

## Irish Elections and Propaganda 1918-1937

<b>Section A: Headline Information</b>	
<b>Module title</b>	Irish Elections and Propaganda, 1918-1937
<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>	Elaine Callinan
<b>Parent programme(s)</b>	BA (Honours) in English and History
<b>Stage of parent programme</b>	4
<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, and web facilitated learning
<b>Entry requirements (statement of knowledge, skill and competence)</b>	Successful completion of Stage 3 of the programme or equivalent is required.
<b>Pre-requisite module titles</b>	Ireland: Insurrection to Independence, 1891-1923
<b>Co-requisite module titles</b>	N/A
<b>Is this a capstone module? (Yes or No)</b>	Yes
<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, library, IT 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					
24	1:15						101 Directed reading: 41 hours approx. Self-directed reading: 40 hours Essay and exam prep: 20			125 hours
<b>Allocation of marks (within the module)</b>										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				100%				100%		

### Section B: Module Descriptor

#### Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs

This module covers an era of intense political transformation in Ireland that altered the course of Irish politics, shaped the formation of the Irish party system and influenced the political and social landscape of Ireland for decades. It offers learners the potential to study this period in great detail to form a thorough understanding of the events that led to the formation of the Irish Free State, the voting systems and give a context to Irish politics. It should appeal to learners with an interest in Irish politics and government systems, and will have a comparative component to allow learners assess the nature and extent of the similarities and differences between Ireland and the rest of the world.

#### Module Aims and

Ireland is one of the few countries that successfully established a stable democracy in

<b>Objectives</b>	<p>the twentieth century. This module will examine the key elections during the first few decades of independence to provide an in-depth understanding on how political parties were formed, how voting systems were created, how political parties and candidates propagandized their aims and objects, how the media influenced society, how political parties were formed and how voting patterns emerged. Contemporary writings, political speeches, propaganda campaigns and the media will be researched, along with an exploration of the historiography of the period to analyse and interpret current understandings. Learners will engage with and questions the historiography of the period and compare this to primary evidence to draw their own conclusions on early Irish politics and society.</p>
<b>Minimum Module Learning Outcomes</b>	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate specialized and advanced theoretical and conceptual knowledge and understanding. (MIPLO 1, 2, 3, 4)</li> <li>2. Apply their knowledge and understanding of the era to a broader, interdisciplinary context. (MIPLO 4, 5, 7)</li> <li>3. Make informed judgments about the role of electoral politics in inhibiting or providing positive social change. (MIPLO 4, 5, 7)</li> <li>4. Communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously. (MIPLO 4, 5, 6, 7, 8)</li> <li>5. Have the learning skills to be able to continue to study in a self-directed or autonomous manner. (MIPLO 7, 8)</li> </ol>
<b>Information Provided to Learners about the Module</b>	<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>
<b>Module Content, Organisation and Structure</b>	<p>This module will hone in on the elections of the era, beginning with the revolutionary 1918 general election which introduced new political thought and parties to Ireland. Alongside investigating nationalist approaches to politics in Ireland, labour movements and women’s movements will be studied. The pact-election of 1922 and the general elections of 1923, 1927 and 1932 will be researched to uncover political scheming, propaganda campaigns, electoral funding, party formation, voting patterns and results. This module will provide a deeper understanding of the Irish case and set it within the context not only of the political elite but also the impact on society. The inter-connections between political structure, social activity, cultural legacies, political legacies and institutions will be investigated. By examining the media campaigns of the political elite the learner will query and understand how Irish society was persuaded to cast its votes. The media campaigns will also inform on the social issues of the day and the visionary plans of those who campaigned to hold office. The module will culminate with the success of the Fianna Fáil party – that went onto dominate politics in Ireland for forty years – to examine how the de Valera regime was</p>

	<p>built and the areas of society it comprised, i.e. small farmers, trade unionists and business interests. The module will finish with an investigation into the 1937 Constitution which replaced the <i>Constitution</i> of the Irish Free State, and remains the fundamental law of the Republic of Ireland.</p> <p>This module will follow a systematic chronological structure, however the process will involve comparison with past political aspirations and the evolving realities of the politics of the new state.</p>
<p><b>Module Teaching and Learning Strategy</b></p>	<p>Two-hour weekly lectures will deliver knowledge on the era. Learners will be required to contribute opinion based on reading material provided through Moodle through interspersed commentary and debate. Because learners will have gained a strong understanding of Irish history through the Stage 3 modules, they will be in a position to extend commentary and delve into this specialized topic of history in a rational, intelligent and logical manner.</p> <p>Learners will write up a case study/academic article of 2,500-3,000 words to showcase their knowledge, research, analytic and written skills, to obtain 60% of their overall mark.</p> <p><b>Continuous Assessment</b></p> <p>Every second week learners will complete a short continuous assessment on the topics that have been covered. This will take the form of a series of multiple choice quizzes. During the course a more structured table quiz will be conducted where learners will form groups and compete against each other as teams. This will allow the lecturer know if learners are grasping the themes, content and phraseology of the course; and highlight weaknesses for learners themselves to redress as the course progresses. In the event of time constraints, some of the individual quizzes may be conducted across Moodle.</p>
<p><b>Work-Based Learning and Practice-Placement</b></p>	<p>N/A</p>
<p><b>E-Learning</b></p>	<p>Moodle will be used for both delivery of material (suggested readings and links to online primary sources) and ensuring learner engagement through small tasks.</p>
<p><b>Specifications for Module Staffing Requirements</b></p>	<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.</p> <p>However, as a cross-programme module, additional staff will be required where the maximum number of learners exceed the resources available.</p>
<p><b>Module Summative and Formative Assessment Strategy</b></p>	<p>Learners will be allowed to select their own essay topic, but will discuss same with the lecturer. This will enable feedback, suggestion and debate on the selected topic. By allowing learners select their own topic some ownership of the learning experience in this module is given, empowering the learner at stage 4 level. It should also reduce stress in the final year as learners can play to their strengths and have confidence in their choice of assessment (supplemented by the discussion with the lecturer). Learners should be able to attain 60% for this work upon completion.</p> <p>The short-burst assessments throughout the module will enable learners to progress speedily and gain confidence in their knowledge. This will also facilitate analytical</p>

