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:


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:


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).


Suggested reading:


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**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 clammers are never far away, especially on campus!