

Re-Imagining Ireland, 1850-2000

Section A: Headline Information	
Module title	Re-Imagining Ireland, 1850-2000
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	2
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 and tutorials
Entry requirements (statement of knowledge, skill and competence)	Successful completion of Stage 1 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)	2.33
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall, Small Groupwork Room, IT Room
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					
24	1:15	4	1:5				97: Self-directed Study: 50 hours Tutorial Prep: 16 hours Exam Prep: 31 hours			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	<p>This module will build on and enhance the knowledge and skills developed at Stages 1 and 2 and will form a key component of the Irish history strand of the programme.</p> <p>The learners will build on the interdisciplinary knowledge of Irish history and culture introduced in the Re-Imagining Ireland modules at Stages 1 and 2. They will deepen their knowledge of and refine their inter-disciplinary approach to the study of Irish history and culture. They will be provided with a clear structure to help them achieve this and will be encouraged to engage in a dialogue with fellow learners and the teaching staff on key themes and developments in Irish history and culture from 1850 to 2000. The primary goal will be to establish their position as autonomous learners with key skills and knowledge.</p>
Module Aims and Objectives	<p>The aims and objectives of the module are as follows:</p> <ol style="list-style-type: none"> 1. To guide learners through the key developments in the history of Ireland from the mid-nineteenth century through to the end of the twentieth century and to offer a sense of how life was lived in Ireland at the time.

	<ol style="list-style-type: none"> 2. To encourage learners to examine critically the major events and figures that have played a prominent part in the island's history at this time. 3. To locate the Irish experience within wider European and global experiences and allow the learners to reflect on the meaning and significance of economic, social, cultural, political and religious life on the island from 1850 to 2000. 4. To situate modern Irish history within debates in the Irish historiography encompassing nationalist, revisionist and post-revisionist approaches to the subject.
Minimum Module Learning Outcomes	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an integrated and interdisciplinary understanding of Irish history and culture from 1850 to 2000. (MIPLO 1, 2) 2. Draw on key skills developed through engagement with different disciplines, particularly in the fields of history, literature and philosophy, to address complex questions arising from the study of Ireland from the mid-nineteenth century onwards. (MIPLO 3, 4) 3. Display a clear capacity for independent thinking and critical engagement with both primary and secondary sources and begin to develop their own research projects. (MIPLO 3, 4, 5) 4. Employ their skills in critical thinking to address complex issues through oral presentations and written assessments and, in doing so, to explore, reflect and offer distinct perspectives on different themes and contexts. (MIPLO 5, 6, 7, 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>Learners will explore and analyse modern Ireland within wider transnational developments and global contexts. Through a truly inter-disciplinary programme of study they will encounter and engage with the key and central themes of the period including: economic and social development; the impact of the state and the centralisation of power and authority; political and religious conflict; literary, philosophical and cultural life; questions of gender and, more broadly, Ireland's place in a wider global context. In particular, they will engage with the following key developments and themes:</p> <ul style="list-style-type: none"> • Politics and society after the Famine • Questions of land and agrarian unrest • Migration since the Famine • Religion and the development of modern Ireland

	<ul style="list-style-type: none"> • Language and social life • Landscape, environment and urbanisation • Cultural revivals and intellectual life • Ulster: conflict and crisis • First World War and the 1916 Rising • Conflict and civil war • New states in the 1920s and 1930s • Ireland, World War Two and its Aftermath • Economy, culture and society in a 'global Ireland' • Philosophy, identity and intellectual life in the twentieth century • Literature and poetry in contemporary Ireland
Module Teaching and Learning Strategy	<p>The methods of teaching and learning will encompass weekly lectures on a variety of different themes and topics related to Ireland from 1850 to 2000. This will involve the use of PowerPoint presentations (sometimes incorporating documentaries and films about the period) which will provide the learner with the building blocks to develop a clear and comprehensive understanding of the time. Primary sources will also be utilised to ensure that learners develop their skills in dealing with complex historical material and to sharpen their analytical skills. The lectures will be supplemented by tutorials in which the learners will critically engage with a range of approaches to the study of history rooted in a discussion of a variety of secondary and primary sources. At the heart of the module, will be the aim of developing a clear and coherent dialogue between lecturer and learner that facilitates learning in a structured but flexible manner and contributes to the development of autonomous learners.</p>
Work-Based Learning and Practice-Placement	N/A
E-Learning	<p>Moodle used for teaching resources and for learners to upload and share material.</p> <p>Learners 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 and 1 tutor</p> <p>The maximum tutor:learner ratio is 20</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>Continuous Assessment (40%) (testing MIMLO 3 and 4)</p> <p>Formative: individual and group feedback on tutorial contributions will be given.</p> <p>Summative: an in-class group presentation based on primary source material</p> <p>Proctored Written Exam (60%) (testing MIMLO 1 and 2)</p> <p>Summative: the exam will be two hours in duration and learners will have to answer two questions.</p>
Sample Assessment	Sample Examination Question:

<p>Materials</p>	<p>The 1916 Rising was ultimately an honourable act that was doomed to fail. Discuss.</p> <p>Tutorial assessment: Formative: individual and group feedback on tutorial contributions will be given.</p> <p>Summative: Group Presentation at tutorial (40%)</p> <p>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>Reading Lists and Other Information Resources</p>	<p>Essential Reading: Boyce, George D., <i>Nineteenth-century Ireland: the search for stability</i> (Dublin: Gill and MacMillan, 2005)</p> <p>Hill, J.R. (ed), <i>A New History of Ireland: vol. vii, Ireland, 1921-84</i> (Oxford: Oxford University Press, 2004)</p> <p>Hoppen, K.T., <i>Ireland since 1800: conflict and conformity</i>, 2nd edn (London: Routledge, 1998)</p> <p>Keogh, Dermot, <i>Twentieth-century Ireland, Nation and State</i> (Dublin: Gill and MacMillan, 1994)</p> <p>Lee, J.J., <i>Ireland 1912-1985: Politics and Society</i> (Cambridge; Cambridge University Press, 1989)</p> <p>Other Reading: Bartlett, Thomas, <i>Ireland: A History</i> (Cambridge: Cambridge University Press, 2010)</p> <p>M.A.G. Ó Tuathaigh, <i>Ireland before the Famine, 1798-1848</i>, 2nd edn (Dublin: Gill and Macmillan, 1990)</p> <p>Lee, J.J., <i>The modernisation of Irish society</i>, 2nd edn (Dublin: Gill and Macmillan, 2008)</p> <p>Lyons, F.S.L., <i>Ireland since the Famine</i> (London: Fontana Press, 1973)</p> <p>Valiulis, Maryann (ed) <i>Gender and Power in Irish History</i> (Norfolk: University of Massachusetts Press, 2009)</p> <p>Websites House of Commons Parliamentary papers http://www.proquest.com/products-services/House-of-Commons-Parliamentary-Papers.html Bureau of Military History</p>

	<p>http://www.bureauofmilitaryhistory.ie/</p> <p>Essential Viewing: The Quiet Man (John Ford, 1952). The film will be used to explore the representation (and idealisation) of Ireland in the twentieth century.</p>
Module Physical Resource Requirements	<p>Lecture Hall with IT equipment and WIFI IT</p> <p>Room for tutorials</p> <p>Moodle VLE</p> <p>Library Resources</p>