

IRISH HISTORY

From Plantation to Tiger

Spring 2010 • Prof. Eric G.E. Zuelow

Monday or Wednesday from 3:30-4:50

(We will meet once per week, usually on Wednesdays. Snow cancellations or other scheduling issues may necessitate occasional Monday meetings.)

Professor: Eric Zuelow **Office:** Marcil Hall 204 * **Phone:** 207-283-0170 ext. 2310

Email: ezuelow@une.edu * **Office Hours:** Tuesdays 10:50-11:50 & Wednesdays 1-2 (or by appointment)



During the 1990s, Ireland emerged as a self-confident, upwardly mobile, even wealthy country. It was a radical departure from the nation's past. Nationalists tell a story of English domination and imperialism, starting in the twelfth century and expanding dramatically under the Tudors, the Stuarts, and especially Oliver Cromwell. The resultant sense of grievance spawned a series of violent uprisings and revolts; it dominates the narrative of the Irish past. This course will pursue two objectives. First, it will provide students with an overview of Irish history, tracing the evolution of Irish nationalism, paying particular attention to the development of Irish social, political, and economic life. Topics will include the Penal Laws, the United Irishmen uprising, Daniel O'Connell and Catholic Emancipation, the Young Irelanders and their attempted revolution in 1848, the Famine, the rise of the Fenian Brotherhood, the Gaelic Revival, the Home Rule Movement, the development of Sinn Fein and the IRA, partition, post-partition efforts to rebuild the country and to expand the economy, and finally the Celtic Tiger—a period of unprecedented economic growth that turned Ireland into an affluent country for the first time in its history. Second, students will examine how the Irish tourist industry, a large player in the country's recent economic boom, represents these stories in tourist literature and at various tourist sites. The course will conclude with a two-week tour of Ireland in order to explore some of the sites/sights mentioned in class.

REQUIRED TEXTS

James S. Donnelly, Jr., *The Great Irish Potato Famine* (Stroud, Gloucestershire: History Press, 2008). ISBN-13: 978-0-7509-2928-8

Kevin Toolis, *Rebel Hearts: Journeys Within the IRA's Soul* (New York: St. Martin's Griffin, 1997). ISBN: 978-0-3121-5632-9

Alan J. Ward, *The Easter Rising: Revolution and Irish Nationalism* (Wheeling, IL: Harlan Davison, 2003). ISBN: 978-0-8829-5974-0

Eric G.E. Zuelow, *Making Ireland Irish: Tourism and National Identity since the Irish Civil War* (Syracuse: Syracuse University Press, 2009). ISBN: 978-0-8156-3225-2

Additional readings are available for download, either directly from websites listed in the course schedule or in the "Shared Files" section for this course in myUNE.

RECOMMENDED TEXTS

R.F. Foster, *Modern Ireland: 1600-1972* (London and New York: Penguin, 1990). ISBN: 978-0-1401-3250-2

J.J. Lee, *Ireland: 1912-1985* (Cambridge: Cambridge University Press, 1990). ISBN: 978-0-5213-7741-6

The following text offers extensive advice about how to succeed in history courses—including information about how to write papers, how to take notes, how best to study, and how to properly cite sources. Although there will be no formal reading assignments drawn from this book, I will likely refer to it from time to time. I strongly advise you to purchase a copy and to keep it on hand throughout your tenure in history courses here at UNE.

Vincent Alan Clark, *A Guide to Your History Course* (Upper Saddle River, NJ: Pearson Prentice Hall, 2009). ISBN: 0-13-185087-3

COURSE GOALS

This course has four primary goals:

1. To gain a basic understanding of Irish history and culture from the Plantations to the Celtic Tiger. (Several students will do research that falls outside of this chronological period for their term projects.)
2. To develop a critical understanding of place marketing and tourism development in Ireland.

3. To improve critical thinking, research, and writing skills.
4. To experience Irish tourism first hand by spending roughly two weeks in Ireland.

With these goals in mind, you will be asked to complete a number of short quizzes and writing assignments, as well as a 15- to 20-page (divided into two-part) research paper.

COURSE FORMAT

Classes will consist of short lectures, discussions and short presentations, films, and short quizzes. We will spend considerable time with group discussions and small group activities each week. Discussion is required and you should come prepared to participate—this means that you must complete the assigned reading before class each week.

