

*Ireland: Insurrection to Independence 1891-1923*

<b>Section A: Headline Information</b>	
<b>Module title</b>	Ireland: Insurrection to Independence, 1891-1923
<b>Module NFQ level (only if an NFQ level can be demonstrated)</b>	8
<b>Module number/reference</b>	TBC
<b>Module Co-ordinator</b>	Elaine Callinan
<b>Parent programme(s)</b>	BA (Honours) in English and History
<b>Stage of parent programme</b>	3
<b>Semester (semester1/semester2 if applicable)</b>	1
<b>Module credit units (FET/HET/ECTS)</b>	ECTS
<b>Module credit number of units</b>	5
<b>List the teaching and learning modes</b>	Lectures, seminars, web facilitated learning
<b>Entry requirements (statement of knowledge, skill and competence)</b>	Successful completion of Stage 2 of the programme or equivalent is required
<b>Pre-requisite module titles</b>	N/A
<b>Co-requisite module titles</b>	N/A
<b>Is this a capstone module? (Yes or No)</b>	No
<b>Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)</b>	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in History
<b>Maximum number of learners per module</b>	35
<b>Duration of the module</b>	1 Semester
<b>Average (over the duration of the module) of the contact hours per week (see * below)</b>	2
<b>Module-specific physical resources and support required per centre (or instance of the module)</b>	Lecture Hall, IT Services, library, and Delany Archive.
<b>Analysis of required learning effort</b>	
<b>*Effort while in contact with staff</b>	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours - seminar	Minimum ratio teacher/learner					
22	1:15			2			101: 55; self directed 31: essay prep 15: primary source research			125 hours
<b>Allocation of marks (within the module)</b>										
				<b>Continuous assessment</b>	<b>Supervised project</b>	<b>Proctored practical examination</b>	<b>Proctored written examination</b>	<b>Total</b>		
<b>Percentage contribution</b>				40%	60%			100%		

<b>Section B: Module Descriptor</b>	
<b>Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs</b>	This module builds on the broad knowledge gleaned in the Re-imagining Ireland modules of Stages 1 and 2 to deepen learners understanding of contemporary Irish history and to hone analytic and reflective skills.
<b>Module Aims and Objectives</b>	This module asks was there an Irish revolution? If so, what kind of revolution was it? What motivated those who sought and conducted insurrections and war? What were the ramifications for nationalists, unionists, society and modern Irish politics? Alongside using secondary sources, learners will draw on an abundance of newly released online archival material (including witness statements and pension records) and local and national newspapers (available on microfilm in the Carlow County Library) to analyse the impact of these events on Irish society and politics. Learners will examine contemporary writings, speeches and debates; and will be urged to focus on the primary source material for the study of the period in their assignments
<b>Minimum Module Learning Outcomes</b>	On successful completion of this module, learners should be able to:

	<ol style="list-style-type: none"> <li>1. Chart the key historical, political, social and cultural events at play in Ireland from 1891 to 1923. (MIPLO 1, 2)</li> <li>2. Appraise a wide range of relevant academic research and engage in discussion and analysis of same demonstrating a sensitivity to the links between political discourse and historiography. (MIPLO 3, 4)</li> <li>3. Conduct archival-based research using both hard-copy and virtual documentary sources. (MIPLO 3, 4, 5)</li> <li>4. Present considered opinions and debate divisive issues in a mature and informed manner in public and at length. (MIPLO 3, 4, 5, 7, 8)</li> <li>5. Communicate analysis and arguments in written and verbal format. (MIPLO 3, 4, 5, 7, 8)</li> </ol>
<p><b>Information Provided to Learners about the Module</b></p>	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
<p><b>Module Content, Organisation and Structure</b></p>	<p>Some of the topics that will be addressed include: the fall of Parnell and reorganisation of the Irish Parliamentary party, the home rule crisis of 1912-1914, Dublin Lockout 1913; Ireland’s response to the Great War; the 1916 Rising; War of Independence 1919-1921; partition of Ireland in 1920-21 and the Civil War of 1922-23.</p> <p>Learners taking this module will have a broad knowledge of Irish history from modules undertaken at Stages 1 and 2 and can now advance into deeper study and analysis. This module concentrates on the events and individuals that led to the formation of the Irish Free State. This era witnessed conflict between constitutional parliamentarians, nascent separatists and revolutionaries, and unionists. The difficult and violent relationship between Ireland and Britain will be explored. During this period ideas of nationalism, republicanism, unionism and imperialism clashed, and these tensions will be debated and situated within the wider context of early twentieth century European and world views. The aim is to explore the forces that shaped modern Ireland beginning with the fall of Parnell and culminating with the formation of the Irish Free State.</p> <p>The structure will be chronological to allow an understanding of the progression of thought, internal and external political influence.</p>
<p><b>Module Teaching and Learning Strategy</b></p>	<p>Prior to lectures learners will receive a selection of readings on Moodle taken from articles or book chapters relevant to the lecture topic. Learners will also receive links to online primary sources. The first hour of the two hour lecture will form the taught component which will be a PowerPoint delivery. This will include reference to available hard-copy and virtual primary sources for the topic and be supplemented by documentaries and film. The second hour will be the discursive element to allow learners present their knowledge and views on the topic and to</p>

