

Transnational Ireland
International Research Network

Workshop 4:
Teaching Transnational History

Moore Institute
National University of Ireland Galway
31 August 2013

Sponsored by the NUI Galway Millennium Fund

PROGRAMME OUTLINE

9.25 **Introduction**

9.30 **Discussion Session 1:**
History beyond the nation-state

10.30 **Tea/Coffee**

10.45 **Discussion Session 2:**
Case study: Transnationalising American history

11.45 **Break**

12.00 **Discussion Session 3:**
Developing a transnational Irish history syllabus

13.00 **Lunch**

13.45 **New Research Panel 1**

Tomás Irish (Trinity College Dublin)

Transnational Trinity: a university in Ireland's decade of war and revolution

Matthew Lewis (University College Dublin / University of Newcastle, New South Wales)

British paramilitary violence in Ireland and Palestine, 1920-1926

14.45 **New Research Panel 2**

Irial Glynn (University College Cork / Leiden University)

Forgotten foreigners and return emigrants: tracing the transnational within Ireland since the late nineteenth century

Jerome Devitt (Trinity College Dublin)

"Irish Naval History" or "A Naval History of Ireland?" – Ireland and the sea in the 1860s

15.45 **Final Roundtable Discussion**

Teaching and researching the transnational history of Ireland

DISCUSSION SESSION 1:

HISTORY BEYOND THE NATION-STATE

Key issues:

- Why does the nation-state dominate university history curricula?
- What is the purpose of ‘national’ history?
- What impact would a transnational approach have on teaching ‘national’ history?
- What are the benefits of adopting such an approach?

Suggested reading:

Michael Brown, ‘Teaching Irish studies in Ireland: after the end’, in Liam Harte and Yvonne Whelan (eds), *Ireland beyond boundaries* (London: Pluto Press, 2007), pp. 58-67.

Matthias Middell and Lluís Roura, ‘The various forms of transcending the horizon of national history writing’, in Matthias Middell and Lluís Roura (eds), *Transnational challenges to national history writing* (Basingstoke: Palgrave Macmillan, 2013), pp. 1-35.

Yasemin Nuhoglu Soysal and Hanna Schissler, ‘Introduction: teaching beyond the national narrative’, in Hanna Schissler and Yasemin Nuhoglu Soysal (eds), *The nation, Europe, and the world: textbooks and curricula in transition* (Oxford: Berghahn, 2005), pp. 1-12.

David Thelen, ‘The nation and beyond: transnational perspectives on United States history’, *The Journal of American History*, 86:3 (1999), pp. 965-75.

DISCUSSION SESSION 2

CASE STUDY: TRANSNATIONALISING AMERICAN HISTORY

Key issues:

- What caused the shift in writing and teaching American history from the early 1990s?
- How have university syllabi responded to the recommendations of the *La Pietra Report*?
- How has American history been ‘transnationalised’ in practice?
- What lessons does the American case offer for the teaching of Irish history?

Suggested reading:

Thomas Bender, *The La Pietra report: a report to the profession*, The Organisation of American Historians / New York University Project on Internationalising the Study of American History (September 2000), url: <http://www.oah.org/activities/lapietra/> (accessed 6 Aug. 2013).

Carl J. Guarneri, ‘Internationalising the United States survey course: American history for a global age’, *The History Teacher*, 36:1 (2002), pp. 37-64.

Thomas J. Osborne, ‘Implementing the La Pietra Report: Internationalising three topics in the United States history survey course’, *The History Teacher*, 36:2 (2003), pp. 163-75.

Ian Tyrrell, ‘Reflections on the transnational turn in United States history: theory and practice’, *Journal of Global History*, 4:3 (2009), pp. 453-74.

DISCUSSION SESSION 3

DEVELOPING A TRANSNATIONAL IRISH HISTORY SYLLABUS

Key issues:

- What would a ‘transnationalised’ Irish history syllabus look like?
- Where should the emphasis be placed in terms of subject choice, choice of topics, etc? Is there a danger that some topics will be emphasised to the detriment of others?
- What impact would a transnational approach have on the periodisation of Irish history?
- How might students respond to the opportunities and potential pitfalls of a transnational Irish history module?
- What lessons can be learnt from the experience of similar processes in the United States and Germany, and from the rise of ‘world history’?

Documents for discussion:

Ciarán O’Neill, course handbook and reflections on teaching ‘Ireland and Empire, 1801-1949’ (sophister history module at Trinity College Dublin, 2012-13).

Kevin O’Sullivan, course handbook for ‘Camden, Calcutta, Corofin: Locating Ireland, 1922-2002’ (final-year history module at NUI Galway, 2012-13).

Suggested reading:

Michael Geyer, ‘World history and general education: how to bring the world into the classroom’, in Hanna Schissler and Yasemin Nuhoglu Soysal (eds), *The nation, Europe, and the world: textbooks and curricula in transition* (Oxford: Berghahn, 2005), pp. 193-210.

Jennifer Jenkins, ‘Transnationalism and German history’, H-German Forum, 23 Jan. 2006, url: <http://h-net.msu.edu/cgi-bin/logbrowse.pl?trx=vx&list=h-german&month=0601&week=d&msg=jdQ5FjF3i2OWwWSkGIt/w&user=&pw=> (accessed 7 Aug. 2013).

Hanna Schissler, ‘World history: making sense of the present’, in Hanna Schissler and Yasemin Nuhoglu Soysal (eds), *The nation, Europe, and the world: textbooks and curricula in transition* (Oxford: Berghahn, 2005), pp. 228-46.

DIRECTIONS TO THE MOORE INSTITUTE

Once you get to the main entrance on University Road (marked 'A' below), finding the Moore Institute can be tricky. You need to walk through the campus to the Arts/Science Building. Once inside (the entrance is opposite the library), walk to the end of the concourse where you will find the Bank of Ireland (an important landmark). When you get to the bank, turn right and at the end of the corridor turn right again. Then you will see a glass corridor that leads you to the Moore Institute. If you are driving to Galway, then be sure to pay attention to the signs about where you can park – the clampers are never far away, especially on campus!

