

Insurrection to Independence: Ireland 1900-1925

| 7.1 Module Overview | | | | | | | | | |
|--|---|---------------------------------------|--|-----------------|------------------------------------|--|-----|-------------|---|
| Module Number | | Module Title | Ireland: Insurrection to Independence, 1900-1925 | | | | | | |
| Stage of Principal Programme | | | 2 | Semester | 2 | Duration. <i>(Weeks F/T)</i> | 12 | ECTS | 5 |
| Mandatory / Elective (M/E) | M | Hours of Learner Effort / Week | 2 | | | | | | |
| Analysis of required hours of learning effort | | | | | | | | | |
| Teaching and Learning Modalities | | | | | √if relevant to this module | Approx. proportion of total (hours) | | | |
| Contact Hours | | | | | | | | | |
| In person face-to-face | | | | | √ | 24 | | | |
| Synchronous | | | | | | | | | |
| Indirect/Non-Contact Hours | | | | | | | | | |
| Asynchronous | | | | | | | | | |
| Work Based | | | | | | | | | |
| Other: | | | | | | | | | |
| <ul style="list-style-type: none"> Independent reading, engagement with VLE | | | | | √ | 42 | | | |
| <ul style="list-style-type: none"> Research, preparation and completion of assessment | | | | | √ | 59 | | | |
| Total | | | | | | | 125 | | |

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|---|--|
| Pre-Requisite Module, if any. Module # and Title | N/A |
| Co-Requisite Module, if any. Module # and Title | N/A |
| Maximum number of learners per instance of the module | 120 |
| Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module. | |
| Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc. | Qualifications & experience required |
| Lecturer | A minimum level 9 qualification in History or closely cognate area |
| | Staff - Learner Ratio X:Y |
| | 1:120 |

| Assessment Techniques – percentage contribution | | | | |
|---|------|-----------------------------------|--|-------------------------------|
| Continuous Assessment | 100% | Proctored Exam – in person | | Practical Skills Based |
| Project | | Proctored Exam - online | | Work Based |
| Capstone (Y/N)? | N | If Yes, describe | | |

| 7.2 Minimum Intended Module Learning Outcomes (MIMLOs) | |
|---|------------------------|
| MIMLO On completion of this module a learner will be able to: | Related MIPLO # |

| | |
|--|----------------------|
| 1. Understand the key historical, social, political and military events at play in Ireland from 1900-1925 and be able to communicate them in written form. | 1, 2, 3 |
| 2. Appraise a wide range of relevant academic books and journal articles to engage in analysis and discussion. | 2, 4 |
| 3. Conduct archival-based research using both hard-copy and virtual documentary sources | 1, 2, 3, 4, 5 |
| 4. Present considered opinions and debate/evaluate divisive issues in a mature and informed manner. | 3, 4, 5, 7 |

7.3 Indicative Module Content, Organisation and Structure

This will be a lecturer-led module but will open into discursive and debate formats also. Primary source evidence, alongside historiography, will be the focus to evaluate war and rebellion, society, politics and ideologies of the era. Lecture content will be provided using PowerPoint, archival film, digital primary sources, and archival primary sources. Learners will access PowerPoints on Moodle and relevant articles, documents, documentaries (to aid visual learners) and film footage.

The main topics that will be covered in this module are:

- Introduction of and opposition to the Third Home Rule Bill
- 1913 Lockout and rise of Labour movements in Ireland
- Great War – contribution of and impact on Ireland
- 1916 Easter Rising and aftermath
- War of Independence
- Anglo Irish Treaty
- Civil War
- Partition
- Formation of the Irish Free State

The module concentrates on the events and individuals from the home rule era to the formation of the Irish Free State. The era witnessed conflict between constitutional parliamentarians, nascent separatists and revolutionaries, and unionists. The difficult and often violent relationship between Ireland and Britain will be explored. Ideas of nationalism, republicanism, unionism and imperialism clashed, and these tensions will be debated and situated within the wider context of early twentieth century European and world views. The role of women in this era will also be examined to include suffrage, activism, war and revolutionary roles and politics. The aim is to explore the forces that shaped modern Ireland. The structure will be chronological to allow for an understanding of the progression of thought and actions and internal and external political and ideological influences.

The module will extend the learner's comprehension of this field and will deepen their ability to hone critical and analytical skills and competencies. Upon completion of the module and assessments learners will have achieved the MIMLOs.

7.4 Work-based learning and practice-placement *(if applicable)*

N/A

7.5 Specific module resources required *(if applicable)*

N/A

7.6 Application of programme teaching, learning and assessment strategies to this module

Lectures will present information and knowledge to learners in a variety of ways:

Lecturer-led presentations

Discursive teaching formats to engage in critical debate and analysis. (Learners' opinions will be to engage in debate on topics in this era. Learners will be provided with a topic through, for example, a reading or a primary source document, and the tutorial classes will be used to engage learners in extracting points from the documents and debating/discussing same.

Visual material, e.g. film and archival footage

Digital material, e.g. primary source documents

Learners will access class PowerPoints on Moodle, with relevant articles, readings, online links to digital primary and secondary sources which will facilitate their learning for in-class debates and for assignments.