	<p>facilitate a forum for debate and conflicting opinions. This will encourage learners to hone reflective, debating and analytic skills.</p> <p>For each week of eleven weeks there will be a taught component to the lectures and a discursive component facilitated by the lecturer. To encourage diverse opinions learners will form small in-class groups during some lectures to take a particular stance on an issue. The floor will then be opened for debate between the groups. The aim is to encourage learners to consider the contemporary points of view and to refine research and analytical skills and sharpen the ability to present coherent arguments.</p> <p>Learners will have one seminar style two hour class early in the term (week 4), from which the continuous assessment will be drawn. This seminar will select one area from this era of Irish history that is not covered in the general lectures. The topic will be presented to learners before the seminar class to allow for self-directed research of primary and secondary sources. Learners will present their findings in written form in week 8.</p>
<b>Work-Based Learning and Practice-Placement</b>	N/A
<b>E-Learning</b>	<p>Many online primary sources are available for this module so e-learning research will form a necessary component. Learners will also have prior reading for lectures which will be made available by the lecturer on Moodle. Learners will also be urged to source primary and secondary sources themselves, and upload relevant material to share with fellow-learners.</p>
<b>Specifications for Module Staffing Requirements</b>	<p>Staff:Learner ratio is typical of the overall programme approach with a maximum of 35 learners</p> <p>Staffing requirements: 1 lecturer</p> <p>However, as a cross-programme module, additional staff will be required where the maximum number of learners exceed the resources available.</p>
<b>Module Summative and Formative Assessment Strategy</b>	<p><b>Essay/supervised project (60%):</b></p> <p>Learners will create a supervised project/essay. Suggested titles will be offered to learners, but they will also be encouraged to create their own titles or engage with external history journals to devise a topic. The essay will have a formative component in that learners will present their essay titles, with a short (one page) account that details the primary and secondary sources they will use to write up their assignment (i.e. literature review). This will allow for guided feedback on sources before the project begins. After the assignment is given, there will be a short period allocated at the end of the weekly lectures to allow learners bring questions to the lecturer and gain guidance.</p> <p>Learners will write a project or essay of 1,500-1,750 word length which will be submitted at the end of term for summative assessment and the result will form 60% of their overall grade. 10% of this 60% will be awarded to the literature review. The aim of this assessment is to enable learners showcase their ability to research and write a coherent document. It should showcase all the learning outcomes for this module.</p>

