

## Debating History

| <b>Section A: Headline Information</b>  |   |
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| <b>Module title</b>   | Debating History (Introduction to Historical Enquiry 2)   |
| <b>Module NFQ level (only if an NFQ level can be demonstrated)</b>  | 8   |
| <b>Module number/reference</b>  | TBC   |
| <b>Module Co-ordinator</b>  | Dr Margaret Murphy  |
| <b>Parent programme(s)</b>  | BA (Honours) in English and History   |
| <b>Stage of parent programme</b>  | 1   |
| <b>Semester (semester1/semester2 if applicable)</b>   | 2   |
| <b>Module credit units (FET/HET/ECTS)</b>   | ECTS  |
| <b>Module credit number of units</b>  | 5   |
| <b>List the teaching and learning modes</b>   | Lectures, workshops, in-class group activities and discussion and web facilitated learning.               |
| <b>Entry requirements (statement of knowledge, skill and competence)</b>  | College Entry Requirements must be satisfied for entry onto Stage 1.                                      |
| <b>Pre-requisite module titles</b>  | N/A   |
| <b>Co-requisite module titles</b>   | N/A   |
| <b>Is this a capstone module? (Yes or No)</b>   | No  |
| <b>Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)</b> | Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in History           |
| <b>Maximum number of learners per module</b>  | 35  |
| <b>Duration of the module</b>   | 1 Semester  |
| <b>Average (over the duration of the module) of the contact hours per week (see * below)</b>  | 2   |
| <b>Module-specific physical resources and support required per centre (or instance of the module)</b>   | Lecture hall with internet access, round tables for group work, access to library and computer resources. |
| <b>Analysis of required learning effort</b>   |   |
| <b>*Effort while in contact with staff</b>  |   |

| Classroom and demonstrations                   |                               | Mentoring and small-group tutoring |                               | Other (specify)       |                               | Directed e-learning (hours)     | Independent learning (hours)  | Other hours (specify) | Work-based learning hours of learning effort | Total effort (hours) |
|--|-------------------------------|------------------------------------|-------------------------------|-----------------------|-------------------------------|---------------------------------|-------------------------------|-----------------------|--|----------------------|
| Hours  | Minimum ratio teacher/learner | Hours                              | Minimum ratio teacher/learner | Hours                 | Minimum ratio teacher/learner |                                 |                               |                       |  |                      |
| 12   | 1:15                          | 12                                 | 1:15                          |                       |                               |                                 | 101                           |                       |  | 125                  |
| <b>Allocation of marks (within the module)</b> |                               |                                    |                               |                       |                               |                                 |                               |                       |  |                      |
|  |                               |                                    |                               | Continuous assessment | Supervised project            | Proctored practical examination | Proctored written examination | Total                 |  |                      |
| <b>Percentage contribution</b>                 |                               |                                    |                               | 100%                  |                               |                                 |                               | 100%                  |  |                      |

| <b>Section B: Module Descriptor</b>   |  |
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| <b>Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs</b> | This is a core module for learners for whom History is a principal part of their degree, helping them to understand the fundamental requirements of being a historian. It introduces learners to thinking conceptually and problematically about how history is written and debated. It links to programme outcomes in the strands of knowledge (understanding methods of analysis in history) and skills (formulating and articulating arguments, working collaboratively and interpreting historical texts).   |
| <b>Module Aims and Objectives</b>   | The objective of this module is to supply learners with the essential intellectual equipment to understand key debates in history. The module will build on the knowledge and skills acquired in the module <i>Toolkit for History</i> , further developing core skills in bibliographical research and source analysis and introducing skills in surveying historical debates and historiographies. It aims to offer learners an interactive learning experience, engaging them in lively debate and introducing them to the skills needed to develop their own critical understanding of the past. |
| <b>Minimum Module Learning Outcomes</b>   | On successful completion of this module, learners should be able to: <ol style="list-style-type: none"> <li>1. Critically evaluate secondary sources, identifying arguments and evidence (MIPLO 1, 5)</li> <li>2. demonstrate an awareness of the ways in which interpretations of historical events change in response to different political and social contexts (MIPLO 3, 4)</li> </ol>   |