The assessments for this module consists of:

- **Primary Source Evaluation:** Learners will be asked to evaluate a given primary source and to extract information about this period of Irish history from the document. They will also weigh up the pros and cons of using this source to discuss its advantages and limitations. This assignment will be 1,500 words in length and in written form and will be worth 30%.
- **Essay:** Learners will be provided with a list of choices from which to select an essay title. The essay will be 2-2,500 words in length and worth 60%. The essay will include a brief literature review and then hone in on the topic. The aim is to enable learners to showcase their ability to research and write a coherent document about a period of Irish history and should showcase all the learning outcomes for this module.
- **Attendance:** 10% will also be awarded for attendance.

7.7 Summative Assessment Strategy for this module

| MIMLOs | Technique(s) | Weighting |
|-------------------|---------------------------|------------------|
| 1, 3, 4 | Primary Source Evaluation | 30% |
| 1, 2, 3, 4 | Essay | 60% |

7.8 Sample Assessment Materials

Primary Source Evaluation

From the selection of Bureau of Military History Witness Statements (provided), select one and extract the history of the period. What are the pros/advantages and cons/limitations of using this document to understand the history of the period?

[3 Witness Statements will be provided from which the learner can select one or a selection of newspaper articles (so the question will change to facilitate this)]

Essay

Sample titles include:

- Analyse Unionist and Nationalist reaction to the Third Home Rule Bill.
- Critically assess the roles of James Larkin and William Martin Murphy during the 1913 Lockout
- What was the rationale for voluntary enlistment of Irishmen during the Great War?
- Evaluate the military tactics of the Irish Republican Army during the War of Independence
- Critically assess the role of the plenipotentiaries during the Anglo-Irish negotiations of 1921
- Examine the causes that led to partition and discuss the consequences (up to 1925)

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated.

7.9 Indicative reading lists and other information resources

Indicative Core Reading:

Bartlett, Thomas (ed), *The Cambridge History of Ireland, 1880 to Present*, vol. iv (Cambridge: Cambridge University Press, 2020).

Bartlett, Thomas and Keith Jeffrey (eds), *A Military History of Ireland* (Cambridge: Cambridge University Press, 1996).

Bew, Paul, *Ideology and the Irish question: Ulster Unionism and Irish Nationalism, 1912-1926* (Oxford: Oxford University Press, 1994).

----, *John Redmond* (Dundalk, 1996).

Farrell, Brian, *The Creation of the Dáil* (Dublin, 1994).

Hopkinson, Michael, *Green Against Green: The Irish Civil War* (Dublin: Gill and Macmillan, 1988).

----, *The Irish War of Independence* (Dublin: Gill and Macmillan, 2002).

Jeffery, Keith, *Ireland and the Great War* (Cambridge: Cambridge University Press, 2000).

Townshend, Charles, *Easter 1916: The Irish Rebellion* (London: Penguin Books, 2006).

Townshend, Charles, *The Republic* (London: Penguin Books, 2015).

Indicative Other Resources:

Bew, Paul, *Ideology and the Irish Question: Ulster Unionism and Irish Nationalism, 1912-1926* (Oxford: Oxford University Press, 1994).

----, *John Redmond* (Dundalk: Dundalgan Press, 1996).

Bowman, John, *De Valera and the Ulster Question, 1917-73* (Oxford: Oxford University Press, 1982).

Callinan, Elaine, *Electioneering and Propaganda in Ireland: Votes, Violence and Victory* (Dublin: Four Courts Press, 2020).

Connolly, James, *Labour in Ireland* (Dublin: Maunsel & Company, Ltd, 1917).

----, *Labour in Irish History* (Dublin: Maunsel and Roberts, 1922).

Edwards, Ruth Dudley, *Patrick Pearse: The Triumph of Failure* (London, 1977).

Hart, Peter, *The IRA and its Enemies: violence and community in Cork, 1916-23* (Oxford: Oxford University Press, 1998).

Horne, John (ed.), *Our War* (Dublin: Royal Irish Academy, 2008)

Jackson, Alvin, *Sir Edward Carson* (Dublin: Dundalgan Press, 1993).

----, *Ireland 1798-1998* (Oxford: Oxford University Press, 1999).

Luddy, Maria, *Women in Ireland, 1800-1918: A Documentary History* (Cork: Cork University Press 1995).

McAuliffe, Mary, 'An Idea Has Gone Abroad that All the Women Were Against the Treaty': Cumann na Saoirse and Pro-Treaty Women, 1922-1923' in Mícheál Ó Fathartaigh and Liam Weeks (eds.), *The Treaty: Debating and Establishing the Irish State* (Dublin: Irish Academic Press, 2018).

McIntosh, Gillian and Diane Urquhart (eds.), *Irish Women at War: The Twentieth Century* (Dublin: Irish Academic Press, 2010)

Novick, Ben, *Conceiving Revolution: Irish Nationalist Propaganda During the First World War* (Dublin: Four Courts Press, 2001).

O'Halpin, Eunan, *The Decline of the Union: British government in Ireland, 1892-1920* (Dublin: Gill and Macmillan, 1987).

Urquhart, Diana (ed.), *Coming into the light: the work, politics and religion of women in Ulster, 1840-1940* (Belfast: institute of Irish Studies, 1994).

Walsh, Fionnuala, *Irish Women and the Great War* (Cambridge: Cambridge University Press, 2020).

Primary Sources: (sample)

Irish News Archives: Newspapers

Parliamentary Debates (Ireland and UK)

National Archives Ireland 1911 census