

Re-Imagining Ireland, 1500-1700

Section A: Headline Information	
Module title	Re-Imagining Ireland, 1500-1700
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	TBC
Module Co-ordinator	Dr Richard Mc Mahon
Parent programme(s)	BA (Honours) in English and History
Stage of parent programme	1
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 and tutorials
Entry requirements (statement of knowledge, skill and competence)	College Entry Requirements must be satisfied for entry onto Stage 1.
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)	2.33
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall, Small Groupwork Room, IT Room
Analysis of required learning effort	
*Effort while in contact with staff	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify) Fieldtrip		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	4	1:15				97: Self-directed Study: 50 hours Tutorial Prep: 16 hours Exam Prep: 31 hours			125 hours
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				40%			60%	100%		

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	This is a foundational module for the Irish history strand of the programme. It will build on the interdisciplinary knowledge of Irish history and culture introduced in Re-Imagining early and medieval Ireland. In doing so, learners will develop their knowledge of and an inter-disciplinary approach to the study of the sixteenth and seventeenth centuries. The learners will be provided with a clear structure to help them achieve this and will be encouraged to engage in a dialogue with fellow learners and the teaching staff on key themes and developments in Irish history and culture. The primary goal will be to aid in their development as autonomous learners.
Module Aims and Objectives	<p>The aims and objectives of the module are as follows:</p> <ol style="list-style-type: none"> 1. To guide learners through the key developments in the history of Ireland in the sixteenth and seventeenth centuries and to offer a sense of how life was lived in early modern Ireland. 2. To encourage learners to examine critically the major events and figures that have played a prominent part in the island's history in this period. 3. To locate the Irish experience within wider European and global experiences

	<p>and allow the learners to reflect on the meaning and significance of economic, social, cultural, political and religious life on the island from 1500 to 1700.</p> <p>4. To situate early modern Irish history within debates in the Irish historiography encompassing nationalist, revisionist and post-revisionist approaches to the subject.</p>
<p>Minimum Module Learning Outcomes</p>	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an integrated and interdisciplinary understanding of early modern Irish history and culture. (MIPLO 1, 2) 2. Draw on key skills developed through engagement with different disciplines, particularly in the fields of history, literature and philosophy, to address complex questions arising from the study of early modern Ireland. (MIPLO 3, 4) 3. Develop a clear capacity for independent thinking and critical engagement with both primary and secondary sources (MIPLO 3, 4, 5) 4. Employ their skills in critical thinking to address complex issues through oral presentations and written assessments and, in doing so, to explore different themes and contexts (MIPLO 5, 8).
<p>Information Provided to Learners about the Module</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>Module Content, Organisation and Structure</p>	<p>Learners will explore and analyse the position and place of Ireland in the wider context of the development of early modern Europe and the emergence of the Atlantic world. Through a truly inter-disciplinary programme of study they will encounter and engage with the key and central themes of the period including: economic and social development; the impact of the state and conquest in early modern history and culture; political and religious conflict; literary, philosophical and cultural life; environmental history and questions of gender and, more broadly, Ireland's place in the wider early modern world. In particular, they will engage with the following key developments and themes:</p> <ul style="list-style-type: none"> • Economy, culture and society in sixteenth-century Ireland • Politics, conflict and the state • Royal supremacy, plantation and resistance • Literature, religion and the justification of conquest • Reformation and counter-Reformation • Resistance and plantation in Ulster • 1641 Insurrection: reality and representation • Catholic Confederation and national identities • Cromwellian Ireland

	<ul style="list-style-type: none"> • Environment and landscape in early modern Ireland • Literary culture, history and identity • Economy, culture and society in seventeenth-century Ireland • Restoration and war
Module Teaching and Learning Strategy	The methods of teaching and learner learning will encompass weekly lectures on a variety of different themes and topics related to sixteenth- and seventeenth-century Ireland. This will involve the use of PowerPoint presentations (sometimes incorporating documentaries about the period) which will provide the learner with the building blocks to develop a clear and comprehensive understanding of the period. Primary sources will also be utilised to allow learners to gain experience of dealing with complex historical material and to develop their analytical skills. The lectures will be supplemented by tutorials in which the learners will encounter a range of approaches to the study of history rooted in a discussion of a variety of secondary and primary sources. At the heart of the module, will be the aim of developing a clear and coherent dialogue between lecturer and learner that facilitates learning in a structured but flexible manner.
Work-Based Learning and Practice-Placement	N/A
E-Learning	Moodle used for teaching resources and for learners to upload and share material. Learners encouraged to access and use the wealth of information and resources on the internet.
Specifications for Module Staffing Requirements	Staff:Learner ratio is typical of the overall programme approach with a maximum of 35 learners Staffing requirements: 1 lecturer and 1 tutor The maximum tutor:learner ratio is 20 However, as a cross-programme module, additional staff will be required where the maximum number of learners exceed the resources available.
Module Summative and Formative Assessment Strategy	<u>Continuous Assessment (40%) (testing MIMLO 3 and 4)</u> Formative: individual and group feedback on tutorial contributions will be given. Summative: an in-class assessment requiring learners to analyse selected primary sources. <u>Proctored Written Exam (60%) (testing MIMLO 1 and 2)</u> Summative: the exam will be two hours in duration and learners will have to answer two questions.
Sample Assessment Materials	Sample Examination Question: Discuss the impact of economic and social circumstances on the lives of ordinary people in sixteenth-century Ireland with specific reference to issues of demography, living conditions and the nature of work/trade. Tutorial assessment Based on your reading of the deposition of the Philip Ward, Co. Cavan, from the 1641 Depositions Online Website answer the following questions:

	<p>What does the deponent tell us about the actions and intentions of the rebels? What do we learn about the position of Protestants in Cavan from this source? What conclusions might be drawn from the case in the context of the wider insurrection of 1641?</p>
<p>Reading Lists and Other Information Resources</p>	<p>Essential Reading: Connolly, S.J., <i>Contested Ireland, 1460-1630</i> (Oxford: Oxford University Press, 2009) Connolly, S.J., <i>Divided kingdom 1630-1800</i> (Oxford: Oxford University Press, 2009) Gillespie, Raymond, <i>Seventeenth Century Ireland, Making Ireland Modern</i> (Dublin; Gill and MacMillan, 2006) Lennon, Colm, <i>Sixteenth Century Ireland</i> (Dublin: Gill and MacMillan, 2005) Moody, T.W., Martin, F.X., Byrne, F.J. (eds) <i>A new history of Ireland: vol iii Early Modern Ireland, 1534-1691</i> (Oxford: Oxford University Press, 1991)</p> <p>Other Reading: Barnard, Toby, <i>A new anatomy of Ireland: the Irish Protestants, 1649-1770</i> (Yale: Yale University Press, 2003) Canny, Nicholas, <i>Making Ireland British, 1580-1650</i> (Oxford: Oxford University Press, 2003) O'Dowd, Mary, <i>A history of women in Ireland: 1500-1800</i> (Harlow: Longman, 2005) Ó'Siochrú, Micheál, <i>God's Executioner: Oliver Cromwell and the Conquest of Ireland</i> (London: Faber and Faber, 2009).</p> <p>Websites 1641 Depositions online http://1641.tcd.ie/</p> <p>Essential Viewing: God's Executioner (Tile Films, 2008) The documentary will be used to open up a discussion about Cromwellian Ireland</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture Hall with IT equipment and WIFI IT Room for tutorials Moodle VLE Library Resources</p>