



Department of History

HTST 493.58: *TOPICS IN HISTORY:*
PLACES AND SPACES OF AUTHORITY 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. Glenn Wilkinson

Email: grwilkin@ucalgary.ca

Course Web Page: D2L through your MyUofC portal

Office Phone: 403-988-6623 (While in Ireland)

Office Hours and Location/Method: Various in Field

Class Room Location, Days and Times: Various in Field

Course Delivery: In Person

Description

This course will examine the places and spaces of authority in Irish History, from ancient Ireland to the twentieth century, in both Northern Ireland and the Republic of Ireland. It will look at a wide variety of physical 'places' and examine the ways in which they were constructed as 'spaces' of authority. It will show that these places and spaces are still significant and demonstrate the way in which the past and its construction is relevant today. It will examine castles and cathedrals as places/spaces of authority but will also go beyond them to include ancient monuments, statuary, massacres, museums, urban architecture, manor houses, prisons, factories, barracks, cemeteries, public parks, memorials, courts, universities, murals, cartography, and gendered places/spaces. The course will put these places/spaces in their specific historical contexts to indicate their meaning within Irish history and culture. It will also show how meaning in each one can change. This course will examine aspects such as military history, politics, geography, cultural history, gender studies, social history, economics, mythology, and religion.

Learning Outcomes

The goal of this course is to encourage students to think about the nature of authority, its

legitimacy, creation, and maintenance though physical and intellectual constructed ‘spaces’. Students will understand that physical places can be used for different purposes, thus making them constructed spaces with particular and specific meanings to different groups at different times. Almost every important structure, monument, building, location, prison, cathedral, castle etc can have alternative meanings and importance to various groups at the same time and over time. This is particularly so in Ireland where historically many groups have competed for power and authority over the island and its people. This course will encourage students to view places as spaces that project authority historically and in their own lives.

Reading Material

Required:

Ranelagh, John O’Beirne. *A Short History of Ireland*. Cambridge: Cambridge University Press, 2012.

https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_askewsholts_vlebooks_9781316089378

Recommended:

Paul Johnson *Ireland: A Concise History from the Twelfth Century to the Present Day*, Chicago Review Press, 2014. ISBN: 161373252X, 9781613732526.

Bew, Paul *Ireland: The Politics of Enmity 1789-2006*, Oxford University Press

Foster, R. *Modern Ireland 1600-1972*. Penguin

Bartlett, Thomas *Ireland: A History*. Cambridge University Press, 2011

Stock, Paul *Introduction: history and the uses of space*. In: Stock, Paul, (ed.) *The Uses of Space in Early Modern History*. Palgrave studies in cultural and intellectual history. Palgrave Macmillan, New York, 2015, pp. 1-18. <http://eprints.lse.ac.uk/id/eprint/60218>

Assessment

Method	Due Date	Weight
Outline and Bibliography	May 5, 2023	20%
Discussion Leads	Various	25%
Term Paper	June 21, 2023	45%
Participation/ Contribution	Ongoing	10%

Grading Policies

Grading will be assessed as percentages for each assignment and examination. Late papers and examinations may be assessed a 3% penalty for every day that they are late, including weekends and holidays. All assignments and exams are to be placed in the Dropbox on the course D2L. If you wish to know more about your grade and how you can improve for

later assignments/exams, please see the instructor.

Generally, 'make-up' work will not be offered, though students can apply to defer exams or term work.

Details on Methods of Assessment

The assignments in the course are designed to balance between written work, oral presentations, and exchanges with other students. Assignments will generally build upon each other so that the skills developed in one assignment will be employed in the next. Note: It is the student's responsibility to keep a copy of each submitted assignment. It is the student's responsibility to ensure that the correct copy of the assignment is submitted. Please include the version date or version number in your file name as this may help avoid submitting the wrong version of the written assignments.

Outline and Annotated Bibliography

This assignment will encourage students to think about their larger term paper before they leave and get feedback throughout the trip. Students should provide (in any format) a detailed outline, thesis, and structure of the essay proposed, and list at least ten academic sources (books, articles, films, websites etc.) providing a sentence or two of how the sources will support and connect to the term paper.

Date: May 5

Value: 20%

Discussion Leads

Students will choose a topic from a list to be provided of events, people, and ideas and lead a discussion physically at a significant and relevant site in Ireland and posted on D2L for the class to examine.

Date: Various Dates During the Programme

Value: 25%

Term Paper

Students will be asked to write a 12-15 page (3800+ word) paper that will examine one of the themes discussed during the programme and provide a synthesis of the course based around a central thesis of their choice.

Due: June 21

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.

Learning Technologies Requirements

There is a D2L site for this course that contains relevant class resources and materials. In order to successfully engage in learning experiences in this class, students will need reliable access to the

following technology: internet access and a computer, tablet, or other device to access D2L.

Inclusiveness, Accommodation, Privacy, and Conduct

I am committed to creating an inclusive learning environment for all registered students. If you have conditions or circumstances that require a formal accommodation, be sure to register with Student Accessibility Services as soon as possible. Such circumstances may include disability or illness whether temporary or permanent, visible or invisible.

To protect the privacy of others, students may not record in any format any activity that occurs within the programme or in the classroom. As outlined in the University Calendar, permission to sound-record lectures will only be given to students registered with Student Accessibility Services.

Part of creating an inclusive learning environment involves respecting your classmates. In meeting any university's mandate of encouraging free and open inquiry, we will occasionally discuss topics about which you might be uncomfortable or have a set viewpoint. In such situations, it is essential that we understand that others have different experiences and perspectives, and that listening respectfully to and showing tolerance toward opposing viewpoints is part of the process of emerging as active, engaged citizens.

Schedule

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

There is no registrar-scheduled final exam.

THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF HISTORY COURSE OUTLINES

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. See the university grading system in the calendar: <https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>.

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.

Please Note: Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.

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](#).

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 participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health 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. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

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 IN LEARNING ENVIRONMENTS

Media Recording for Study Purposes (Students)

Students who wish to audio record lectures for personal study purposes need to follow the guidelines outlined in [Section E.6 of the University Calendar](#). Unless the audio recording of lectures is part of a student accessibility requirement, permission must be sought by the course instructor to audio record lectures.

Media recording for lesson capture

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Recordings will be posted on D2L for student use and will normally be deleted at the end of term. Students are responsible for turning off their camera and/or microphone if they do not wish to be recorded.

Media recording for assessment of student learning

The instructor may use media recordings as part of the assessment of students. 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. The recording will be destroyed as specified by [retention rule 2000.01](#) "Examinations and Student Assignments".

Media recording for self-assessment of teaching practices

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. The recording will be destroyed as specified by [retention rule 98.0011](#) "Draft Documents & Working Materials".

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
- Campus Security 220-5333

Department of History Twitter @ucalgaryhist

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