

Migrations in Irish History, 1700-present

Section A: Headline Information	
Module title	Migrations in Irish History, 1700-present
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	TBC
Module Co-ordinator	Dr Richard Mc Mahon
Parent programme(s)	BA (Honours) in English and History
Stage of parent programme	3/4 Note: This elective module will be offered to both Stage 3 and 4 learners and will run in alternate years with 'Violence, Law and Order in Modern Irish History'
Semester (semester1/semester2 if applicable)	1
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Seminars, fieldtrip, collaboration on database project
Entry requirements (statement of knowledge, skill and competence)	Successful completion of Stage 2 of the programme or equivalent is required.
Pre-requisite module titles	N/A
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 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)	Small teaching room equipped with IT resources and WIFI. Support for fieldtrip to Dunbrody Famine Ship and Irish Emigrant Experience.
Analysis of required learning effort	
*Effort while in contact with staff	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify Fieldtrip)		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	Minimum ratio teacher/learner					
22	1:15			8	1:15		95: Seminar Prep: 12 hours Presentation Prep: 8 hours Exam Prep: 20 hours Self-directed reading: 55			125 hours
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				40%			60%	100%		

Section B: Module Descriptor

Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs

This elective module offers learners the opportunity to build on and develop skills acquired at Stages 1 and 2

Migration is central to modern Irish history. This module investigates the history of migration into and from Ireland from the eighteenth century to the present day. It will involve an examination of the extent, nature and characteristics of Irish migration and any changes which have occurred in patterns of migration over time. This will include an examination of Irish migration to Britain, North America, South America, Australia and New Zealand and, indeed, to the wider British Empire as well as the direct impact of migration on the island of Ireland over three centuries. It will allow learners to locate the Irish experience within broader European and global contexts and to explore how the history of Irish migration relates to other key

	<p>developments in the economic, social, cultural and political life of the wider Atlantic world.</p> <p>In doing so, learners will develop an understanding of comparative and transnational approaches to history as well as essential skills for historical research in economic, social and gender history using diverse primary sources. The focus on the use and evaluation of primary sources and presentation of research results, will also aid learners in developing the skills and understanding necessary for their Stage 4 Dissertation.</p> <p>The fieldtrip will assist in the development of transferable skills and will tie-in with aspects of the career practice modules. The group presentations will enhance communication skills, encourage collaboration and provide a forum for testing and developing original research.</p>
<p>Module Aims and Objectives</p>	<p>The aims and objectives of the module are as follows:</p> <ol style="list-style-type: none"> 1. The learners understand the historical development and place of migration in the social and cultural life of Ireland from the eighteenth century to the present day. 2. They understand the impact of Irish migration on other countries and its wider global significance. 3. They can compare and contrast the Irish experience of migration to that of other countries. 4. They have an understanding of the historiography. 5. They develop a hands-on understanding of the nature of historical research. 6. They gain an understanding of approaches to comparative and transnational history as well as to the study of historical change.
<p>Minimum Module Learning Outcomes</p>	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a clear understanding of key developments and themes in the history of migration from Ireland since 1700. (MIPLO 1, 2) 2. Refine skills acquired in previous years of study and show an ability to engage with and question prevailing approaches, theories and ideas. (MIPLO 3, 4) 3. Show initiative in their work and to demonstrate a capacity for independent thought and research. (MIPLO 5, 6) 4. Develop and demonstrate new skills in both quantitative and qualitative research and analysis through full participation in class discussion and debate and through assessments. (MIPLO 6, 7, 8)
<p>Information Provided to Learners about the Module</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>Module Content,</p>	<p>The course will introduce learners to key themes and developments in the history of</p>

Organisation and Structure	<p>Irish migration from 1700 onwards and will allow the learner to reflect on the methodological, historiographical and theoretical issues that arise from such a study within an Irish context and how this relates to wider developments in the wider history of migration in the Atlantic world.</p> <ul style="list-style-type: none"> • Methods and sources for the study of Irish migration • Migration from pre-Famine Ireland: patterns and impact • The Famine and migration from Ireland • The impact of migration on post-Famine Ireland • The Irish in colonial North America • The Irish in the United States of America • The Irish in Britain before the Famine • Famine and post-Famine migration to Britain • The Irish in Canada • The Irish in Australia and New Zealand • The Irish in South America • The Irish and the British Empire • Gender and migration in modern Irish history • Representations of migration <p>A fieldtrip will be arranged to visit the Dunbrody Famine ship where learners can engage with and come into direct contact with key elements of the history of Irish migration.</p>
Module Teaching and Learning Strategy	<p>The methods of teaching and learner learning will encompass weekly seminars which offer an overview of the module content and allow the learners to engage with both primary and secondary sources. The module will also involve the development of a database project that will provide an opportunity for learners to develop their research skills. The database will allow learners to develop a research project and to engage in both quantitative and qualitative analysis of sources relating to the history of migration in modern Irish history.</p> <p>At the heart of the module, will be the aim of developing autonomous learners capable of tackling complex questions and undertaking independent research and as such the learners will be expected to contribute to the direction and content of seminars as the module progresses. Learners will also be expected to prepare for each seminar and to participate fully in discussion and debate. Unseen primary sources will be produced for group discussion and will provide the basis for learners to explore their own avenues for new research. The learners will also be expected to collaborate on group presentations. Their PowerPoint slides will then be available to the class group through Moodle. The module will also involve a field trip which will allow the learners to reflect and critically engage, more broadly, with the module content.</p>
Work-Based Learning and Practice-Placement	<p>N/A</p>
E-Learning	<p>Moodle used for teaching resources and for learners to upload and share presentations and videos.</p> <p>Learners are encouraged to access and use the wealth of information and resources on the internet.</p>