Discussions are fun but they are also of major importance to your success in the course. **IT IS NOT ENOUGH TO SIMPLY ATTEND CLASSES; YOU MUST ACTIVELY PARTICIPATE.** These sessions are vital because they give you an opportunity to gain a deeper understanding of the subject material, try out your ideas by discussing them with the group in a non-stressful setting, and develop your critical thinking skills. **DO NOT BE SHY!** You are not being judged on whether you offer “right” or “wrong” answers—history is seldom so black and white. More important, you will not get everything you can out of this class unless you are ready to take a few intellectual risks.

QUIZZES

Although the grade for this course will not be substantially based on formal exams, you will be required to complete a number of short quizzes—generally addressing the previous lecture topic, but occasionally covering reading material. These minor tests are not intended to be difficult, rather they are designed to help you pay attention during lectures and to encourage you to do the reading assignments on time.

Each quiz will be worth a maximum of five points. I will determine your score for this portion of the course grade based on the total number of points possible. Thus, if you score 23 and there were 30 points available, you will have a 77% average for this portion of your grade. **Quizzes will be worth 25% of your overall grade.**

Finally, please note that I will *drop your two lowest quiz scores* from my grade calculations.

RESEARCH PAPER

The majority of your course grade will be based on a two-part writing assignment that, when combined, will total between 15- and 20-pages. Broadly speaking, the topics for this assignment are as follows:

The Troubles
 The Great Irish Famine
 Irish Republicanism/Unionism
 The United Irishmen / 1798

Gaelic Sports (especially hurling and Gaelic football)
 Rural and Urban life
 Irish Catholicism

Alcohol in Irish culture and
Representation/Stereotypes
Irish Literature
The Gaelic Movement
Celtic Tiger

Pre-historic Ireland
Monasticism/Early Irish Church
The Anglo-Irish Elite
Viking Ireland
Irish Women

These topics are intentionally broad. As you learn more about your topic, you will need to narrow down your own topic in consultation with Professor Zuelow.

As previously noted, this project will be done in two-parts, each ranging from 7- to 10-pages. The two sections should be completed as follows:

PART I:

Your first task will be to write an 8-10 page paper examining current scholarly thinking about some aspect of your subject. This paper should answer the following questions:

1. What is the commonly agreed historical narrative of your topic?
2. Do historians universally agree about your subject or are there disputes? If they disagree, what exactly is contested?

This paper demands that you engage in what historians often call either a “literature survey” or a “historiographical essay.” This type of research is often the first stage of any significant scholarly project. **You should utilize a minimum of three sources (either scholarly articles or books).**

The paper should be structured as follows:

1. Short introduction that concisely explains what your paper will address and how the essay will be structured. You need to assure that your reader knows exactly what is coming.
2. The first major section of your paper should offer a summary of the historical narrative.
3. The second major section should briefly summarize what historians agree/disagree about concerning your topic.
4. The final section should briefly anticipate what a tourist developer might highlight when presenting your topic to outside visitors/tourists who possess little knowledge of Irish history.

WEBSITES ARE NOT ACCEPTABLE INFORMATION SOURCES WHEN RESEARCHING THIS PART OF YOUR TERM PROJECT. Most websites offer an uncritical and watered-down historical narrative that is not scholarly enough for college-level work. There are a very few exceptions, of course. **For example, you SHOULD USE JSTOR AND/OR PROJECT MUSE to access scholarly journal articles.**

Be aware that the UNE Library **does not** have an extensive Irish history collection. You WILL need to acquire most books using Inter-Library Loan (ILL). Allow yourself adequate time to successfully attain your sources. **Note that there is a course website for this class that contains an extensive (though not inclusive) listing of significant primary sources as well as a list of websites that may be used as secondary sources.**

NOTE: You will be asked to give short, informal summaries of your progress and about your topic starting during the fourth or fifth week of the semester. No formal preparation is required, but you should be ready to help your peers understand the basics of your subject.

Professor Zuelow is always available to help with research/writing questions. Do not hesitate to stop by his office hours to chat! ***He is also willing to look at rough drafts, though you need to get these to him by March 1st.***

All sources must be carefully cited using FOOTNOTES (*Chicago Manual of Style*). See http://www.chicagomanualofstyle.org/tools_citationguide.html for more information about how to do footnotes. **If you do not properly use footnotes to cite your sources, you will receive a ten-point penalty on your paper grade.**

Finally, the course website contains a list of potentially useful published sources (listed by subject) that may be helpful to your research.

