

‘The Troubles’, from Conflict to Conciliation, 1968-1998

Section A: Headline Information	
Module title	‘The Troubles’, from Conflict to Conciliation, 1968-1998
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	4
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	Lectures, field trip, web facilitated learning
Entry requirements (statement of knowledge, skill and competence)	Successful completion of Stage 3 of the programme or equivalent is required.
Pre-requisite module titles	Ireland: Politics and Society 1923-1970
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, library, IT resources.
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 (Seminar)	Minimum ratio teacher/learner					
20	1:15			4	1.1		101 Directed reading: 41 hours approx. Self-directed reading: 40 hours Assessment prep and writing: 20			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	<p>This course examines an era of Irish and British history known collectively as ‘The Troubles’. The ability to investigate this era, form opinions and analyse opposing viewpoints in this area is essential for learners studying Irish history at third level, particularly those who wish to progress into PME or Contemporary Irish history masters programmes. Learners will have gained a broad knowledge of Irish history at stages 1 and 2 and an in-depth knowledge of Irish history from the Stage 3 mandatory Irish history modules. From this they can hone into the sensitive issues of Northern Irish history and utilise the research and analytical skills they have developed. This module will also provide the historical context for Learners who wish to pursue the module ‘Literature of the Troubles’ at Stage 4, semester 2. Also, given the existence of the module the ‘Literature of the Troubles’ on the English programme, which learners may have taken, there is the possibility here for</p>

	interdisciplinary engagement.
Module Aims and Objectives	The course examines differing political understandings such as those of Loyalists, Unionists, Nationalists, Republican, Marxist and several others. Key events during this period will be studied such as the rise of the Northern Ireland Civil Rights Association (NICRA), Bloody Sunday, and Anglo-Irish peace processes and agreements. It examines the conflicting political and paramilitary ideologies and activities, and the evolution towards peace which culminated in the 1998 Good Friday agreement. Joint initiatives and relationships in the pursuit of peace between Ireland, Britain and the United States will be explored and analysed.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: <ol style="list-style-type: none"> 1. Demonstrate a thorough understanding of the origins, context and workings of the opposing political and military ideologies in Northern Ireland. (MIPLO 1, 2, 3, 4) 2. Comprehend the political impact of the Republic of Ireland, Britain and the United States on key events and the pursuit of peace. (MIPLO 1, 2 3, 4) 3. Analyse and discuss 'The Troubles' using interdisciplinary approaches and techniques, and show an enhanced ability to read, evaluate and reflect critically and contextually on contemporary newsreel, film, newspaper reports and other primary sources. (MIPLO 3, 5, 6, 8) 4. Evaluate how historians have approached the subject and appreciate key differences in schools of thought. (MIPLO 1-4, 6, 7, 8)
Information Provided to Learners about the Module	College Prospectus specifies module name, stage and ECTS. College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms. 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. Diploma Supplement contains module name, code, stage and ECTS.
Module Content, Organisation and Structure	Learners on this module will have prior knowledge of Irish history so the course will open with a brief historic overview on the creation of Northern Ireland. For coherency, a chronological format will be followed. The module will cover interventions from the governments of Britain and Ireland, and the United States where relevant, i.e. the involvement of the Clinton administration. Political parties and special interest groups (such as the Northern Ireland Civil Rights Association in the 1960s) will be studied. The violence of the 1970s and the main political parties and paramilitary organisations will be investigated - Sinn Fein, Unionist Party, IRA, UVF, loyalists and republicans, unionists and Nationalists, OUP, SDLP, and the Orange Order. The Hunger strikes of the 1980s, the IRA and the Long War Strategy will be explored and the Anglo-Irish Agreement of 1985. The bombings of the 1990s (republican and loyalist) and the peace process will take the course to its conclusion, with a final discussion on the legacy of 'The Troubles'. There may be the opportunity to provide a field-trip to Belfast City to experience the legacy of The Troubles.

