

## The Impact of Migration on an Island Nation, 1700-2000

7.1 Module Overview									
<b>Module Number</b>		<b>Module Title</b>	The Impact of Migration on an Island Nation, 1700-2000						
<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>	<b>E</b>	<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, research and preparation of assessments</li> </ul>						✓	101		
<b>Total</b>							<b>125</b>		

<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
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.	
<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>40%</b>	<b>Proctored Exam – in person</b>	<b>60%</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> <b>On completion of this module a learner will be able to:</b>	<b>Related MIPLO #</b>
1. Identify and understand the key phases of migration in Irish history between 1700 and the present	<b>1, 2</b>

2. Discuss the significance of migration to and from Ireland in a global context between 1700 and 2000 and refine transferable skills such as interpersonal communication and critical thinking skills	<b>3, 5, 8</b>
3. Understand, analyse, present and synthesise a broad range of primary and secondary source material relating to the study of Irish migration	<b>4, 5, 6</b>

### 7.3 Indicative Module Content, Organisation and Structure

The Irish diaspora is one of the most significant global communities in modern history. It has influenced the dynamic of economic, political, religious and social infrastructures in a variety of countries and regional contexts. This course will take a transnational approach to the study of diaspora and introduce learners to the vast historiography pertaining to the global Irish. The course will examine the causes and consequences of emigration as well as the integration and assimilation techniques employed by these immigrants during the period from 1700 to the present. Using a variety of primary sources, learners will investigate the formation and significance of an Irish diasporic identity in mainland Europe, Britain, North America, Australia and other important immigrant destinations. However, in more recent decades, Ireland has also become a host community for incoming migrants and these new immigrants have not only enriched Irish society, but also challenged political and socio-cultural infrastructures. An examination of the impact of immigration to Ireland will also be explored with a view to forming a rounded interpretation of the impact of migration on an island nation. Ultimately, learners will develop an appreciation of the context, processes, mechanisms and challenges underpinning the Irish migratory experiences from 1700 to the present.

### 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

<b>MIMLOs</b>	<b>Technique(s)</b>	<b>Weighting</b>
<b>1-3</b>	Exam	<b>60%</b>
<b>1-3</b>	Group Presentation	<b>30%</b>
	Attendance	<b>10%</b>

## 7.8 Sample Assessment Materials

### Sample exam questions

1. Examine the role of gender in Irish migratory experiences. How did migration differ for Irish men and Irish women during the period from 1850-1900
2. Evaluate the political, economic and socio-cultural consequences of Irish migration to one of the following countries during the period from 1700-1900: Great Britain, Europe, United States, South America.
3. Identify the push and pull factors towards Ireland that promoted immigration into Ireland in the late twentieth-century
4. Identify the challenges faced by migrants to Ireland during the period from 1940-2000. How have migration policies and attitudes towards immigrants evolved during this period?

**Continuous Assessment** will take the form of a group presentation worth 30%. Learners will work in groups, identify a topic to research and subsequently present their findings in an oral presentation followed by a short Q and A.

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:

Fitzgerald, Patrick and Lambkin, Brian, *Migration in Irish history 1607-2007* (Hampshire, 2008).

### Indicative Other Resources:

Akenson, Donald H, *The Irish diaspora: a primer* (Toronto, 1993).

Erickson, Charlotte, *Emigration from Europe, 1815-1914: selected documents* (London, 1976)

Fitzpatrick, David, *Irish emigration, 1801-1921* (Dublin, 1984).

Miller, Kerby, *Emigrants and exiles: Ireland and the Irish exodus to North America* (New York, NY, 1985).

Mokyr, Joel, *Emigration and poverty in pre-famine Ireland* (1982)