

Ireland: Politics and Society 1923-1980

Section A: Headline Information	
Module title	Ireland, Politics and Society 1923-1980
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	TBC
Module Co-ordinator	Elaine Callinan
Parent programme(s)	BA (Honours) in English and History
Stage of parent programme	3
Semester (semester1/semester2 if applicable)	2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures, seminars, web facilitated learning
Entry requirements (statement of knowledge, skill and competence)	Successful completion of Stage 2 of the programme or equivalent is required.
Pre-requisite module titles	Stage 3: Ireland: Insurrection to Independence 1891-1923
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	No
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)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in History
Maximum number of learners per module	35
Duration of the module	1 Semester
Average (over the duration of the module) of the contact hours per week (see * below)	2
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall, IT Services, library (in-house and county), Delany Archive.
Analysis of required learning effort	
*Effort while in contact with staff	

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 (feedback)	Minimum ratio teacher/learner					
24	1:15						101: 55; self directed 31: essay prep 15: primary source research			125 hours
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				100%				100%		

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	This module specialises in a study of Irish history at the contemporary period, to broaden and deepen knowledge. Upon completion of this course the learner at Stage 3 should have a comprehensive knowledge of modern Irish history, and developed the necessary skills to critically analyse political actions, public responses, and the impact of politics on society. It will also enable learners to select topics for Stage 4 dissertations. This module complements the new Politics and Society course on the second level curriculum within an Irish context, benefiting learners who wish to progress on to Level 8 and PME courses.
Module Aims and Objectives	<p>This module will identify the core issues and debates at the heart of Irish life in this era using a variety of theoretical studies and practical research methods to analyse politics and society in Ireland.</p> <p>This module will also examine the conflict between Church and State, women in Irish society, political divergences, class struggles, European integration and Ireland's evolving economy, as well as conflicts over health, land, religion, law and order, and welfare. Learners will be able to draw on studies from the English programme to form an interdisciplinary approach to their studies. Learners should</p>

	<p>have accomplished a good grounding in research, written and presentation skills to enable them to compete in the workplace or progress to further studies at level 8.</p>
Minimum Module Learning Outcomes	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Outline chronologically, and explain key developments in the history of twentieth-century Ireland to assess the impact of social and cultural developments in shaping life in modern Ireland. (MIPLO 1, 2, 3) 2. Demonstrate the ability to apply a comparative perspective to the social and political history of modern Ireland. (MIPLO 3, 4, 8) 3. Source and critically appraise relevant literature and primary sources. (MIPLO 4, 5) 4. Communicate analysis and argument in written and verbal format. (MIPLO 5, 8)
Information Provided to Learners about the Module	<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>
Module Content, Organisation and Structure	<p>This module will begin in the early years of the nascent Irish Free State to investigate society, family, working and social lives. How people interacted with the apparatus of the new state and religious bodies will be investigated to include the private sphere of the family, social morals, control and censorship under the de Valera regime. Ireland's neutrality during World War Two in 'The Emergency' of 1939-45 will be debated; as will the transfer from Free State to Republic in 1949.</p> <p>The module will also debate the liberal era of the 1960s including the internationalisation of the economy and urbanisation of Irish society. It will question the evolution of the media and its effect on daily life and political thought. The deepening economic crisis of the 1970s and the rise of Labour movements, and the new Wave of Irish Feminism will be examined to investigate the forces and ideas that shaped Irish society. The module will culminate with the political, fiscal and social crisis of the 1980s, the struggling economy and the lead-in to the controversial divorce and abortion referendums of the late 1980s and 1990s.</p> <p>The chronological approach of the module will allow learners explore the evolution of political and social change. Through a thorough investigation of the historiography of the period and primary source material learners at this level should be able to challenge the previously one-dimensional image of Ireland as a society controlled by the Church.</p>
Module Teaching and Learning Strategy	<p>The module will be delivered in weekly two-hour lectures using PowerPoint and other visual learning aids such as virtual primary sources, documentaries and film. To comprehend the evolution of political thought and societal change there will be a discursive element to this module with time set aside for structured debate.</p>