This paper will be worth 25% of your overall grade. IT IS DUE IN CLASS ON MARCH 22nd.

PART II:

Your second task is to write a 7-10 page paper about tourist representations of the topic you wrote about in your first paper. In other words, how do Irish tourism promoters represent the Famine, the United Irishmen, or any of the other paper topics in guidebooks and at tourist sites?

To complete this research project, **you must draw upon a MINIMUM of five published sources and on your experience visiting at least one tourist site in Ireland** (all of the above topics are included in our tour in one way or another). At least three of your sources must be print guidebooks and should represent at least a 15-year difference in publication dates. (I have a number of guidebooks that you may consult in the history office by appointment.) You are permitted to use tourism-related websites as your other sources. Web sources must be specifically designed to aid tourists or encourage tourism. In other words, you may wish to consult Tourism Ireland, the Republic of Ireland's Office of Public Works, or any of the various travel companies/government agencies that publish tourism sites. *Wikipedia and like sites are NOT suitable sources for this project as they are not designed explicitly for touristic purposes.*

The final portion of your research for this part of the term assignment will be completed in Ireland. Keep your eyes open as we visit various sites along the way. Always keeping careful notes. Be intensely conscious of the presentation of your topic at these

sites. What do tourism developers include in their narratives? What do they leave out? What narrative devices do they use? What is done well and what is not? If a curator is available, what does this person have to say about the display and about the choices they've made?

This paper will be due on JUNE 25th. *You must turn it in via email using either Rich Text Format or Word's .doc format.* I cannot open .docx or .doct files on my computer.

This paper will be worth 25% of your overall grade.

PARTICIPATION

Your attendance and participation are vital for success in this course. You cannot learn, nor can you contribute to the group's progress, if you are absent. I will keep track of who participates in discussion. **Participation is worth 25% of your overall grade.**

OTHER POLICIES

LATE ASSIGNMENTS

- **All papers (with the exception of the final paper (see above) must be handed in on the day that they are due. This must be done IN CLASS unless otherwise specified. ABSOLUTELY NO LATE PAPERS WILL BE ACCEPTED.**
- **Papers will not be accepted electronically unless otherwise specified (as in the case of the final paper, for example).**

Having said this, if an unforeseen and serious problem arises, please contact me and we will work something out. Please be prepared to provide a doctor's note, obituary, or other paperwork as needed.

CELL PHONES AND OTHER ELECTRONICS

Cellular phones, MP3 players, and other electronic devices (excluding laptops) are distracting to others and are therefore not acceptable in the classroom. If I see them, I will confiscate them until the end of the class session.

If you would like to take notes on a laptop, please feel free to do so.

PLAGIARISM

Plagiarism represents serious academic misconduct. As per UNE guidelines, students who steal the words or ideas of another party will be referred to the Dean for disciplinary action.

The University of New England defines plagiarism as:

- a. The use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement; or
- b. The unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

—*Student Handbook*, pp. 33-34

You can learn much more by consulting the following:

<http://www.une.edu/library/resguide/default.asp>

If you have any questions about how to properly cite sources, please contact me.

GRADES

It is very important to understand how your grade will be assessed in this class, as well as what the various grades actually mean. In essence, letter grades are used as shorthand for the level of proficiency achieved in the classroom. The following criteria are in effect:

- A:** Student demonstrated a level of knowledge (writing, content, etc.) relevant to the course that *goes considerably beyond* what is expected.
- B:** Student demonstrated a level of knowledge of material relevant to the course that is *beyond basic expectations*.
- C:** Student demonstrated an acceptable level of knowledge that is *in-line with course expectations*.
- D:** Student knowledge *barely meets expectations* and will likely face significant difficulty in more advanced history courses.
- F:** Student has not learned or demonstrated enough mastery of material to receive a passing grade.

These criteria are not intended to be off-putting, but merely to make clear that simply showing up for class, doing assignments, and talking occasionally generally earns a “C” or a “D”—not an “A” or “B,” both of which denote a student who exceeded beyond the basic expectations outlined in this syllabus.

