PLEASE NOTE CAREFULLY:

The full set of school regulations and procedures is contained in the Undergraduate Student Handbook which is available online at your MyAberdeen page. Students are expected to familiarise themselves not only with the contents of this leaflet but also with the contents of the Handbook. Therefore, ignorance of the contents of the Handbook will not excuse the breach of any school regulation or procedure.

You must familiarise yourself with this important information at the earliest opportunity.

COURSE CO-ORDINATOR
Dr Colin Barr, Crombie Annexe Room 203, Office Hours: Wednesday 1-3pm, Thursday 11-1pm, Tel: 272219, Email: c.barr@abdn.ac.uk

Discipline Administration:
Mrs Barbara McGillivray/Mrs Gillian Brown
50-52 College Bounds
Room CBLG01
01224 272199/272454
history-ug@abdn.ac.uk
TIMETABLE
Students are advised to consult MyAberdeen for the course timetable and venue.

Students can view the University Calendar at
http://www.abdn.ac.uk/students/13027.php

COURSE DESCRIPTION
This course offers a chronological survey of Ireland and the Irish from the Act of Union with Great Britain to the present day. It will consider the social, political, cultural and economic aspects of that history, and will place the island of Ireland within its wider contexts, as part of the United Kingdom, as part of Europe, as part of the British Empire, and as the source of the global Irish Diaspora. The course will focus on a number of central issues, including: how enduring sectarian divisions have influenced the development of Irish history; the Famine, mass emigration, and the rise of the Diaspora; the development and course of both Ulster and Southern unionism, and of Irish nationalism; the relationship of Ireland and the Irish to the British Empire and the wider Anglo-world; the Irish revolution, counter-revolution, and partition; the development of the Irish Free State, and Republic of Ireland; the history of Northern Ireland, the Troubles, and the peace process; the collapse of the ‘Celtic Tiger’.

INTENDED AIMS AND LEARNING OUTCOMES
By the end of the course students should be able to: undertake scholarly investigation into the issues of modern Irish history; interpret and analyze primary source material; demonstrate detailed knowledge of the course of Irish history, 1800-present; appraise the conflicting narratives of modern Irish history, and analyze specific events, problems, or ideas; work with peers as part of a learning team through group work organised by students; demonstrate scholarly initiative and a willingness to engage in intellectual debate.

This course aims to develop transferable skills in a number of areas. Skills relating to the format of the course are skills that are indispensable in many different kinds of work, both within academia and in the world at large. You are expected to develop your IT skills by submitting your essays in word-processed format. Written and oral work is designed to develop your skills of effective organisation, coherent expression and rational judgement. Lecture, seminar and essays topics have also been chosen in part with a view to prompting such reflections.

LECTURE/SEMINAR PROGRAMME
Week 1: Course Introduction; Lecture: The Act of Union to Catholic Emancipation; Lecture: O’Connell’s Ireland.
Week 2: Lecture: The Famine;
Lecture: Young Ireland and Fenianism.
Week 3: Seminar discussion: The causes of the Famine: Genocide, God’s will or just plain bad luck?
Lecture: The Irish Diaspora.
Week 4: Seminar discussion: ‘Religious difference is the most important determinant in modern Irish history.’
Lecture: The two traditions: Nationalism and Unionism.

**Week 5:** Seminar discussion: 'The cultural revival was not a revival at all, but an invention.'

Lecture: Land, culture and language.

**Week 6:** Lecture: War, Revolution and Reaction (part one).
Lecture: War, Revolution and Reaction (part two); Seminar discussion: 'Did the IRA engage in ethnic cleansing?'

**SOURCE REPORT DUE**

**Week 7:** Lecture: The two states: the Irish Free State and Northern Ireland.
Seminar: Presentations of essays to seminar group (HI404U only – HI304U attends).

**Week 7:** Lecture: DeValera's Ireland.
Lecture: From the Emergency to the 1960s.

**Week 8:** Lecture: The Troubles (part one).
Lecture: The Troubles (part two); Seminar discussion – Were the Troubles inevitable?

**ESSAY DUE**

**Week 10:** Seminar discussion – What are the boundaries and limitations of modern Ireland? Of modern Irish history?
Lecture: “GUBU” (Grotesque, unbelievable, bizarre and unprecedented): From Haughey to Ceasefire.