Specifications for Module Staffing Requirements	<p>Staff:Learner ratio is typical of the overall programme approach with a maximum of 35 learners</p> <p>Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area.</p> <p>However, as a cross-programme module, additional staff will be required where the maximum number of learners exceed the resources available.</p>
Module Summative and Formative Assessment Strategy	<p>Summative:</p> <p><u>Proctored written examination</u> A two-hour exam in which learners answer two questions, one to be a document question (60%). This will test achievement of MIMLOs 1-3</p> <p><u>Continuous Assessment</u></p> <p>A group presentation delivered at a seminar (20%). This will test achievement of MIMLO 3.</p> <p>A project where the learners will collect data and enter it in a database under the supervision of the module co-ordinator (20%). This will test achievement of MIMLO 4.</p>
Sample Assessment Materials	<p>Sample Examination Question: In what ways were Irish emigrants different from other European emigrants during the 19th century?</p> <p>Group Presentation Marks awarded as follows:</p> <ul style="list-style-type: none"> • Evidence of teamwork (20%) • Appropriateness of material (20%) • Level of research evident (20%) • Standard of Presentation (20%) • Individual contribution (20%) <p>Database project Marks awarded as follows:</p> <ul style="list-style-type: none"> • Content (research): the collection of primary data gleaned from a variety of diverse sources (40%) • Content (analysis) – the ability to analyse data providing information on context and significance and, ultimately, its value as a primary source (40%) • Presentation (20%)
Reading Lists and Other Information Resources	<p>Essential Reading: Akenson, D. H. <i>The Irish Diaspora: A Primer</i> (Belfast, Queen’s University: Institute of Irish Studies, 1996)</p> <p>Kerby, Miller, <i>Emigrants and exile: Ireland and the Irish exodus to North America</i>, (Oxford: Oxford University Press, 1985)</p> <p>MacRaild, Donald M., <i>Irish Migrants in Modern Britain, 1750-1922</i>, (UK: St Martin’s Press, 1999)</p>

	<p>O'Farrell, Patrick, <i>The Irish in Australia, 1788 to the present</i>, new edn (Notre Dame: University of Notre Dame Press, 2001)</p> <p>Fitzgerald, P., and B. Lambkin, <i>Migration in Irish History, 1607-2007</i> (Basingstoke: Palgrave Macmillan, 2008)</p> <p>Other Reading:</p> <p>Akenson, D.H., <i>Ireland, Sweden and the Great European migration, 1815-1914</i> (Liverpool, Liverpool University Press, 2011)</p> <p>Kenny, Kevin, 'Diaspora and comparison: the global Irish as a case study' in <i>Journal of American History</i>, vol. 90, no. 1 (June 2003), pp 134-62.</p> <p>MacRaild, D., 'Crossing migrant frontiers: comparative reflections on Irish migrants in Britain and the United States during the 19th century' in MacRaild, D., (ed), <i>The Great Famine and Beyond, Irish Migrants in Britain in the 19th and 20th Centuries</i> (Dublin: Irish Academic Press, 2000)</p> <p>Houston, C.J., and W. J. Smyth, 'The Irish Diaspora: emigration to the new world, 1720-1920' in Graham, B.J., and L. J. Proudfoot (eds), <i>An Historical Geography of Ireland</i> (London: Academic Press, 1993)</p> <p>Campbell, Malcolm, <i>Ireland's new worlds. Immigrants, Politics and Society in the United States and Australia, 1855-1922</i> (Madison, 2008)</p> <p>Websites</p> <p>Irish Emigration Database http://www.dippam.ac.uk/ied/</p> <p>Historic American Newspapers https://chroniclingamerica.loc.gov/</p> <p>Migrant letters https://hsp.org/education/unit-plans/irish-immigration/irish-immigrant-letters-home</p> <p>Essential Viewing:</p> <p>The Irish Empire (Alan Gilsean, 1999).</p> <p>A documentary which explores the varied history of migration from and into Ireland. It will provide the basis for discussion in a seminar relating to representations of Irish migration.</p>
<p>Module Physical Resource Requirements</p>	<p>Medium size room for class, tables for group work, IT equipment and WIFI, Moodle VLE and library resources.</p>