Participation:	25%
In-class Writing/Quizzes:	25%
Paper, Part 1:	25%
Paper, Part 2:	25%

The following grading scale is in effect:

A+	=	97-100
A	=	93-96
A-	=	90-92
B+	=	87-89
B	=	83-86
B-	=	80-82
C+	=	77-79
C	=	73-76
C-	=	70-72
D	=	60-69
F	=	59 and below

C O U R S E S C H E D U L E

Please note that the following schedule is provisional. Changes may be made as demanded by the weather, class progress, etc. Please watch your email for alterations/revisions.

WEDNESDAY, JANUARY 20: INTRODUCTIONS

Today we will get to know one another while, at the same time, making certain that everybody understands the syllabus and goals of this course. We will also spend a few minutes discussing the nature of history, memory, identity, and tourism.

Required Reading:

Eric G.E. Zuelow, *Making Ireland Irish: Tourism and National Identity since the Irish Civil War* (Syracuse: Syracuse University Press, 2009): pp. xv-xxxiv.

WEDNESDAY, JANUARY 27: IRELAND BEFORE THE PLANTATIONS

Today we will talk about the course of Irish history before the 1650s, addressing the earliest habitation, the rise of Christianity, the Viking onslaught, and the growing influence of the Normans.

Required Reading:

Alan J. Ward, *The Easter Rising: Revolution and Irish Nationalism* (Wheeling, IL: Harlan Davison, 2003): pp. 1-30.

WEDNESDAY, FEBRUARY 3: THE ANGLO-SCOTS ASSERT THEMSELVES

Beginning with the late Tudors, English and Scottish rulers engaged in a policy of assuming control of lands held by the native Irish and of “planting” Anglo-Scottish settlers in previously Celtic areas. This process profoundly reshaped Irish history. Our task will be to briefly talk about English policy and its impact(s).

Required Reading:

R.F. Foster, *Modern Ireland: 1600-1972* (London and New York: Penguin Books, 1988), pp. 138-163.

WEDNESDAY, FEBRUARY 10: THE REPUBLICAN TRADITION IN IRELAND, ORIGINS

During the late-eighteenth century, a group of young idealists formed an organization called the Society of the United Irishmen and launched an effort to bring the ideals of the French Revolution to Ireland. When the British government responded by suppressing the United Irishmen, the group revised its demands, calling for Irish independence and a republican political system. The resulting violent uprising, held in 1798, as well as a much more limited rising in 1803 established a tradition of republican violence that extends all the way to the recent activities reportedly carried out by the Real IRA. Today we will trace the rise of revolutionary republicanism in Ireland.

Reading:

Ward, *Easter Rising*, pp. 31-81

James S. Donnelly, Jr., *The Great Irish Potato Famine* (Stroud, Gloucestershire: History Press, 2008): 1-40.

WEDNESDAY, FEBRUARY 17: THE GREAT IRISH POTATO FAMINE

The Irish Potato Famine was the greatest social catastrophe of the nineteenth-century and it profoundly altered the course of Irish history. Today we will discuss the Famine, its causes, and its results.

Reading:

Donnelly, *Great Irish Potato Famine*, pp. 41-131

WEDNESDAY, FEBRUARY 24: THE REPUBLICAN TRADITION, EXPANSION

During the Irish Famine, revolutionary republicanism spawned an abortive uprising in 1848. The Young Ireland uprising was followed by further violent activity extending all the way to the Anglo-Irish War. Today we will discuss the course of revolutionary republicanism from 1848 to 1921.

Reading:

Donnelly, *Great Irish Potato Famine*, pp.132-245.

WEDNESDAY, MARCH 3: IRELAND DIVIDED

The Anglo-Irish War ended with the Anglo-Irish Treaty of 1921—a treaty that led to the permanent partition of Ireland. Today we will discuss the Anglo-Irish Treaty, the Irish Civil War, and the implications of partition.

Reading:

Ward, *Easter Rising*, pp. 82-127

—NO CLASSES—
SPRING BREAK, MARCH 15-19

WEDNESDAY, MARCH 10: CREATING THE IRISH REPUBLIC

The Irish Free State and its successors faced daunting challenges: to create a functioning government, to recreate the national infrastructure, and to finally and completely separate from Great Britain. Today we will discuss these challenges, focusing particularly on the creation of a tourist industry.

