

## Building the Nation: Ireland 1920s-2000s

7.1 Module Overview									
<b>Module Number</b>		<b>Module Title</b>	Building the Nation: Ireland, 1920s-2000s						
<b>Stage of Principal Programme</b>			<b>3</b>	<b>Semester</b>	<b>2</b>	<b>Duration.</b> <i>(Weeks F/T)</i>	<b>12</b>	<b>ECTS</b>	<b>5</b>
<b>Mandatory / Elective (M/E)</b>	E	<b>Hours of Learner Effort / Week</b>	<b>2</b>						
Analysis of required hours of learning effort									
<b>Teaching and Learning Modalities</b>					<b>✓ if relevant to this module</b>	<b>Approx. proportion of total (hours)</b>			
<b>Contact Hours</b>									
In person face-to-face					✓	24			
Synchronous									
<b>Indirect/Non-Contact Hours</b>									
Asynchronous									
Work Based									
Other:									
<ul style="list-style-type: none"> <li>Independent reading, engagement with VLE,</li> </ul>					✓	42			
<ul style="list-style-type: none"> <li>Research and preparation of assessments</li> </ul>					✓	59			
<b>Total</b>						125			

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

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

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
<b>MIMLO</b> On completion of this module a learner will be able to:	<b>Related MIPLO #</b>
1. Analyse key developments in the history of twentieth-century Ireland to assess the impact of government policy, EU policy and society.	<b>1, 2, 3, 5, 8</b>

2. Demonstrate the ability to apply a comparative perspective to the social, industrial and educational history of modern Ireland	<b>3, 4</b>
3. Critically appraise relevant literature and primary sources for this period.	<b>1, 3, 5</b>
4. Communicate analysis and argument in written form.	<b>1, 2, 3, 4, 5, 7, 8</b>

### 7.3 Indicative Module Content, Organisation and Structure

The aim of this module is to promote deep learning and to encourage learners to engage critically with primary source evidence from this period. While lecturer-led, learners will be guided in the use of sources that engage with the modern period and the new media that evolves, including radio, television, and social media. The module will identify the core issues and debates at the heart of Irish life in this era using a variety of theoretical studies and practical research methods to analyse industry (changing government policy and vision for business and industry in Ireland in this era, i.e. from self-sufficiency to outward expansion and EEC membership); education (the changes in the education system, e.g. free secondary education, creation of RTCs/ITs); funding and building the hospitals (Irish Sweepstakes and government policy) and the impact on Irish society (urban and rural) throughout the era. The module will explore the evolution of industry, education, health and society in Ireland, different ideologies and policies of governments in power, examine the conflict between church and state, women in Irish society, including the influence and impact of church and state, European integration. The chronological approach will allow learners explore the evolution of political, industrial and social change. Research-informed teaching will play a key role to deepen these skills.

Learners will access PowerPoints on Moodle and relevant articles, documents and film footage. Learners will be able to draw on studies from the English programme to form an interdisciplinary approach to their studies. Learners should accomplish a deeper ability in their research and written skills to enable them to compete in the workplace to progress to further studies.

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

The assessments for this module will include a bibliographical essay of 1,500 words to outline the sources (primary and secondary) they will use for their main essay. This will encourage learners to consider the primary evidence and scholarly sources that are essential to research and read prior to writing a longer essay. Learners will write an essay of 2,000 words to critically evaluate a period of Irish history. This essay will allow them to display their critical and analytical skills and prepare those learners going forward to postgraduate studies to attain some experience of writing a longer history essay.

Attendance: 10% will also be awarded for attendance.

## 7.7 Summative Assessment Strategy for this module

MIMLOs	Technique(s)	Weighting
1, 2, 3	Bibliographical Essay	30%
1, 2, 3, 4	Essay	60%

## 7.8 Sample Assessment Materials

### Bibliographical Essay 30% 1,000 words

Analyse the primary and secondary sources that will be used in your essay. Select a minimum of two primary source repositories and four secondary sources.

