

History: Memory and Commemoration

Section A: Headline Information	
Module title	History: Memory and Commemoration
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	TBC
Module Co-ordinator	Elaine Callinan
Parent programme(s)	BA (Honours) in English and History
Stage of parent programme	3/4 Note: This elective module will be offered to both Stage 3 and 4 learners and will run in alternate years with 'Local History Project'
Semester (semester1/semester2 if applicable)	2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures, seminars, web facilitated learning
Entry requirements (statement of knowledge, skill and competence)	Successful completion of Stage 3 of the programme or equivalent is required.
Pre-requisite module titles	N/A
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	No
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)	Module co-ordinators must have a minimum Level 9 qualification in History
Maximum number of learners per module	35
Duration of the module	1 Semester
Average (over the duration of the module) of the contact hours per week (see * below)	2
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall, Small Groupwork Room, library, IT resources
Analysis of required learning effort	
*Effort while in contact with staff	

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		Directed study (pre-assigned readings)			
24	1:15						101			125 hours
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				50%	50%			100%		

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	<p>This module will examine the processes of remembering and commemorating the past. Taking a case study orientated approach, the ways in which history and commemoration have been utilised by politicians, communities, and interest groups will be explored. Learners will have accumulated broad historical knowledge from stages two and three (and four, depending on choice), and can use this knowledge to assess the ways in which we commemorate past historic happenings. This will enable learners progressing into the workplace (in, for example, museums, libraries, schools, civil buildings, media and marketing) to critically assess commemorative events, plan events, and assess memory (its benefits and pitfalls). It will also enable learners who wish to progress to PMEs to facilitate classroom based commemorative projects. Given the burgeoning literature on memory over the last three decades, and the current Decade of Commemorations project a key aim of this module is to reassess the state of the field and propose and contribute to new directions in the study of memory and commemoration.</p>
Module Aims and Objectives	<p>Enable learners to engage in fruitful discussion about memory and commemoration of the past from both a theoretical and practical perspective.</p>
Minimum Module Learning Outcomes	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Examine cases of memory emanating from both traumatic and non-traumatic events, thus challenging the close relationship between memory and trauma theory. (MIPLO 2, 3, 4)

	<ol style="list-style-type: none"> 2. Consider the role of perpetrators and collaborators in the construction of memory. (MIPLO 2, 3, 4) 3. Draw on scholarly literature and case studies. (MIPLO 1, 2, 4, 5, 7) 4. Explore the centrality of memory in the construction of identities. 5. Analyse public commemorative events and gain a greater understanding of the nature of monuments and other forms of remembrance. (MIPLO 1-8)
Information Provided to Learners about the Module	<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>
Module Content, Organisation and Structure	<p>Commemoration, iconoclasm, counter-cultures, and the evolution of memory will be among the concepts tackled from a historical standpoint. The structure of this module will be case studies – details of which will be posted on Moodle prior to the lecture, with support readings/source. Case studies covered will include, for example, the commemoration of the Irish famine, 1798, 1916 and other Decade of Commemoration events; the Great War, 9/11, and the Holocaust. Learners will have the opportunity to select eras or areas that interest them. The course will consider memory from literary, public and historical perspectives. This module will also discuss the deliberate destruction and theft of cultural heritage which has been carried out by the Islamic State of Iraq and the Levant (ISIL) since 2014 in Iraq, Syria and to a lesser extent in Libya. For instance, on 24 July 2014, the tomb and mosque of the prophet Jonah was destroyed by ISIL with explosives; on 26 February 2015, ISIL released a video showing the destruction of various ancient artefacts in the Mosul Museum. The affected artefacts originate from the Assyrian era and from the ancient city of Hatra. Responses by the US and UNESCO’s Committee for the Protection of Cultural Property and other national and international organisations will be examined.</p> <p>Upon completion of the module and the assignments the learner should have met all the module learning outcomes.</p>
Module Teaching and Learning Strategy	<p>Each week the learners will investigate a specific commemorative project that has been conducted in Ireland, Europe or the Western World in the form of case studies. The first hour of the lecture will be instructor-led to discuss the commemoration or memory project (e.g. Bureau of Military History Witness Statements in Ireland) to provide some knowledge on the subject. The second hour of the lecture will be discursive and will involve individual and groupwork learner opinion and interaction.</p>
Work-Based Learning and Practice-Placement	N/A
E-Learning	The Virtual Learning Environment (Moodle) will be used to inform learners on the topics being covered in lectures and to upload relevant reading or viewing materials.