**Week 11:** Lecture: The Peace Process.
Lecture: The Celtic Tiger and Collapse; Course summary.

**Week 12:** READING WEEK.

**READING LIST**
The basic text for this course is Thomas Bartlett, *Ireland: A History* (2011).

Students may also wish to consult Alvin Jackson, *Ireland, 1798-1998* (1998),
Paul Bew, *Ireland: The politics of enmity 1789-2006* (2007), or R. F. Foster,
*Modern Ireland, 1600-1972* (1988 and later). Individual readings may be suggested for particular lectures or seminars.

**SELECT BIBLIOGRAPHY**

**JOURNALS**
*Irish Historical Studies (IHS)*
*History Ireland*
*Historical Studies*
*Irish Geography*

**THE DICTIONARY OF IRISH BIOGRAPHY**

This is available online via the Library website, and is an excellent starting point for research. N.B. The DIB only contains entries on the deceased.

**WEBSITES**
A wealth of information on modern Ireland, especially the Famine and emigration, can be found on the WWW. The best way to access this is via ‘Irish History on the Web’. There are also a number of important websites relating to the Troubles in the
north of Ireland:

[Stormont Cabinet Papers]

[Stormont Parliamentary Papers]

[University of Ulster site – useful general information]

USEFUL REFERENCE WORKS

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J.R. Hill (ed.), *A New History of Ireland VII: Ireland, 1921-84*

Joseph Lee, *Ireland 1912-1985*

W. E. Vaughan (ed.), *A new history of Ireland: V: Ireland under the union, 1801-70*

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GENERAL TEXTS

T. Bartlett et al (eds.), *A military history of Ireland*

J. C. Beckett, *The Making of Modern Ireland*

D. G. Boyce, *Ireland 1828-1923. From ascendancy to democracy*

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D.G. Boyce and Swift, Roger (eds), *Problems and perspectives in Irish history since 1800*

Terry Brotherstone, Anna Clark and Kevin Whelan, *These fissured Isles: Ireland, Scotland and British history, 1798-1848*

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Liz Curtis, *The cause of Ireland, from the United Irishmen to Partition*

Liam de Paor (ed.), *Milestones in Irish History*

T. Devine et al (eds.), *Ireland and Scotland 1600-1850*

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Diarmuid Ferriter, *The transformation of Ireland, 1900-2000*

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Raymond Gillespie (ed.), *The remaking of modern Ireland, 1750-1950*

B. J. Graham et al (eds.), *An Historical Geography of Ireland*

Tony Gray, *Ireland this century*

David Harkness, *Northern Ireland since 1920*

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Jim Herlihy, *Royal Irish Constabulary officers: A biographical and genealogical guide, 1816-1922*

K. Theodore Hoppen, *Ireland since 1800*

Douglas Hyde, *A literary history of Ireland*

Robert Kee, *The Green Flag* (3 vols.)

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Joseph Lee, *The modernisation of Irish society 1848-1918*

F. S. L. Lyons, *Ireland since the famine*

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Peter Roebuck (ed.), *Plantation to Partition. Essays in Ulster History*
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Jonathan Bardon, *A history of Ulster*
C. Brady et al (eds.), *Ulster. An illustrated history*
Maurice Craig, *Dublin 1660-1860*
Mary Daly, *Dublin: The Deposed Capital*
Raymond Gillespie (ed.), *Cavan: Essays on the History of an Irish county*
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Donald E. Jordan, *Land and popular politics in Ireland: County Mayo from the plantation to the land war*
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Andrew Hadfield et al (eds.), *Strangers to that land. British perceptions of Ireland from the Reformation to the Famine*
A.C. Hepburn, *Ireland 1905-1925, vol.2, Documents and analysis*
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Helen F. Mulvey, 'Thirty years' work in Irish History, III Nineteenth-century Ireland, 1801-1914’ in *I.H.S.* vol. 17, no. 65 (1970)

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--- ‘The League of Women delegates and Sinn Fein 1917’ in _History Ireland_ 4:3, pp. 37-41

**ASSESSMENT**

The assessment for this course is one 3,500 word research essay (50%) (essay questions will be handed out), one source report (30% each), and a class presentation (20%).

**PLEASE NOTE:** In order to pass a course on the first attempt, a student must attain a CAS mark of at least 6 (six) on each element of course assessment. Failure to do so will result in a grade of no greater than CAS 8 (eight) for the course as a whole.

*Please find the discipline specific Common Assessment Scale (CAS) descriptors in [MyAberdeen](https://myaberdeen.aaberon.ac.uk).*

**ESSAYS**

Essays must be approximately 3,500 words in length and submitted in word-processed format. They must be accompanied by a bibliography and footnotes conforming to established academic conventions. Essays will be returned with a mark taken from the Common Assessment Scale and with written comments. All essays will be returned individually, providing you with the opportunity to discuss your essay, techniques of
essay writing, and other aspects of the course with your tutor. See School Guidelines (and below) for information on extensions and the late submission of work. Use the Reading List for this course in your preparation, and include a bibliography of items.