Reading:

Ward, *Easter Rising*, pp. 128-146

Zuelow, *Making Ireland Irish*, pp. 1-100

MONDAY, MARCH 22: TRIP ORIENTATION

Trisha Mason, UNE's Director for International Education, will join us to discuss our upcoming trip to Ireland. Among other things, she'll talk about what to bring, dietary considerations, and more. **DO NOT MISS THIS CLASS.**

Reading:

Kevin Toolis, *Rebel Hearts: Journeys Within the IRA's Soul* (New York: St. Martin's Griffin, 1997): pp. 1-83.

WEDNESDAY, MARCH 31: LIFE IN NORTHERN IRELAND

In contrast to the relatively homogeneous Irish Republic, Northern Ireland was sharply divided along both class and religious lines. Today we will talk about the realities of life in Northern Ireland, especially for Catholics.

Reading:

Ward, *Easter Rising*, pp. 147-173

Toolis, *Rebel Hearts*, pp. 84-191

WEDNESDAY, APRIL 7: THE TROUBLES

Given the inequalities that were endemic in the North, it is hardly surprising that violence was the result. Today we will discuss the Troubles.

Reading:

Toolis, *Rebel Hearts*, pp. 192-371

WEDNESDAY, APRIL 14: RELIGION IN IRISH LIFE

Until recently, Catholicism was a defining part of Irish life. Today we will talk about the social, cultural, and historic implications of Irish Catholicism, while also talking about the decline of Catholicism as a cornerstone of Irish life.

Reading:

Zuelow, *Making Ireland Irish*, pp. 101-177

Diarmuid Ó Giolláin, "Revisiting The Holy Well," *Eire-Ireland*, Vol. 40, No. 1&2 (Spring/Summer: 2005): 11-41.

WEDNESDAY, APRIL 21: STEREOTYPES OF IRISHNESS

Friendliness, drunkenness, stupidly cunning, and many other traits have long associated with Irishness. Today we will discuss Irish stereotypes, using the situation comedy *Father Ted* as a starting place.

Reading:

Zuelow, *Making Ireland Irish*, pp. 178-216

Michael de Nie, “A Medley Mob of Irish-American Plotters and Irish Dupes’: The British Press and Transatlantic Fenianism,” *Journal of British Studies* 40, no. 2 (2001): 213-40.

WEDNESDAY, APRIL 28: THE CELTIC TIGER

After hundreds of years of poverty, Ireland enjoyed an extraordinary period of economic prosperity and success beginning in the mid-1990s and extending until the onset of the global economic crisis in 2009. Today we will talk about the Celtic Tiger.

Reading:

Zuelow, *Making Ireland Irish*, pp. 217-242

WEDNESDAY, MAY 5: IRISH TOURISM: PUTTING IT ALL TOGETHER

Having reached the last day of the regular semester, today we will talk specifically about Irish tourism, about how to “read” tourist sites, and about how you should go about conducting your “field research” while in Ireland.

Reading:

No assigned reading.

T R I P I T I N E R A R Y

Please note that the following schedule is provisional. Changes may be made as demanded by the weather, availability of accommodation, etc. Please watch your email for alterations/revisions.

DAY 1: BOSTON TO DUBLIN

After we arrive in Dublin, Academic Programs International (API), the company that organized our accommodation and transportation in Ireland, will hold an orientation meeting detailing company policies and so forth. Afterwards Professor Zuelow will lead you on a walking tour of the immediate downtown area of Dublin before letting you do a little exploring on our own. You are strongly advised to get to bed around 9:30pm in order to help yourself quickly get over jet lag.

DAY 2: NORTH DUBLIN

We will start our day with a tour of the Gaelic Athletic Association Museum and of Croke Park, the third largest sports stadium in Europe and the spiritual home of Gaelic sport. From

there we will continue to Glasnevin Cemetery where we will tour the new museum (if it is open) and the cemetery, exploring the history of nineteenth and twentieth century Ireland in stone. We will finish our day with an evening lecture by Dr. Mike Cronon, perhaps the leading historian of the Gaelic Athletic Association.

DAY 3: WEST DUBLIN AND MORE

Today we will head up the Liffey to Kilmainham Jail, a prison that held virtually every major nationalist figure from the United Irishmen uprising through the Irish Civil War. Next, heading back toward downtown, we will tour the Guinness Storehouse. After lunch, students will be free to wander the city in order to visit one or two sites of particular personal interest. You are advised to choose sites relevant to your research project.

