

UNIVERSITY OF CALGARY
Department of History

HTST 493.15: *TOPICS IN HISTORY*

WOMEN IN IRISH HISTORY

Spring 2023

Field Dates: 5-26 May 2023

Pre-Departure Sessions:

May 1 (10-12pm), May 2 (10-12pm), May 3 (10-12pm) and May 4 (10-12pm)
Social Sciences Bldg. Room 623

Instructor:	Dr. Laurel Halladay
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Web Page:	D2L available through MyUofC portal
Office Hours:	During field study, TBD/refer to travel itinerary

Course Description

This course will examine the history of women in Ireland and analyze how women have shaped political and social developments there since the beginning of its recorded history. The course is interdisciplinary in approach and will employ tools from social and cultural history, theology, gender studies, and military history, for example. It will look at the diversity of women's engagement in a range of public activities, and show that women have had a considerable, significant, and lasting impact on Irish history. Situated in Ireland, the class will visit historic sites of relevance to a variety of Irish women, revealing their roles in key events and happenings right into the late 20th century.

Objectives/Learning Outcomes of the Course

The goal of this course is to familiarize students with Irish history via an examination of the contributions and involvements of women in Ireland's wars, famines, uprisings, labour movements, religious dissents, and rebellions. A critical examination of women's roles and activities is key to a broader understanding of the island's past.

Readings and Resources

Required:

The readings for this course are a selection of journal articles available online through the University of Calgary library website. These should provide you with a general background on Irish women's history but also indicate the very wide array of topics possible for further research. It is highly recommended that students begin reading these articles within the first week of our course.

Brennan, Karen M. "'A Fine Mix of Pity and Justice': The Criminal Justice Response to Infanticide in Ireland, 1922-1949." *Law and History Review* 31/4 (November 2013): 793-841.

Clark, Anna. "Wild Workhouse Girls and the Liberal Imperial State in Mid-Nineteenth Century Ireland." *Journal of Social History* 39/2 (Winter 2005): 389-409.

Lambert, Erin K. "The Origins of Domestic Violence in Ireland." *Canadian Women's Studies* 17/3 (1997): 16-19.

McCormick, Leanne. "'No Sense of Wrongdoing': Abortion in Belfast, 1917-1967." *Journal of Social History* 49/1 (2015): 125-148.

O'Keefe, Theresa. "Policing Unruly Women: The State and Sexual Violence During the Northern Irish Troubles." *Women's Studies International Forum* 62 (2017): 69-77.

O'Toole, Emma. "Medicinal Care in the Eighteenth-and Early Nineteenth-Century Irish Home." In *'She Said She Was in the Family Way': Pregnancy and Infancy in Modern Ireland*, ed. Elaine Farrell, 115-127. London: University of London, Institute of Historical Research, 2012.

Paseta, Senia. "New Issues and Old: Women and Politics in Ireland, 1914-1918." *Women's History Review* 27/3 (2016): 432-449.

Peyroux, Catherine. "Review Article: Lands of Women? Writing the History of Early Medieval Women in Ireland and Europe." *Early Medieval Europe* 7/2 (1998): 217-227.

Murray, Simone. "The Cuala Press: Women, Publishing, and the Conflicted Genealogies of 'Feminist Publishing'." *Women's Studies International Forum* 27 (2004): 489-506.

Valiulis, Maryann Gialanella. "The Politics of Gender in the Irish Free State, 1922-1937." *Women's History Review* 20/4 (2011): 569-578.

Yeager, Jennifer and Jonathan Culleton. "Gendered Violence and Cultural Forgetting: The Case of the Irish Magdalenes." *Radical History Review* 126 (October 2016): 134-146.

Optional But Very Useful Surveys:

Myrtle Hill, *Women in Ireland: A Century of Change* (Belfast: Blackstaff Press, 2003).

Robert Kee, *Ireland: A History*, new edition (London: Abacus, 2003).

Maria Luddy, *Women in Irish History: From Famine to Feminism, 1850-2000* (London: Taylor and Francis/Routledge, 2015).

Maria Luddy, *Women in Ireland, 1800-1918: A Documentary History* (Cork: Cork University Press, 1995, reprinted 2011).

Maria Luddy and Mary Cullen, eds., *Women, Power and Consciousness in 19th Century Ireland: Eight Biographical Studies* (Dublin: Attic Press, 1995).

Maria Luddy and Cliona Murphy, eds., *Women Surviving: Studies in Irish Women's History in the 19th and 20th Centuries* (Dublin: Poolbeg, 1990).

Gerardine Meaney, Mary O'Dowd, and Bernadette Whelan, *Reading the Irish Woman: Studies in Cultural Encounter and Exchange, 1714-1960* (Liverpool: Liverpool University Press, 2013).

Gillian Kenny, *Anglo-Irish and Gaelic Women in Ireland, c. 1170-1540* (London: Four Courts Press, 2007).

Roger Sawyer, *We Are But Women: Women in Ireland's History* (London: Routledge, 1993).

Lisa M. Bitel, *Land of Women: Tales of Sex and Gender From Early Ireland* (Ithaca, NY: Cornell University Press, 1998).

Internet and electronic communication device information

Please turn off cell phones and other non-educational, non-medical devices and use your computers/tablets for only academic-related purposes during in-class and on site sessions.