	<p>debate and discussion within the lecture hall. Learners will be assessed individually for these short quizzes. They will take place in class or on Moodle under time-constraints. A table quiz group assessment will allow learners work together in-class, discuss the topics to answer the questions, and present their findings/answers as a team, and enjoy the process. This will be a group assessment, but will form only 10% of the overall grade for the module, so stronger learners should not be hampered by weaker learners.</p>
<p><b>Sample Assessment Materials</b></p>	<p>There will be three short assessments and one table quiz. The short assessments will be worth 10% each. Learners will answer approximately ten multiple choice questions, such as.</p> <ol style="list-style-type: none"> <li>1. What Sinn Féin politician introduced the idea of abstention from Westminster? A. Éamonn de Valera, B. Michael Collins, C. Arthur Griffith or D. John Redmond.</li> <li>2. What political group believed Home Rule was Rome Rule? A. Constitutional Nationalists, B. Separatists, C. Unionists or D. Labour</li> <li>3. What leaders made a pact for the 1922 election? A. Michael Collins/Éamonn de Valera, B. Michael Collins/Arthur Griffith, C. John Dillon/T.P. O'Connor; D. Éamonn de Valera/Winston Churchill.</li> <li>4. What method of voting was using in the 1923 election? A. First-Past-The-Post, B. Single Transferable Vote, C. Proportional Representation, D. Open Ballot.</li> </ol> <p><b>Essay:</b> Learners will select their own essay, however samples might include: How did the Irish Civil War impact on politics? Did Sinn Féin have a landslide victory in 1918? Propaganda campaigns played a significant role in election victory for (name the party) Was the 1918 general election a pivotal/revolutionary election? Women and elections 1918-1923.</p>
<p><b>Reading Lists and Other Information Resources</b></p>	<p><b>Essential Reading:</b> Bew Paul, Ellen Hazlekorn and Henry Patton, <i>The Dynamics of Irish Politics</i> (London: Lawrence and Wishart Ltd., 1989)  Chubb, Basil, <i>The Government and Politics of Ireland</i>, 3<sup>rd</sup> edn. (London and New York: Addison Wesley Longman Ltd., 1992)  Coakley, John, and Michael Gallagher (eds), <i>Politics in the Republic of Ireland</i>, 5<sup>th</sup> edn (London and NY: PSAI Press, 2010)  Daly, Paul, Rónán O'Brien and Paul Rouse, <i>Making the Difference? The Irish Labour Party 1912-2012</i> (Cork: Cork University Press, 2012)  Kissane, Bill, <i>Explaining Irish Democracy</i> (Dublin: UCD Press, 2002)  Laffan, Michael, <i>The Resurrection of Ireland: The Sinn Féin Party, 1916-1923</i> (Cambridge: Cambridge University Press, 1999)  Walker, Brian, <i>Irish Parliamentary Election Results, 1800-1922</i> (Dublin: Royal Irish</p>

	<p>Academy, 1978)</p> <p><b>Other Reading:</b>  Fanning, Ronan, <i>Éamonn de Valera, A Will to Power</i> (Harvard: Harvard University Press, 2016).</p> <p>Farrell, Brian, <i>The Founding of Dáil Éireann: Parliament and nation-Building</i> (Dublin: Gill and Macmillan, 1973)</p> <p>Ferriter, Diarmaid, <i>Judging Dev, A reassessment of the life and legacy of Éamonn de Valera</i> (Dublin: Royal Irish Academy, 2007)</p> <p>Gallagher, Michael, 'The Pact General Election of 1922', <i>Irish Historical Studies</i>, 22:84 (September, 1979), pp. 404-421</p> <p>Gallagher, Michael, <i>Political Parties in the Republic of Ireland</i> (Manchester: Manchester University Press, 1985)</p> <p>Garvin, Tom, <i>The Evolution of Irish Nationalist Politics</i> (Dublin: Gill and Macmillan, 2005)</p> <p>Ineou, Keiko, 'Sinn Féin Propaganda and the "Partition Election", 1921', <i>Studia Hibernica</i> 30 (1989-99)</p> <p>Morash, Christopher, <i>A History of the Media in Ireland</i> (Cambridge: Cambridge University Press, 2010)</p> <p>Morris, Ewan, <i>Our Own Devices, National Symbols and Political Conflict in Twentieth-Century Ireland</i> (Dublin, Portland, Or: Irish Academic Press, 2005)</p> <p>Moss, Warner, <i>Political Parties in the Irish Free State</i> (New York, 1933)</p> <p><b>Essential Viewing:</b>  British Movietone Newsreel Archive  Associated Press Newsreel Archive</p>
<p><b>Module Physical Resource Requirements</b></p>	<p>Lecture Hall, IT Facilities, DVD Player.</p>