Specifications for Module Staffing Requirements	<p>Staff:Learner ratio is typical of the overall programme approach with a maximum of 35 learners</p> <p>Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area(s).</p> <p>However, as a cross-programme module, additional staff will be required where the maximum number of learners exceed the resources available.</p>
Module Summative and Formative Assessment Strategy	<p>Continuous Assessment:</p> <p>Because this is case study based, learners will write a short (300 word) report weekly (for ten lectures) outlining their opinions on the topic and suggesting alternative approaches to the commemorative event or memory project. By analysing other commemorative events learners will learn the pros and cons, benefits and pitfalls of creating their own project for the larger assignment. Each report will receive a grade mark of 5%; and some of the points made will be discussed in the next lecture to provide formative assessment.</p> <p>Project (2,500-3,000 words or equivalent) 50%</p> <p>Learners will create a novel commemorative project on a history topic (one that has not yet been done), design a poster or social media site to promote the event. This can be in the form of a written assignment, a physical display, a social media event, a web page, conference, etc.</p> <p>This project will be assessed using Carlow College Regulations in Relation to Assessment and Standards.</p>
Sample Assessment Materials	<p>Continuous Assessment:</p> <p>Write a 300 word report on</p> <ol style="list-style-type: none"> 1. The pros and cons of Great War Commemorative events in Ireland. 2. Monuments commemorating the 1798 Rebellion in Ireland 3. The 1916 Rising in 1966 and 2016. 4. The Holocaust/Great War web sites <p>Project:</p> <p>Design and create a unique public commemorative project and produce a poster/social media advertisement to promote the event.</p>
Reading Lists and Other Information Resources	<p>Essential Reading:</p> <p>Ashplant, T.G., Graham Dawson and Michael Roper (eds), <i>The Politics of War Memory and Commemoration</i> (London and New York, Routledge, 2000)</p> <p>Brenner, Elma and Meredith Cohen, Mary Franklin-Brown, <i>Memory and Commemoration in Medieval Culture</i> (London and New York: Routledge, 2013).</p> <p>Dolan, Anne, <i>Commemorating the Irish Civil War</i> (Cambridge: Cambridge University Press, 2006)</p> <p>Gensburger, Sarah, National Policy, <i>Global Memory: The Commemoration of the 'Righteous' from Jerusalem to Paris, 1942-2007</i>, trans by Katharine Throssell (New York: Bergahn Publ., 2016)</p> <p>Horne, John and Edward Madigan, <i>Towards Commemoration: Ireland in war and</i></p>

	<p><i>revolution 1912-1923</i> (Dublin: Royal Irish Academy, 2013)</p> <p>Kautt, William, 'Commemorating the Irish Civil War: History and Memory, 1923-2000', <i>Journal of Military History</i>, 66:4 (October 2004), pp. 1278-1280.</p> <p>Simpson, David, <i>9/11: The Culture of Commemoration</i> (Chicago: University of Chicago Press, 2006)</p> <p>Sumartojo, Shanti and Ben Wellings, <i>Nation, Memory and Great War Commemoration, Mobilizing the Past in Europe, Australia and New Zealand</i> (Oxford, Berline, Bruxelles, Frankfurt am Main, (New York: Peter Lang Publ., 2014)</p> <p>West, Brad, (ed) <i>War Memory and Commemoration</i> (London and New York: Routledge, 2017)</p> <p><u>Essential Viewing/Research:</u></p> <p>Bureau of Military History, Witness Statements and Pension Records, Ireland</p> <p>Carlow College Memorabilia Day Collection</p> <p>Europeana Website (Great War Commemoration collection): www.europeana.eu</p> <p>Letters 1916 Project, Digital Repository of Ireland, Maynooth University</p> <p>United States Holocaust Museum</p> <p>Voices of September 11th: http://voicesofsept11.org/</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture Hall, IT Resources and DVD.</p>