PLEASE NOTE: In order to pass a course on the first attempt, a student must attain a CAS mark of at least 6 (six) on each element of course assessment. Failure to do so will result in a grade of no greater than CAS 8 (eight) for the course as a whole.

SOURCE REPORT

Source reports must be approximately 1,250 words in length and submitted in word-processed form. They must be accompanied by footnotes conforming to established academic conventions. The source will be provided to you by the course co-ordinator on the dates specified.

CLASS PRESENTATION

Presentations will be 20 minutes in duration, and may include visual aids (e.g. PowerPoint). The subject will be that of the essay completed by the student. A CAS mark will be assigned based on both the content and the presentation (clarity, organization, audibility).

ASSESSMENT DEADLINES

SOURCE REPORT DUE – Monday of Week Six by 12 noon.

ESSAY DUE – Monday of Week 9 by 12 noon.

SUBMISSION ARRANGEMENTS

The Department requires TWO hard and ONE electronic copy of all assignments, as follows:

**Hard Copies:** Two hard copies together with an Assessment cover sheet, typed and double spaced – this copy should have your ID number CLEARLY written on the cover sheet, with NO name and NO signature but EVERYTHING ELSE filled in – and should be delivered to the History Department [Drop-off boxes located in CB008, 50-52 College Bounds].

**Electronic Copy:** One copy submitted through Turnitin via MyAberdeen.
Philosophy has been around since the dawn of western civilization. The golden age of Greek philosophy took place in Athens in the 5th century BC. The works of Socrates, Plato, and Aristotle informed thousands of years of thought, becoming central to thought in the Roman world, the Middle Ages, and then resurfacing in the renaissance and later. Starting at the height of the Roman republic, Christian thought was central to philosophy at least until the enlightenment. In the 18th century, questions of how we come to know what we believe we know (epistemology), and new ethical schools began to form. By the late 1800’s, questions of language, logic, and meaning took center stage, and the 20th century played host to one of the largest bursts of philosophical work ever seen. School of Divinity, History, and Philosophy. All Departments. 53 Documents. 5 Researchers. The Doctrine of Deification in the Works of Pavel Florensky and John Meyendorff: A Critical Examination. Save to Library. Download. The doctrine of the communication of natures has played a primarily descriptive role in the history of Christology, and so it is perhaps unsurprising that it has largely gone missing from contemporary theology. This is a serious more. The doctrine of the communication of natures has played a primarily descriptive role in the history of Christology, and so it is perhaps unsurprising that it has largely gone missing from contemporary theology. This is a serious oversight. There are six schools in the College: Business; Divinity, History and Philosophy; Education; Language and Literature; Law and Social Science. Additionally there are several Research Centres, including: the Centre for Modern Thought, the Elphinstone Institute and the Research Institute of Irish and Scottish Studies. Within the College, there are more than 320 academic members of staff, 200 postgraduate degrees and approximately 1500 graduate students. Postgraduate students are a vital part of our academic community, and every attempt is made to involve you in the intellectual life of the College. Scholarships, Studentships and Bursaries are available now at www.abdn.ac.uk/cass/graduate. The academic year 2013-2014 has presented excitement and challenge, achievement and surprise, and also times of great joy and others of deep sadness. The School was greatly heartened to see such strong enrolments this year in all areas. We experienced growth in our undergraduate numbers, while other theology and religion departments around the UK were in decline. Mike was a specialist in continental philosophy and theology, with a passion for phenomenological approaches to theology. On 8 October 2013, the School of Divinity was delighted to welcome the University Chancellor, HRH The Princess Royal, to meet students, staff and friends of the School and New College. On arrival The Princess Royal paused in the New College quad at the statue of John Knox. National research university, higher school of economics moscow, russia. Course syllabus: THE HISTORY OF WESTERN PHILOSOPHY (A two-semester course). Lecturer: Krister R. Sairsingh Class teacher: Krister Sairsingh. Bertrand Russell’s History of Western Philosophy, Robert Paul Wolff’s About Philosophy, and a collection of primary sources in Franklin Le Van Baumer’s Main Currents of Western Thought will be the main texts for the course. In addition to these texts, required reading from Copleston, The History of Philosophy, and Anthony Kenny, A New History of Western Philosophy, will be placed on the website with weekly assignments.