. Shirlow, "The Battle of the Somme in Ulster Memory and Identity," *Political Geography* 21 (September 2002): 881-904.

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

**Thursday, 2 October – Repression and Nationalist Memory: Bloody Sunday (Northern Ireland)**

Film, "Sunday" (directed by Jimmy McGovern).

**Tuesday, 7 October– Repression and Nationalist Memory: Bloody Sunday (Northern Ireland)**

Blom-Cooper, Louis. "Bloody Sunday: Was the NICRA March Illegal or the Ban on Marches Unlawful?" *Political Quarterly* 77 (April-June 2006): 227-237.

Hegarty, Angela. "The Government of Memory: Public Inquiries and the Limits of Justice in Northern Ireland." *Fordham International Law Journal* 26 (April 2003): 1148-1192.

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

**Thursday, 9 October – Repression and Nationalist Memory: Bloody Sunday (Northern Ireland)**

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

**Tuesday, 14 October – Repression and Nationalist Memory: Bloody Sunday (Northern Ireland)**

Draft research paper thesis/outline/annotated bibliography due

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

**Thursday, 16 October -- The Politics of Nationalist Protest in Ulster (Northern Ireland): the 1981 Hunger Strikes**

Film: *H-3*.

## **Tuesday, 21 October – The Politics of Nationalist Protest in Ulster (Northern Ireland): the 1981 Hunger Strikes**

Sweeney, G. "Irish Hunger Strikes and the Cult of Self-Sacrifice." *Journal of Contemporary History* 28 (July 1993): 421-37.

Mulcahy, A. "Claims-making and the Construction of Legitimacy: Press Coverage of the 1981 Northern Irish Hunger Strike." *Social Problems* v. 42 (November 1995): 449-67.

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

## **Thursday, 23 October – The Transformation of Sinn Féin, the Peace Process in Ulster, and the Good Friday Agreements**

Film: 60 Minutes, "IRA: 30 Years of Terror."

Picard, Robert G. "How Violence Is Justified: Sinn Féin's An Phoblacht." *The Journal of Communication* 41 (1991): 90-103.

Rogelio, Alonso, "The Modernization in Irish Republican Thinking Toward the Utility of Violence," *Studies in Conflict and Terrorism* 24 (Mar/Apr 2001): 131-44.

## **Tuesday, 28 October – 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)

## **Thursday, 30 October -- The Transformation of Sinn Féin, the Peace Process in Ulster, and the Good Friday Agreements**

R.J. Briand, "Bush, Clinton, Irish America and the Peace Process," *The Political Quarterly* 73 (April/June 2002): 172-80.

Film, "Endgame in Ireland" (PBS)

## **Tuesday, 4 November – The Debate over Consociational Democracy and/or Devolution and the Way Forward in Ulster**



Lijphart, Arend. "Constitutional Design for Divided Societies." *Journal of Democracy* 15 (2004): 96-109.

Tilley, J., G. Evans, and C. Mitchell. "Consociationalism and the Evolution of Political Cleavages in Northern Ireland." *British Journal of Political Science* 38 (2008): 699-717.

Byrne, S. "Consociational and Civic Society Approaches to Peacebuilding in Northern Ireland." *Journal of Peace Research* 38 (2001): 327-52.

McGarry, J., and B. O'Leary. "Consociational Theory, Northern Ireland's Conflict, and Its Agreement." *Government and Opposition* 41 (2006): 249-77.

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

### **Thursday, 6 November – Is Reconciliation Possible in Ulster?**

Coulter et al., selectively.

### **Tuesday, 11 November -- Is Reconciliation Possible in Ulster?**

Bryan, D., and G. McIntosh. "Symbols: Sites of Creation and Contest in Northern Ireland." *SA/S Review* 25, no. 2 (2005): 127-137.

Madeleine Leonard, "Bonding and Bridging Social Capital: Reflections from Belfast," *Sociology* 38 (December 2004): 927-44.

Coulter et al., selectively.

Film: *Five Minutes of Heaven*.

### **Thursday, 13 November – Is Reconciliation Possible in Ulster: The Case of the Murals**

Film: "The Art of Conflict"

<https://www.youtube.com/watch?v=Elf4hTYeNY0>

Coulter et al., selectively.