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|   | <p>3. Demonstrate the ability to debate history effectively in group situations (MIPLO 6, 8).</p> <p>4. Recognise and reflect on the skills and knowledge acquired during this module (MIPLO 7).</p>   |
| <p><b>Information Provided to Learners about the Module</b></p> | <p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>  |
| <p><b>Module Content, Organisation and Structure</b></p>        | <p>The module starts with some classes on historiography, tracing the writing of history from classical Greece onwards and investigating how interpretations of the past can be affected by the experiences and preconceptions of historians.</p> <p>The learners will then explore how historians choose research topics and develop hypotheses. At this point, Stage IV learners who are mid-way through their final year history dissertation, will meet with the class to discuss their experience. Topics to focus on include moving from a historical interest to a research topic and how to avoid bias and presumptions.</p> <p>Learners will then be encouraged to reflect on the limitations of historical knowledge and the dangers of simplistic interpretations. The question of whether there is any place in academic history for political passions and myths will be raised. The module coordinator will invite learner input into the choice of four 'contested' topics for in-depth analysis.</p> <p>The course will culminate with four class debates. Each week two groups of learners will debate different interpretations of contested topics. Learners are given material to prepare and are told that each group presents their arguments in five key points. This is followed by questions from the other group and from the learners who did not take part. The winning group is selected by a 'hands-up' vote and a debriefing session allows for lecturer and peer formative feedback.</p> <p>The emphasis will be on introducing learners to the idea that history is a process of weighing evidence and providing an interpretation. Learners are made aware that history is always subject to further revision and alternative interpretations.</p> |
| <p><b>Module Teaching and Learning Strategy</b></p>             | <p>For the first two-thirds of the module, the two-hour lecture slot is divided into one of hour of content delivery with regular question and answer slots and one hour of group work. The group work is structured with different roles assigned to learners – time-keeper, note-taker etc. Peer-learning is encouraged. Discussion within the group is followed by facilitated discussion between the groups. Verbal and peer feedback is given.</p> <p>The last third of the module comprises the debates. Learner groups are instructed to meet informally outside the classroom to produce their key points. Debates are</p>   |

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|   | <p>conducted in a relaxed, informal environment and the lecturer will be mindful of learners who dislike confrontational styles of learning. Learners will be encouraged to be cooperative and mutually supportive.</p> <p>The module design allows learners choice in terms of the topics they wish to explore in written work and also the particular argument they wish to support in debates. This should promote the concept of ownership of learning.</p> <p>The activity where learners meet with and question Stage IV learners about their dissertation topic is aimed to demystify the research process, which many learners believe to be a hidden and rarefied activity. This gives them direct contact with the historian's craft.</p>   |
| <b>Work-Based Learning and Practice-Placement</b>         | N/a   |
| <b>E-Learning</b>   | Moodle will be used by the coordinator to upload readings and links to websites and videos.   |
| <b>Specifications for Module Staffing Requirements</b>    | <p>Staff:Learner ratio is typical of the overall programme approach with a maximum of 35 learners</p> <p>Staffing requirements: 1 lecturer</p> <p>The maximum tutor:learner ratio is 20.</p>  |
| <b>Module Summative and Formative Assessment Strategy</b> | <p>Assessment is 100% Continuous Assessment.</p> <p>Formative assessment takes place during the group work sessions and the debates where verbal and peer feedback is given. This will test achievement on MIMLO 3.</p> <p>Summative assessment comprises:</p> <p>A Reflective Journal (50%) This will test achievement of MIMLO 4</p> <p>A 1,250-1,500 word essay (50%) on one of the debate topics which will critically engage with the contested historiography. This will test achievement of MIMLOs 1 and 2.</p>  |
| <b>Sample Assessment Materials</b>                        | <p><b>Reflective Journal</b></p> <p>Learners should start making entries in this journal from the beginning of the module and are asked to make a minimum of ten entries before submission of the journal at the end of the module.</p> <p>In compiling the journal learners are asked to reflect on their preconceptions about the events and topics covered and the extent to which their opinions have changed in the light of historical enquiry. They should comment on their understanding of the learning outcomes of the module and the extent to which they feel that they are moving towards achieving those outcomes. Learners are encouraged to outline honestly any difficulties that they are experiencing with the module.</p> <p>A template and sample reflective entries will be provided to guide the learners in what is expected of them and the journals can be handed up after two or three entries to allow formative feedback to be given.</p> <p>The criteria for assessment of the journals will be discussed with learners. Some</p> |

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|   | <p>marks will be awarded for length, presentation, number and regularity of entries. More marks will be awarded for the depth and detail of reflection, quality of self-assessment and evidence of a deep approach to the subject matter of the journal.</p>  |
|   | <p><b>Essential Reading:</b><br/>         Arnold, J.H., <i>History: a very short introduction</i> (Oxford: OUP, 2000)<br/>         Black, J. and D. MacRaild, <i>Studying History</i> (Basingstoke: Palgrave, 2000)<br/>         Burrow, John, <i>A History of Histories</i> (London: Penguin, 2009)<br/>         Claus, Peter and John Marriott, <i>History: An Introduction to Theory, Method, and Practice</i> (London: Routledge, 2012)<br/>         Green, Anna and Kathleen Troup, <i>The Houses of History: A Critical Reader in History and Theory</i> (Manchester: Manchester University Press, 2016)</p> <p><b>Other Reading:</b><br/>         Will depend on the topics chosen for debate.</p> |
| <p><b>Module Physical Resource Requirements</b></p> | <p>Lecture Hall with projector, round tables and access to internet and speakers</p>  |