### Essay (60%) 2,000 words

- Critically evaluate the management and funding of Irish hospitals during the era 1920-2000
- Evaluate the challenges faced by Irish governments in this period to develop Irish Industry
- Assess the changes in Ireland's education system and analyse how educated impacted on industrial development
- Assess state and church impact on women's lives in Ireland

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:

Augustine, Joost (ed), *Ireland in the 1930s* (Dublin: Four Courts Press, 1999).  
 Barry, Frank, *Industry and Policy in Independent Ireland, 1922-1972* (Oxford: Oxford University Press, 2023).  
 Birnie, J.E. et al, *The Competitiveness of Industry in Ireland* (Vermont: Avery, 1994)  
 Daly, Mary E., 'Marriage, Fertility and Women's Lives in Twentieth-Century Ireland (c. 1900–c. 1970)'. *Women's History Review* 15:4 (2006), 57-85. <https://doi.org/10.1080/09612020500530638>.  
 Fennel, Desmond, *Heresy: The Battle of Ideas in Modern Ireland* (Belfast: Blackstaff Press, 1993).  
 Foster, Roy, *Modern Ireland 1600-1972* (London: Allen Lane, The Penguin Press, 1998).  
 Hayward, Katy, *Irish Nationalism and European Integration, The official redefinition of the island of Ireland* (Manchester: Manchester University Press, 2009).

### Indicative Other Resources:

Bell, Jonathan and Mervyn Watson, *A History of Irish Farming 1750-1950* (Dublin: Four Courts Press, 2008).  
 Clear, Caitriona, *Women's Voices in Ireland: Women's Magazines in the 1950s and 60s* (London: Bloomsbury, 2016).  
 Fay, Deryck, *Connecting a Nation: The story of telecommunications in Ireland* (Dublin: UCD Press, 2022).  
 Foley, Anthony, Dermot McAleese, et al, *Overseas Industry in Ireland* (Dublin: Gill and Macmillan, 1991)  
 Guiney, Denise, *The Tourism and Travel Industry in Ireland* (Dublin: Gill & Macmillan, 2002).  
 Heffernan, Emma, John McHale, Niamh Moore Cherry, *Debating austerity in Ireland: Crisis, experience and recovery* (Dublin: Royal Irish Academy, 2017)  
 Holohan, Carol, 'Conceptualising and responding to poverty in the Republic of Ireland in the 1960s: a case study of Dublin' in *Social History*, vol. 41, issue 1 (2016).  
 Holohan, Carole, *Reframing Irish youth in the sixties* (Liverpool: Liverpool University Press, 2018).  
 Kennedy, Kieran A., and Brendan Dowling, *Economic Growth in Ireland: Experience Since 1917* (Dublin: Gill and MacMillan, 1975)  
 McAuliffe Mary, Emile Pine and Miriam Haughton, *Legacies of the Magdalen Laundries: Commemoration, Gender and the post carceral state* (Manchester: Manchester University Press, 2021).  
 McAuliffe, Mary and Sinead Kennedy 'Defending Catholic Ireland' in Roman Kuhar, David Paternotte (eds) *Anti-Gender Campaigns in Europe: Mobilizing against Equality* (London: Rowan and Littlefield International, 2017).  
 McCullagh, David, *De Valera Rule 1932-75* (Dublin: Gill Books, 2018).

O'Donnell, Katherine, Claire McGettrick, James M Smith, Maeve O'Rourke, and Mari Steed, *Ireland and the Magdalene Laundries: A Campaign for Justice* (London: Tauris/Bloomsbury, 2021).

Ó Farthartaigh, Micheál, *Developing Rural Ireland, A History of the Irish Agricultural Advisory Services* (Dublin: Wordwell, 2021).

O'Toole, Fintan, *We don't know ourselves, A personal history of Ireland since 1958* (UK: Bloomsbury, 2021).

Press, Jon, *Footwear Industry in Ireland 1922-73* (Dublin: Irish Academic Press, 1989)

Sterne, John, *Adventures in Code: The Story of the Irish Software Industry* (Dublin: Liffey Press, 2004).

Weldon, Niall G., *Pioneers in Flight: Aer Lingus and the Story of Aviation in Ireland* (Dublin: Liffey Press, 2002).

Whyte, J.H., *Church and State in Modern Ireland 1939-1979* (Dublin: Gill and Macmillan, 1980).

**Archival Sources** (examples)

RTÉ Archives

Government Documents

Dáil Éireann Debates

Newspapers