NOTE:

- Students should visit 1-2 sites relevant to their research projects during the afternoon. Possible sites include (but are not limited to): National Museum at Kildare Street, Old Jameson Distillery, Dublin Castle, National Museum at Collins Barracks, St. Patrick's Cathedral, Christ Church Cathedral, Dublinia, World War I Memorial, or Michan's Church. If there are no relevant sites (which is unlikely), students should visit sites of personal interest.

DAY 4: BOYNE VALLEY SITES

Although still based in Dublin, today we will travel slightly north to the Boyne Valley, the center of Neolithic Ireland and full of important medieval sites as well. Among other places we will visit the Bru na Boinne Center, the Battle of the Boyne Center, Monasterboice, and Loughcrew. Time permitting we may also stop at Trim Castle.

DAY 5: THE GRAND TOUR BEGINS

Heading south, we will stop first at Glendalough, a medieval monastic community nestled in the Wicklow Mountains. From there it is on to Enniscorthy to visit Vinegar Hill and the National 1798 Center. Finally, we will tour the New Ross Famine Ship, about twenty minutes south of Enniscorthy (where we will spend the night).

DAY 6: ENNISCORTHY-CASHEL

Today we head in a westerly direction, stopping at Widow McCormack's cabbage past, site of the 1848 Uprising, the astonishing Rock of Cashel, and finally heading on to Cork City.

DAY 7: CORK CITY AND COBH

We will start our day in Cobh where we will visit Queenstown Story, a multimedia display detailing the story of Cobh, with particular emphasis on Irish emigration. Next we will visit Fota House, an excellent example of an Irish "big house." Finally we head into Cork City

where students will have time to explore and eat before attending a lecture by Dr. Aoife Bhreatnach concerning the history of Irish Travellers in the twentieth century.

DAY 8: CORK TO KILLARNEY

Killarney assumed the mantle of “center of Irish tourism” during the mid-eighteenth century and has not relinquished it since. We will spend much of our day visiting a handful of spots long held in esteem by Killarney bound tourists: Ross Castle, Muckross House, Ladies View, and the Gap of Dunloe. Weather permitting we will hike up the Gap—not a terribly difficult climb, but uphill for a couple of miles nevertheless. After our hike, we will drive to the little town of Dingle/An Daingean.

DAY 9: THE DINGLE PENINSULA

There are few places anywhere with the density of historic sites found on the Dingle Peninsula. We will stop at a number of sites including: the “Famine” cottage, the Beehive huts at Dunquin, the Blasket Islands Center, the Reask monastic site, Gallarus Oratory, and Kilmakader Church. We will finish the day by driving to the edge of the Burren.

DAY 10: THE BURREN

Today we will tour one of the more interesting geological areas of Ireland—the Burren, an area of vast limestone pavements. We will start with a quick stop at the Cliffs of Moher and St. Brigid’s Well, Kilfenora, Caherconnell ring fort, and the Poul nabrone dolmen. Once finished, we will make the short drive to Galway City where students will have an opportunity to explore on their own.

DAY 11: CONNEMARA

We will spend several hours driving through Connemara, a tremendously beautiful if overwhelmingly rugged area at the heart of Connacht—the area where Cromwell moved much of Ireland’s elite Catholic population and a place where the potato famine was especially brutal. Along the way we will see beautiful mountains, bogland, and the quaint village of Clifden. Next we will spend time at the Museum of Country Life near Castlebar. Finally we will drive on to Sligo for the night.

DAY 12: (LONDON)DERRY

Simply by knowing that Catholics call it Derry and Protestants call it Londonderry you begin to see just how divisive this city was during Northern Ireland’s long sectarian conflict. During our visit we will visit the town cemetery, the Free Derry Museum, and the Tower Museum. We will also take a walking tour of the Bogside neighborhood, site of the “Bloody Sunday Massacre.”

DAY 13: BELFAST

Belfast is world famous as a shipbuilding center and for the brutal sectarian conflict in places such as the Falls and Shankill Roads. We will take the city bus tour, stopping in a number of places along the way to explore.

DAY 14: GAELIC MATCH

We will complete our tour by attending a Gaelic sporting match at Croke Park in Dublin.

DAY 15: RETURN FLIGHT TO UNITED STATES

Our journey complete, it is now time to return to the States or to other points Europe as is your want. Remember that your final papers are due (via email) two weeks from today.