

The Politics of the Great Irish Famine

Section A: Headline Information	
Module title	The Politics of the Great Irish Famine
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	TBC
Module Co-ordinator	Dr Thomas Mc Grath
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	2
List the teaching and learning modes	Lectures/seminars, web facilitated learning with Wifi
Entry requirements (statement of knowledge, skill and competence)	Successful completion of the preceding stage 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)	Lecture Hall with IT resources and WIFI
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	Minimum ratio teacher/learner		Self directed learning and study			
24	1:15						101			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	The deaths of one million people and the exodus of another million in the years 1845-1850 mark the Famine as the greatest catastrophe in Irish history and the biggest social disaster in nineteenth century Europe. This Module examines the politics of the Famine. The response to the Famine of those in the public sphere with political influence at all levels in Ireland and England will be considered. The pressure of the Famine on tenants and landlords will be highlighted in the context of deaths, evictions and emigration. The changing dimensions of relief efforts by the State and others throughout the years of the Famine will be considered. The reaction of successive prime ministers Sir Robert Peel and Lord John Russell and their leading cabinet ministers will be examined as will the role of the Treasury and the bureaucrats in the civil service in England and Ireland. The role of the churches and relief agencies will be examined. The differing responses to the Famine of Daniel O’Connell and the Repeal Association, and William Smith O’Brien and the Young Ireland movement will be interpreted. Consideration will be given to how attitudes towards Ireland and the Irish formed by key newspapers and journals impacted on public opinion and Famine relief from Britain. Comparative and transnational perspectives on the Famine will be offered. Contrasting historical interpretations of the Famine will be examined.
Module Aims and Objectives	This module aims to present the history of the Famine with an emphasis on how and why politicians and others in the public sphere reacted as they did. The module seeks to explain how a tragedy of this magnitude occurred.

Minimum Module Learning Outcomes	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Explain in detail the politics of the famine period in Ireland and Britain (MIPLO 1, 2, 3). 2. Have an in-depth understanding of the attitudes to the famine of key decision and influence makers whether politicians, public figures, civil servants, the print media, newspapers and journals (MIPLO 1, 2, 3). 3. Understand and evaluate why relief efforts changed as the famine progressed (MIPLO 1, 2, 3). 4. Participate fully in class discussion and debate and be able to critique contemporary sources and contrasting and contested historiographical interpretations of the famine (MIPLO 3, 4, 5, 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>Irish demography and poverty – landlord and tenant</p> <p>The poor law system and the workhouses</p> <p>The leadership of prime ministers Sir Robert Peel and Lord John Russell and their cabinets – the response of their governments</p> <p>The view from the state bureaucracy, the Treasury in London, Dublin Castle – perceptions of landlords and tenants in Ireland.</p> <p>The politics of relief administration</p> <p>The voice of the churches and international relief efforts</p> <p>O’Connell and the Repeal Association; O’Brien and the Young Irelanders</p> <p>The famine and rebellion in 1848</p> <p>British public opinion on the famine</p> <p>The politics of famine evictions</p> <p>The Emigration exodus</p> <p>Contested interpretations of the famine</p>
Module Teaching and Learning Strategy	<p>Formal lectures, using PowerPoint slides, supplemented by online digital resources to reinforce learning. The Lecturer will invite discussion, and questions and answers in dialogue with the class.</p> <p>The learning strategy will include in-class reading of accounts of the famine and responses to it from contemporary eyewitnesses. Speeches by leading politicians in parliament and the official and private papers of politicians and civil servants will be discussed. For example Charles Trevelyan’s, <i>The Irish crisis</i> (1848, an essay originally</p>

	published anonymously in the <i>Edinburgh Review</i>). will be considered in class as well as newspapers and private diaries. These primary documentary sources will give learners a clear insight into the nature and complexity of the famine disaster.
Work-Based Learning and Practice-Placement	N/A
E-Learning	Moodle used for teaching resources and for learners to upload and share relevant material. Learners are encouraged to access and use the wealth of information and resources available from respected sources online on the Irish Famine.
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 with teaching and/or research competence in the relevant area.
Module Summative and Formative Assessment Strategy	Summative: Continuous Assessment: Two essays of 1,500 words, each worth 50%
Sample Assessment Materials	Sample essays: Essay: Why did a million Irish people die in the Famine? Essay: What were the major political considerations faced by London in dealing with the Irish Famine?
Reading Lists and Other Information Resources	Essential Reading: Crowley, John, William J. Smyth and Mike Murphy (eds), <i>Atlas of the Great Irish Famine</i> (Cork: Cork University Press, 2012) Donnelly, James S. <i>The Great Irish Potato Famine</i> (Stroud, Sutton Publishing, 2001) Gray, Peter, <i>Famine, land and politics: British government and Irish society 1843-50</i> (Dublin: Irish Academic Press, 1999); <i>The making of the Irish poor law, 1815-43</i> (Manchester: Manchester University Press, 2009); <i>The Irish Famine</i> (London, Thames and Hudson, 1995) Kinealy, Christine, <i>This great calamity: The Irish Famine, 1845-52</i> (Dublin, 1994); <i>A death dealing Famine: The great hunger in Ireland</i> (London, Pluto, 1997); <i>Repeal and Revolution: Ireland in 1848</i> (Manchester: Manchester University Press, 2009) Ó Grada, Cormac, <i>Black '47 and beyond: The Great Irish Famine in history, economy and memory</i> (Princeton: Princeton University Press, 1999); <i>Ireland before and after the famine</i> (Manchester: Manchester University Press, 1993) Poitéir, Cathal (ed), <i>The Great Irish Famine</i> (Cork: RTE/Mercier, 1995) Other Reading: Delaney, Enda, <i>The Great Irish Famine</i> (Dublin: Gill and Macmillan, 2012)

	<p>Edwards, R. Dudley and T. Desmond Williams, <i>The Great Famine: Studies in Irish history 1845-52</i> (Dublin, Lilliput Press, 1994)</p> <p>Haines, Robert, <i>Charles Trevelyan and the Great Irish Famine</i> (Dublin: Four Courts Press, 2004)</p> <p>Kerr, Donal A., <i>'A nation of beggars'? Priests, people and politics in Famine Ireland, 1846-1852</i> (Oxford: Oxford University Press, 1994), <i>The Catholic Church and the Famine</i> (Dublin, Columba Press, 1996)</p> <p>Morash, Chris and Richard Hayes (eds), <i>Fearful realities: New perspectives on the Famine</i> (Dublin: Irish Academic Press, 1996)</p> <p>Nally, Donal P., <i>Human encumbrances; Political violence and the Great Irish Famine</i> (Notre Dame: University of Notre Dame Press, 2011)</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture Hall, PowerPoint, DVD and internet access</p>