Students need to be aware that internet services in Ireland often are not what they are accustomed to in Canada, both in terms of speed and access. While WiFi is available throughout the programme, be mindful that *en masse* messaging, uploading, downloading, and researching will overload systems and render them unresponsive. **Priority needs to be given to researching rather than activities such as Facebooking or watching Netflix.**

Assignments and Evaluation

Method	Due Date	Weight
Research Paper Proposal	May 5, 2023	25%
Field Presentations	TBD	20%
Research Paper	June 16, 2023	45%
Participation	throughout	10%

The assignments in the course are designed to be balanced between written and field work, and group participation. Assignments will build upon each other so that the skills developed in one will be employed in the next. Normally, accommodations will be made only for those in extreme and difficult circumstances. Because of the compact nature of this course, extensions are not likely to be given. **All assignments/tasks must be completed AND in receipt of a grade 50% or over in order to pass the course.**

Research Paper Proposal with Annotated Bibliography

This assignment will encourage students to think about their research paper before they leave for field study and ideally place them to get feedback and access sources throughout

the trip. Students must provide a detailed research paper proposal that includes (in essay format) a general discussion of the topic chosen, a thesis statement, and a general outline of how the research paper will be structured. Also required is a list of at least ten academic secondary sources and two primary sources (books, journal articles, films, websites, memoirs, archival documents, etc.). Each source on the list must have a sentence or two about how it will support and connect to the research paper.

Date Due: May 5

Value: 25%

Field Presentation

During our time on the Irish island, each student will do one on-site presentation related to both Irish women's history and the location chosen. The presentation should be on a topic different from the one you intend to write your research paper on. In about ten minutes, the presentation should provide the necessary background information, make a claim about the particular bit of history being examined, and end with a question that sparks group discussion. A written copy of the presentation should be uploaded to D2L for grading and comments by the day of presentation. Students will indicate during our pre-departure sessions which location and topic they'd like to choose from the available options. Be prepared to do the presentation under possibly trying circumstances, including inclement weather, background noise, interested passersby, etc.

Date: TBD

Value: 20%

Research Paper

Students are required to write an argumentative, thesis-based 12-15 page (3800+ word) paper that will examine one or more of the themes, ideas, characters, or events discussed during the course and in doing so, provide a synthesis of (and demonstrate an understanding of) the relevant course information.

Date Due: June 16

Value: 45%

Participation: 10%

We will develop our participation policy during pre-departure sessions, but in general, participation requires attendance on field trips, promptness, attentiveness, and contribution to discussions in useful ways, such as thoughtful and respectful questions and observations, and note taking.

There is no examination in this course. All assignments and presentations must be completed or a course grade of F may be assigned at the discretion of the instructor.

Details on Method of Assessment

Please refer to the document "Evaluation Criteria for Written Assignments" on our D2L site.

Course Schedule

Please refer to our course/travel itinerary on our D2L site.

Submission of Assignments

Assignments must be submitted using designated folders in the D2L dropbox.

Please include your name, ID number, and email address on all assignments, and be prepared to receive written feedback on the research paper after the class has ended. Personal information is collected in accordance with the *Freedom of Information and Protection of Privacy (FOIP) Act*. For more information, see <http://www.ucalgary.ca/legalservices/foip/foip-hia>

Note: It is the student's responsibility to keep a copy of each submitted assignment. For courses in which assignments are submitted electronically, it is the student's responsibility to ensure that the correct copy of the assignment is submitted. (Including the version date or version number in your file name may help you avoid submitting the wrong version of your written assignments.)

Grading Policy

Each assignment will be given a mark out of 100, ie. a grade in percentage. Assignments submitted after the deadline may be penalized with the loss of a grade (e.g.: A- to B+) for each day late.

Learning Technologies Requirements

The D2L site for this course contains relevant class resources and materials. In order to successfully engage in learning experiences in this class and submit assignments while in the field, students will need reliable access to a laptop computer or tablet. Internet access will be available at our accommodations and some sites we visit.

Students with Disabilities

If you are a student with a disability who may require academic accommodation, it is your responsibility to register with the Student Accessibility Services (220-8237 or visit them at www.ucalgary.ca/access/). Also discuss any particular needs with your instructor well before the first assignment is due (May 5) so any necessary accommodations can be made in advance.

Important Departmental, Faculty, and University Information

Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.

Percentage	Letter Grade	Grade Point Value	Description
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

Program Advising and Student Information Resources

- For program advising in the Faculty of Arts, contact the [Arts Students Centre](#) (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your schedule. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

Attention history majors: History 300 is a required course for all history majors. You should normally take this course in your second year.

Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

Writing Support

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library (TFDL). Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit www.ucalgary.ca/ssc.

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the University of Calgary [Student Academic Misconduct Policy](#) documents, and visit the [Academic Integrity Website](#).

Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the [Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#). In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

Copyright of Educational Materials

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

Media Recording

The instructor may use media recordings to record the delivery of a lecture for various reasons, including lecture capture and self-assessment. Students will be informed of media recordings in advance and the recording device will be fixed on the instructor. In the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent from identifiable students, before making a recording available to the class.

Media Recording for the Assessment of Student Learning

The instructor may use media recordings as part of the assessment of students, by prior arrangement. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see [the sexual and gender-based violence policy](#).

Other Useful Information

Please see the Registrar's [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points

- Safewalk

Department of History Twitter @ucalgaryhist

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