	<p><b>Continuous Assessment (40%):</b>  The seminar class will form the backdrop for this assessment. Learners will be formed into groups during the seminar class. Each group will be given a topic or can select a relevant topic to the seminar. A 20-30 minute time period will be allocated for discussion on their topic and agree on topics within the overall topic that will form the written component. The group will create a (800 words) blog. Members of the group will feedback to each other’s blogs, (and can read and comment on other group’s blogs also if they wish). The blog will be set up on their module Moodle page.</p> <p>The overall grade for this assignment will be 40%, broken down into:  10% for topic theme and allocation of work within the group  20% for final written blog  10% for reply comment (checked once by lecturer)</p> <p>(Learners will be graded individually for this assessment).</p> <p>Learners will benefit from the group work discussion component to promote division of tasks on a topic; they will research and write up a coherent and short piece that will be read by their peers; and, they will engage with social media by publishing their work in blog form in a controlled environment; they will engage also by replying or commenting on each other’s work (again in a controlled format).</p>
<p><b>Sample Assessment Materials</b></p>	<p><b>Essay topics:</b></p> <ol style="list-style-type: none"> <li>1. Analyse how cultural nationalist groups influenced the struggle for independence in Ireland?</li> <li>2. Evaluate the role of women in Irish politics 1912-1923?</li> <li>3. Critically evaluate the 1916 Proclamation and discuss its ongoing legacy.</li> <li>4. Critically analyse the political role of Sinn Féin in Ireland after Easter Week up to and including the formation of the Free State.</li> </ol> <p><b>Continuous Assessment:</b>  The seminar will explore the themes of nationalism and unionism in Ireland. Learner groups will, for example, write a blog on:  Analyse the role of Nationalism and Unionism in Ireland during the era 1891 to 1923 and evaluate its impact on political and military events.</p>
<p><b>Reading Lists and Other Information Resources</b></p>	<p><b>Essential Reading:</b>  Bew, Paul, <i>Ideology and the Irish Question: Ulster Unionism and Irish Nationalism 1912-1916</i> (Oxford: Clarendon Press, 1994)</p> <p>--- <i>Ireland, The Politics of Enmity 1789-2006</i> (Oxford: Oxford University Press, 2007).</p> <p>Ferriter, Diarmaid, <i>The Transformation of Ireland 1900-2000</i> (Dublin: Profile Books, 2004)</p> <p>Fitzpatrick, David, <i>The Two Irelands: 1912-1939</i> (Oxford: Oxford University Press, 1998)</p> <p>Jackson, Alvin, <i>Ireland 1798-1998, War, Peace and Beyond</i> (Oxford: Blackwell, 1999)</p> <p><b>Other Reading:</b></p>

	<p>Buckland, Patrick, <i>Ulster Unionism, and the Origins of Northern Ireland 1886 to 1922</i>, ii (Dublin: Gill and Macmillan, 1973)</p> <p>Garvin, T. <i>The Birth of Irish Democracy</i> (Dublin: Gill and Macmillan, 1996)</p> <p>Jackson, Alvin, <i>Home Rule, An Irish History 1800-2000</i> (Oxford: Oxford University Press, 2003)</p> <p>Laffan, Michael, <i>The Resurrection of Ireland: the Sinn Féin Party</i> (Cambridge: Cambridge University Press, 1999)</p> <p>Stewart, A.T.Q., <i>The Ulster Crisis, Resistance to Home Rule, 1912-14</i> (London and Boston, 1967)</p> <p>Walker, Graham, <i>A History of the Ulster Unionist Party: Protest, Pragmatism and Pessimism</i> (Manchester: Manchester University Press, 2004)</p> <p>Wheatley, Michael, <i>Nationalism and the Irish Party, Provincial Ireland 1910-1916</i> (Oxford: Oxford University Press, 2005)</p> <p>Fitzpatrick, David, <i>Politics and Irish Life, 1913-1921, Provincial Experience of War and Revolution</i> (Cork: Cork University Press, 1998)</p> <p>Lyons, F.S.L., <i>The Irish Parliamentary Party 1890-1910</i> (Connecticut, 1975)</p> <p><b>Essential Viewing:</b>  Films: <i>The Wind that Shakes the Barley</i>, directed by Ken Loach; <i>Michael Collins</i>, directed by Neil Jordan.</p> <p>Documentaries:  The National Archives UK war films, e.g. The Battle of the Somme;  BBC Documentary ‘The Ulster Solemn League and Covenant’ written and presented by William Crawley.</p>
<p><b>Module Physical Resource Requirements</b></p>	<p>Lecture Hall and access to internet and Moodle.</p>