

Violence, Law and Order in Modern Irish History

Section A: Headline Information	
Module title	Violence, Law and Order in Modern Irish History
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 and 4 Note: This elective module will be offered to both Stage 3 and 4 learners and will run in alternate years with 'Migrations in 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 3 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 Mountjoy Prison Museum.
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.

The module explores experiences of and attitudes to both violence and the law in modern Irish history. It will involve an examination of the extent, nature and characteristics of violent activity in Ireland and any changes which have occurred in patterns of violence over time. The focus will be on both interpersonal and collective violence and will offer learners an opportunity to engage with the varying causes and motives for violent activity in Irish society from the directly personal to the overtly political. The course will also focus on the role of the law and, in particular, its effectiveness in controlling violent activity in Irish society. Overall, the module will allow learners to garner a greater understanding of both the place and function

	<p>of violence and the law in Irish society and among those who migrated from it, and to place the Irish experience within a broader international context.</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 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 museum visit 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 violence in the social and cultural life of modern Ireland. 2. They can examine reactions to violent activity and, in particular, the part played by the courts and the law in the control of violence within both elite and popular cultures. 3. They are equipped to compare and contrast the relationship between violence and the law in Ireland and 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 in the history of violence and the law in modern Irish history and culture. (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 demonstrate a capacity for independent thought. (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>

Module Content, Organisation and Structure	<p>The weekly seminar will introduce learners to key themes and developments in the history of violence and the law in modern Irish history 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 global history of violence and the law.</p> <p>The following topics will be covered in the seminars:</p> <ul style="list-style-type: none"> • Methods and sources for the study of violence and the law • Rural Sectarian violence • Urban sectarian violence • Agrarian violence in pre-Famine Ireland • Land and violence in post-Famine Ireland • Personal and familial violence • Violence and popular protest • Law and order: policy, policing and prosecutions • Law and order: the courts and punishment • Violence, law and migration • Violence, law and memory <p>A fieldtrip will be arranged to visit the Mountjoy Prison Museum where learners can engage with and come into direct contact with key elements of the history of penal policy in Ireland.</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 violence and the law 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. 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</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> A group presentation delivered at a seminar (20%). This will test achievement of MIMLO 3. 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: Were divisions between Catholics and Protestants a significant cause of violent conflict in eighteenth- and nineteenth-century Ireland? Answer with reference to both experiences of sectarian violence and broader patterns of violence in the country.</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 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: Garnham, Neal, <i>The Courts, Crime and the Criminal Law in Ireland, 1692-1760</i> (Dublin: Irish Academic Press, 1996)</p> <p>Donnelly, J.S., jr., <i>Captain Rock: The Irish agrarian rebellion of 1821-1824</i> (Madison: Wisconsin: Collins Press, 2009)</p> <p>Farrell, Sean, <i>Rituals and riots: sectarian violence and political culture in Ulster, 1784-1886</i>, (Kentucky: University Press of Kentucky, 2000)</p>

	<p>Conley, C.A., <i>Melancholy accidents: the meaning of violence in post-Famine Ireland</i>, (Lanham, Maryland: Lexington Books, 1999)</p> <p>Griffin, Brian, <i>Sources for the study of crime in Ireland, 1801-1921</i>, (Dublin: Four Courts Press, 2005)</p> <p>Other Reading: Clark, Samuel and J.S. Donnelly, jr., (eds), <i>Irish peasants: Violence and political unrest</i> (Manchester: Manchester University Press, 1983)</p> <p>Doyle, Mark, <i>Fighting like the Devil for the sake of God: Protestants, Catholics and the origins of violence in Victorian Belfast</i> (Manchester: Manchester University Press, 2009)</p> <p>Mc Mahon, Richard, <i>Homicide in pre-Famine and Famine Ireland</i>, (Liverpool: Liverpool University Press, 2013), chapter three.</p> <p>Kelly, James, <i>'That damn'd thing called honour' duelling in Ireland, 1570-1860</i> (Cork: Cork University Press, 1995)</p> <p>Websites House of Commons Parliamentary papers http://www.proquest.com/products-services/House-of-Commons-Parliamentary-Papers.html</p> <p>Old Bailey Online https://www.oldbaileyonline.org/</p> <p>Essential Viewing: The Molly Maguires</p> <p>A film which depicts the lives of Irish miners in nineteenth-century Pennsylvania. It will provide the basis for discussion in a seminar relating to violence and 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>