

The Troubles: From Conflict to Conciliation 1968-1998

7.1 Module Overview									
Module Number		Module Title	'The Troubles', from Conflict to Conciliation, 1968-1998						
Stage of Principal Programme			3	Semester	1	Duration. (Weeks F/T)	12	ECTS	5
Mandatory / Elective (M/E)	E	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 and preparation of assessments 					✓	59			
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	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	Related MIPLO #
On completion of this module a learner will be able to:	
1. Demonstrate thorough understanding of the origins and context of the opposing political and military ideologies in Northern Ireland	1, 2, 3, 4
2. Comprehend the political impact of the Republic of Ireland, Britain and the United States on key events and the pursuit of peace	4, 5, 8

3. Show an enhanced ability to read, evaluate and reflect critically, contextually and without bias using primary and secondary sources	1, 2, 3, 7
4. Evaluate how historians have approached the subject and appreciate key differences in thought/opinion.	1, 2, 3, 4, 8

7.3 Indicative Module Content, Organisation and Structure

For coherency a chronological format of the 'Troubles' will be followed starting with the civil rights movements of 1968 and culminating with the Good Friday Agreement 1998 (with some lead in and out). The module will cover interventions from the governments of Britain and Ireland and the United States, where relevant. Political parties and special interest groups (such as NICRA) will be studied. The violence of the 1970s and the main political parties, movements and paramilitary organisations will be investigated. The Hunger Strikes of the 1980s, the IRA and the Long War Strategy and the Anglo-Irish Agreement of 1985 will be explored. An examination of the role of women in peace movements and politics will also be conducted, e.g. the Peace People, Margaret Thatcher, Majorie 'Mo' Mowlam. Paramilitary aggression in the 1990s and the peace process will take the course to its conclusion, with a final discussion on the legacy of the 'Troubles'. Learners will also take a field trip to Belfast to experience first-hand the legacy of the 'Troubles'.

The module will have lecture-led delivery using PowerPoint, presentations, case studies, archival footage and documentaries.

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

N/A

7.5 Specific module resources required *(if applicable)*

If a field trip is included as mandatory in this subject, resources to support this will be needed, e.g. bus. Recording/film equipment for assignment, although modern mobile phones can carry out this task.

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

This is a lecturer-led module, but learners will have to research primary sources themselves and supplement this with secondary sources to enhance their ability to become historians. Lectures will be open to debates, discussions and opinions to facilitate learners honing critical analytical skills.

Learners will also develop skills that should be of use in the workplace, e.g. report writing, press release through an assignment that asks them to write a newspaper report of a specific event during the 'Troubles' and to include a suitable image with that report. Learners will also carry out a group assignment to build teamwork skills. In small groups learners will devise a creative assignment, such as a current affairs news broadcast, on the outcome or campaign for peace at any time during the period of the Troubles. Learners will record a 10 minute news or current affairs programme and present in-class.

Newspaper Report (1-1,500 words, with image) (50%)

This will allow learners to demonstrate the key skills of literacy and the ability to communicate a period of history to a wider audience that includes academics and the general public on the sensitive issues of conflict. Primary and secondary sources will be used and a bibliography provided (even though this is not usual in an actual newspaper article). It will allow users to use historical sources in a contemporary fashion in their final year before progressing on to further studies or into the workplace, where they may have to write up reports with visuals.

Or

Compare either the television news coverage or newspaper news coverage of one main event during the Troubles, e.g. reports on the 1980s hunger strikes, the Omagh Bombing or any major event of your choice. Use secondary sources to support your points.

Or

Write a descriptive and reflective report of your field trip to Belfast describing what you learned from the experience. The report should also include historical information that references primary and secondary sources. This allows the learner to absorb what was experienced on the fieldtrip and articulate same in a report based on the actual history of the Troubles.

Group Assignment 40%

Working in small groups learners will build teamwork skills and creative skills to bring history verbally and visually to an audience. They will present in class a short 10 minute piece in the form of a news or current affairs programme (each group member will present their own section) that will investigate one campaign for peace or peace agreement at any time during the Troubles, and answer a short 3 minute Q&A session. Again, in their final year on the programme this will allow learners to develop other methods of communicating history to a wider audience and hone skills that will be valuable in a post-college world.