	Learners will demonstrate their analytic and evaluative skills by research and writing an essay of 2,500 – 3,000 words. The end of year examination will allow learners demonstrate concise works on this era to show that their ability to work under constrained conditions with very tight time controls.
Work-Based Learning and Practice-Placement	N/A
E-Learning	E-learning content and resources will be provided by the lecturer, but learners will be encouraged to source their own primary and secondary material to demonstrate a novel approach to their work. Journal articles and readings will be suggested using Moodle along with links to online primary sources.
Specifications for Module Staffing Requirements	Staff:Learner ratio is typical of the overall programme approach with a maximum of 35 learners Staffing requirements: 1 lecturer However, as a cross-programme module, additional staff will be required where the maximum number of learners exceed the resources available.
Module Summative and Formative Assessment Strategy	Learners will complete a literature review piece prior to their essay demonstrating the key primary and secondary sources they will use. Lecturers will provide feedback on these sources and on the learners' approach to the essay to provide formative assessment. Summative assessment will be provided in the correcting of a 2,000-2,500 word essay. Learners will receive 20% for their literature review and 80% for their essay. Developing the learners' ability to think critically in history will be conducted by exploring the issues of causation and resolution. Upon completion of this module and the assignments learners should have met all the module learning outcomes.
Sample Assessment Materials	Sample essay questions: <ul style="list-style-type: none"> • The 1950s are often remembered as 'wasted years' - a bleak period where Ireland grappled with the twin demons of emigration and unemployment. Evaluate the challenges faced by Irish governments in the 1950s and analyse the attempts to tackle these problems. • Evaluate the publicity campaign aimed at the Irish public that promoted the benefits and disadvantages for the Irish Economy in joining the E.E.C. in the 1970s. • The 1980s in the Republic of Ireland was one of the state's bleakest times. Critically analyse this era of political instability and extreme political corruption and evaluate how the problems were eventually dealt with in the Tallaght Strategy.
Reading Lists and Other Information Resources	Essential Reading: Augustine, Joost (ed), <i>Ireland in the 1930s</i> (Dublin: Four Courts Press, 1999) Biagini, Eugenio F., and Mary Daly (eds), <i>The Cambridge Social History of Modern Ireland</i> (Cambridge: Cambridge University Press, 2017)

	<p>Brown, Terence, <i>A Social and Cultural History of Ireland, 1922-1985</i> (London: Fontana, 1985)</p> <p>Foster, Roy, <i>Modern Ireland 1600-1972</i> (London: Allen Lane, The Penguin Press, 1988)</p> <p>Lee, J.J., <i>Ireland 1912-1985, Politics and Society</i> (Cambridge: Cambridge University Press, 1989)</p> <p>Redmond, Adrian (ed), <i>That was then, This is now</i> (Dublin, Central Statistics Office: Stationery Office, 2000)</p> <p><u>Other Reading:</u></p> <p>Browne, Noel, <i>Against the Tide</i> (Dublin, Gill and Macmillan, 1986)</p> <p>Cruise O'Brien, Conor, <i>The Shaping of Modern Ireland</i> (Dublin: RKP, 1960)</p> <p>Fennell, Desmond, <i>Heresy: The Battle of Ideas in Modern Ireland</i> (Belfast: Blackstaff Press, 1993)</p> <p>Fennell, Desmond, <i>The State of the Nation: Ireland since the sixties</i> (Dublin: Ward River Press, 1983)</p> <p>Humpries, A.J., <i>New Dubliners 1966: Urbanisation and the Family</i> (London, RKP, 1966)</p> <p>Kerrigan, Gene, <i>Another Country: Growing Up in '50s Ireland</i> (Dublin: Gill and Macmillan, 1998)</p> <p>O'Drisceoil, Donal, <i>Censorship in Ireland 1939-1945: Neutrality, Politics and Society</i> (Cork: Cork University Press, 1996)</p> <p>Whyte, J.H., <i>Church and State in Modern Ireland 1923-1979</i> (Dublin: Gill and Macmillan, 1980)</p> <p>Hayward, Katy, <i>Irish Nationalism and European Integration, The official redefinition of the island of Ireland</i> (Manchester, 2009)</p> <p><u>Essential Viewing:</u></p> <p>Dáil Éireann Debates: www.oireachtas.ie</p> <p>RTE Archives News Collection, 7 March-31 December 1985: www.rte.ie</p> <p>Newspapers: Carlow County Library</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture Hall, IT Facilities, DVD Player</p>