### **Tuesday, 18 November – Electoral & Party Politics in the Republic**

Coakley & Gallagher, Chs. 4-6.

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

### **Thursday, 20 November & Tuesday, 22 November -- Legislative & Executive Functions in the Republic (Oireachtas & Taoiseach)**

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

[Conley, R. and M. Bekafigo. "“No Irish Need Apply?” Veto Players and Legislative Productivity in the Republic of Ireland, 1949-2000.” \*Comparative Political Studies\* 42 \(January 2010\): 91-118. \(https://ufl.instructure.com/courses/542600/files/98375140?wrap=1\)](https://ufl.instructure.com/courses/542600/files/98375140?wrap=1)

**Tuesday 25 November/Thursday 27 November--NO CLASS (Thanksgiving)**

**Tuesday, 2 December – Legislative & Executive Functions in Northern Ireland/The Implications of Brexit**

Clark, Alistair, and Rick Wilford. "Political institutions, engagement and outreach: The case of the Northern Ireland Assembly." *Parliamentary Affairs* 65, no. 2 (2011): 380-403.

Richard S. Conley and with Charles Dahan, "Legislative Behaviour in the Northern Ireland Assembly, 2007-2011: Conflict and Consensus in a Developing Consociational Democracy." *Political Studies*, Volume 61 (2013): 179-97.

Richard S. Conley, "The Consociational Model and Question Time in the Northern Ireland Assembly: Policy Issues, Procedural Reforms, and Executive Accountability, 2007-2011." *Irish Political Studies*, Volume 37, No. 4 (2012): 1-21.

McCann, Gerard, and Paul Hainsworth. "Brexit and Northern Ireland: The 2016 Referendum on the United Kingdom's Membership of the European Union. *Irish Political Studies* 32, No. 2, (2017): 327-342.

Videos:

**Brexit stirs up old divides in Northern Ireland**  [\\_ \(https://www.youtube.com/watch?v=Q6ZE86bUXu0\)](https://www.youtube.com/watch?v=Q6ZE86bUXu0)



[\(https://www.youtube.com/watch?v=Q6ZE86bUXu0\)](https://www.youtube.com/watch?v=Q6ZE86bUXu0)

**Northern Ireland's future post-Brexit**  [\\_ \(https://www.youtube.com/watch?v=91y4KPCN45E\)](https://www.youtube.com/watch?v=91y4KPCN45E)



[\(https://www.youtube.com/watch?v=91y4KPCN45E\)](https://www.youtube.com/watch?v=91y4KPCN45E)

**What will happen to invisible Ireland-UK border after Brexit?**  [\\_ \(https://www.youtube.com/watch?v=8cDjT0r9IgM\)](https://www.youtube.com/watch?v=8cDjT0r9IgM)








(<https://www.youtube.com/watch?v=8cDjT0r9lgM>)

## DEADLINES FOR ASSIGNMENTS (SCHEDULE)

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## Course Summary:

Date	Details	Due
Fri Aug 29, 2025	 <a href="#">Plagiarism Quiz</a> ( <a href="https://ufl.instructure.com/courses/542600/assignments/6667536">https://ufl.instructure.com/courses/542600/assignments/6667536</a> )	due by 11:59pm
Fri Oct 3, 2025	 <a href="#">Annotated Bibliography/Thesis Statement/Outline</a> ( <a href="https://ufl.instructure.com/courses/542600/assignments/6667537">https://ufl.instructure.com/courses/542600/assignments/6667537</a> )	due by 11:59pm
Fri Nov 7, 2025	 <a href="#">Film Analysis</a> ( <a href="https://ufl.instructure.com/courses/542600/assignments/6667539">https://ufl.instructure.com/courses/542600/assignments/6667539</a> )	due by 11:59pm
Tue Dec 9, 2025	 <a href="#">Final Research Paper</a> ( <a href="https://ufl.instructure.com/courses/542600/assignments/6667540">https://ufl.instructure.com/courses/542600/assignments/6667540</a> )	due by 11:59pm
	 <a href="#">Attendance &amp; Participation</a> ( <a href="https://ufl.instructure.com/courses/542600/assignments/6667538">https://ufl.instructure.com/courses/542600/assignments/6667538</a> )	