Module Teaching and Learning Strategy	<p>This module will be delivered in eight standard lecture style using PowerPoint presentations, film, and documentaries. Two lectures will be seminars where learners will delve into aspects of the peace agreements – one on the Anglo-Irish Agreement of 15 November 1985 signed at Hillsborough Castle by the British Prime Minister, Margaret Thatcher and the Irish Taoiseach, Garret FitzGerald; and the other on the Good Friday (or Belfast) multilateral Agreement of 1998. Seminars allow informal learner-led discussion of the issues raised in the lectures, and for learners to practise the key skills of interpretation and analysis of primary historical sources. This is to facilitate a specialised understanding of these two key peace agreements.</p>
Work-Based Learning and Practice-Placement	<p>N/A</p>
E-Learning	<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>
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>Continuous Assessment (800-1,000 words):</p> <p>In the second hour of the seminar, learners will form groups and devise a creative assignment such as a current affairs news broadcast on the outcome of the agreements, which will be delivered in-class. This is to allow learners demonstrate the key skills of literacy and ability to argue a case, of historical interpretation and analysis, of synthesis and evaluation of evidence and the use of primary historical sources in a contemporary fashion. Learners will have to communicate their knowledge in a time-constrained environment. The module will also include elements of ‘formative’ assessment via short quizzes on Moodle and debates in seminars and lectures.</p> <p>Presentation and Delivery: 20%</p> <p>Written piece: 20%</p> <p>Essay (1,500-1,750 words)</p> <p>The summative assessment will be in the form of written essay assessment. Independent study is an important part of the degree, and stage 4 learners will have received grounding in primary sources. This will be continued in Stage 4 where learners will be encouraged to access online primary sources and visit the local county library to access newspapers. To facilitate self-directed learning and research, learners will select their own essay title and work on their own to adopt enquiry-led approaches to learning in order to graduate as lifelong learners. To assist learners, reading and other study material and primary sources will be suggested by the module lecturer to enable the meeting of the module learning outcomes.</p>

	<p>Essay: 60%</p> <p>In the assessment for this module, it may be possible to develop cross-module, interdisciplinary exercises with the English literature module 'Literature of the Troubles'.</p> <p>Upon completion of the module and module assessments learners should have demonstrated all the learning outcomes.</p>
<p>Sample Assessment Materials</p>	<p>Learners will create their own essay titles on this module, but a sample of what is expected will be:</p> <p>Unionists often claimed that NICRA was a “front” for Irish Republicanism. To what extent was this true?</p> <p>Analyse the factors and events that led to the ‘Battle of the Bogside’ in Derry in August 1969.</p> <p>How did the Bloody Sunday shootings, as well as the British government’s response, shape the Troubles after January 1972?</p> <p>Evaluate the conditions and factors that led to the formation of the paramilitary organisations in late 1969.</p> <p>Research and describe two Loyalist or Republican paramilitary groups. How were these groups organised, commanded and supplied?</p> <p>Continuous Assessment: (Learners will form groups/teams of three) Create a current affairs nine minute slot (3 minutes per person) on the Sunningdale Agreement or Anglo-Irish Agreement 1985 or Good Friday Agreement 1998, using images and primary sources.</p>
<p>Reading Lists and Other Information Resources</p>	<p>Essential Reading: Bew, Paul, <i>Ireland, The Politics of Enmity 1789-2006</i> (Oxford: Oxford University Press, 2007)</p> <p>Hennessey, Thomas, <i>The Northern Ireland Peace Process: Ending the Troubles?</i> (Dublin: Gill and Macmillan, 2000)</p> <p>Bew, Paul, Peter Gibbon and Henry Patterson, <i>Northern Ireland 1921-2001: Political Forces and Social Classes</i> (London: Serif, 2002)</p> <p>Buckland, P., <i>A History of Northern Ireland</i> (Dublin, 1981)</p> <p>Other Reading: Bell, J. Bowyer, <i>The Secret Army: The IRA 1916-1979</i> (Dublin: Poolbeg, 1989)</p> <p>Bruce, Steve, <i>The Red Hand: Protestant Paramilitaries in Northern Ireland</i> (Oxford: Oxford University Press, 1992)</p> <p>Bryan, Dominic, <i>Orange Parades: The Politics of Ritual, Tradition and Control</i> (London: Pluto Press, 2000)</p>

	<p>Campbell, Brian, Laurence McKeown, and Felim O'Hagan (eds), <i>Nor Meekly Serve My Time: The H-Block Struggle of 1976-1981</i> (Belfast: Beyond The Pale, 1994)</p> <p>Cochrane, Feargal, <i>Unionist Politics and the Politics of Unionism since the Anglo Irish Agreement</i> (Cork: Cork University Press, 1997)</p> <p>Cox, Michael, Adrian Guelke, and Fiona Stephen (eds), <i>A farewell to arms?: From 'long war' to long peace in Northern Ireland</i> (Manchester: Manchester University Press, 2000)</p> <p>Holland, Jack and Susan Phoenix, <i>Policing the Shadows, The Secret War Against Terrorism in Northern Ireland</i> (London: Hodder and Stoughton, 1997)</p> <p>Sales, Rosemary, <i>Women Divided: Gender, Religion and Politics in Northern Ireland</i> (London: Routledge, 1997)</p> <p>Essential Viewing: Films: '71 (2014), written by Gregory Burke and directed by Yann Demange; <i>Hunger</i> (2008), directed by Steve McQueen; <i>In the Name of the Father</i> (1993), written and directed by Jim Sheridan; <i>Bloody Sunday</i> (2002), dir. By Paul Greengrass.</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture hall, IT Resources, Library, in-house archive.</p>