Attendance: 10% will also be awarded for attendance.

7.7 Summative Assessment Strategy for this module		
MIMLOs	Technique(s)	Weighting
1, 2, 3, 4	Newspaper Report/Fieldtrip Report	50%
2, 3, 4	Group Assignment	40%

7.8 Sample Assessment Materials

Newspaper Report:

Using primary and secondary sources write a newspaper report on one of the following:

The Dublin and Monaghan Bombings 1974

The IRA assassination of Lord Mountbatton 1979

Article must contain an image that reflects the content. Footnotes and bibliography to be provided.

Or

Write a descriptive and reflective report of your field trip to Belfast describing what you learned from the experience, and include historical information about the Troubles using primary and secondary sources.

Group Assignment:

Create a 10 minute news or current affairs programme as a group to reflect/discuss a campaign for peace or a peace agreement – such as the Sunningdale Agreement, the 1985 Anglo-Irish Agreement or the 1998 Good Friday Agreement using primary and secondary sources and images. Each member of the group should present their own individual piece.

Marking rubric:

The presentation will be graded under the following criteria:

Content ☐ Image ☐ Creativity ☐ Information Details ☐ Overall presentation

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:

Bew, Paul, Peter Gibbon and Henry Patterson, *Northern Ireland 1921-2001: Political Forces and Social Classes* (London: Serif, 2002)

Buckland, Patrick, *A History of Northern Ireland* (Dublin: Gill and Macmillan, 1981)

Hennessy, Thomas, *The Northern Ireland Peace Process: Ending the Troubles?* (Dublin: Gill and Macmillan, 2000)

Indicative Other Resources:

Bell, J. Bowyer, *The Secret Army: The IRA 1916-1979* (Dublin: Poolbeg, 1989).

Bruce, Steve, *The Red Hand: Protestant Paramilitaries in Northern Ireland* (Oxford: Oxford University Press, 1992).

Bryan, Dominic, *Orange Parades: The Politics of Ritual, Tradition and Control* (London: Pluto Press, 2000).

Burgess, Thomas and Gareth Mulvenna (eds.), *The Contested Identities of Ulster Protestants*, (Basingstoke and New York: Palgrave Macmillan, 2015).

Campbell, Brian, Laurence McKeown, and Felim O'Hagan (eds.), *Nor Meekly Serve My Time: The H-Block Struggle of 1976-1981* (Belfast: Beyond the Pale, 1994).

Cochrane, Feargal, *Unionist Politics and the Politics of Unionism since the Anglo Irish Agreement* (Cork: Cork University Press, 1997).

Cox, Michael, Adrian Guelke, and Fiona Stephen (eds.), *A Farewell to Arms?: From 'Long War' to Long Peace in Northern Ireland* (Manchester: Manchester University Press, 2000).

Evason, Eileen, *Against the Grain: The Contemporary Women's Movement in Northern Ireland* (Dublin: Attic Press, 1991).

Holland, Jack and Susan Phoenix, *Policing the Shadows, The Secret War Against Terrorism in Northern Ireland* (London: Hodder & Stoughton, 1997).

Mac Crossan, Elizabeth, 'Bin Lids, Bombs, and Babies in Free Derry: Reading the Troubles as a Woman's War' in *Irish Women at War* ed by McIntosh, Gillian and Diane Urquhart (eds.), *Irish Women at War: The Twentieth Century* (Dublin: Irish Academic Press, 2010).

Sales, Rosemary, *Women Divided: Gender, Religion and Politics in Northern Ireland* (London: Routledge, 1997).

Urwin, Margaret, *A State in Denial: British Collaboration with Loyalist Paramilitaries* (Cork: Mercier Press, 2016).

Wahidin, A., *Ex-Combatants, Gender and Peace in Northern Ireland: Women, Political Protest and the Prison Experience* (Palgrave Macmillan, 2016).

Films: '71 (2014), written by Gregory Burke and directed by Yann Demange; *Hunger* (2008), directed by Steve McQueen; *In the Name of the Father* (1993), written and directed by Jim Sheridan; *Bloody Sunday* (2002), dir. By Paul Greengrass.

Archival Sources:

Irish News Archives: Newspapers

RTÉ Archives