

Society & Change in 19th Century Ireland 1800-1890

7.1 Module Overview									
Module Number		Module Title	Society and Change in Nineteenth Century Ireland, 1800-1890						
Stage of Principal Programme			2	Semester	1	Duration. (Weeks F/T)	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:						✓	101		
<ul style="list-style-type: none"> Independent reading, engagement with VLE, research and preparation of assessments 									
Total							125		

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	40%	Proctored Exam – in person	60%	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. Identify and understand the key events in Ireland's social and cultural history between 1800 and 1890	1, 2

2. Discuss the significance of Irish social history in regional, national and international contexts between 1800 and 1890	3, 5
3. Understand and analyse the broad range of primary and secondary source material which underpins the study of Irish social history	4, 5
4. Articulate their findings in both written and oral forms and while using and refining their research skills to provided individualised, nuanced interpretations of Irish social history during this period.	6

7.3 Indicative Module Content, Organisation and Structure

This course will examine social and cultural change in nineteenth-century Ireland through a thematic lens. It will focus on the social implications of key political and economic events in Ireland during this period, while simultaneously examining a range of social and cultural movements, for example, home rule, the Land Question and the Gaelic Revival. Learners will acquire a critical awareness of the social and cultural characteristics of Irish society in the nineteenth century and understand their importance in relation simultaneous political developments. The aim of this module is to enable the learner to identify and understand the predominant arguments and key historiographical debates concerning Irish social and cultural history in localised contexts during the period from 1800 to 1890. A thematic approach underpins the pedagogy and focuses on areas such as agrarianism, crime and punishment, charity and philanthropy, education, the role of the family and landlord/tenant relations, women's lives in society, among others. The module is organised in a way that reflects contemporary attitudes to gender, gender roles, class structures and antagonisms and the emerging impact of social entrepreneurship.

Learners will explore each of the above themes and engage with key arguments and contemporary research in order to form interpretations of how Irish society evolved during this period. Each two-hour session will be conducted in the form of a traditional lecture, followed by a seminar/workshop session where learners will engage, discuss and assess primary source material in conjunction with appropriate facilitation by the lecturer.

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

The teaching and learning strategy for this module is learner-centered and interactive. Each session will be two hours, the first of which will be a traditional lecture followed by a seminar/workshop session led by the learners and focused on the use of primary source material. Teaching methods employed will include flipped classroom, peer reflection and group work among others.

The VLE will be extremely important in supporting, guiding and facilitating learner-centered learning. This resource will be populated with lecture notes, supplementary reading, relevant podcasts and documentaries, online resources and digitized primary source material.

7.7 Summative Assessment Strategy for this module

MIMLOs	Technique(s)	Weighting
1-4	2hr invigilated examination	60%
1-4	Oral presentation	30%

	Attendance	10%
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7.8 Sample Assessment Materials

Sample exam questions

1. What does the proliferation of rural secret societies and agrarian violence tell us about pre-Famine Ireland?
2. Discuss the role of women in nineteenth century Ireland.
3. Evaluate the impact of the aims and tactics of the Land League on Irish society.
4. What were the priorities of the cultural revival movement and assess their significance in terms of forging an Irish national identity?

Oral Presentation (to take place in tutorials):

Using a range of primary and scholarly secondary source material, explore the impact of social change in nineteenth-century Ireland in an area of your choice, e.g. the emergence of an education system in Co Carlow / the impact of the Land Wars on communities in Co Tipperary.

The assessment is worth 25% and much include primary and secondary source material. It will be graded according to the Carlow College oral presentations rubric.

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:

Biagini, Eugenio and Mary Daly (eds), *The Cambridge Social History of Modern Ireland* (Cambridge: Cambridge University Press, 2017).

Indicative Other Resources:

Bradley A., and MG Valiulis (eds.), *Gender and Sexuality in Modern Ireland* (Amherst: University of Massachusetts Press, 1997)

Clear, Caitriona, *Social Change and Everyday Life in Ireland, 1850-1922* (Manchester: Manchester University Press, 2007).

Cullen Owens, Rosemary, *A Social History of Women in Ireland, 1870-1970* (Dublin: Gill, 2005).

Hatfield, Mary, *Growing Up in Nineteenth-Century Ireland: A Cultural History of Middle-Class Childhood and Gender* (Oxford: Oxford University Press, 2019).

Maxwell, Ian, *Everyday Life in Nineteenth-Century Ireland* (Dublin: History Press, 2011).

Raferty, Deirdre and Karin Fischer (eds), *Educating Ireland: Schooling and Social Change, 1700-2000* (Dublin, Irish Academic Press, 2014).

Walsh, Brendan, *Knowing Their Place? The Intellectual and Professional Life of Women in 19th-Century Ireland* (Dublin: The History Press 2014).