Re-Imagining Ireland 1700-1850

Section A: Headline Information	
Module title	Re-Imagining Ireland, 1700-1850
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	2
Semester (semester1/semester2 if applicable)	1
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)	Successful completion of Stage 1 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)	2.33
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 demon-strations		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 Tutorial Prep: 16 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	100%				**100%**

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	This module will build on the knowledge and skills developed at Stage 1 and will form a key component of the Irish history strand of the programme. The learners will build on the interdisciplinary knowledge of Irish history and culture introduced in the Re-Imagining Ireland modules at Stage 1. They will deepen their knowledge of and refine their inter-disciplinary approach to the study of Irish history. They 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 from the beginning of the eighteenth century through to the Great Famine. The primary goal will be to promote their development as autonomous learners with key skills and knowledge.
Module Aims and Objectives	The aims and objectives of the module are as follows:

	1. To guide learners through the key developments in the history of Ireland from the beginning of the eighteenth century through to the Great Famine and to offer a sense of how life was lived in Ireland at the time. 2. To encourage learners to examine critically the major events and figures that have played a prominent part in the island's history at this time. 3. To locate the Irish experience within wider European and global experiences and allow the learners to reflect on the meaning and significance of economic, social, cultural, political and religious life on the island from 1700 to 1850. 4. To situate this period of Irish history within debates in the Irish historiography encompassing nationalist, revisionist and post-revisionist approaches to the subject.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: 1. Demonstrate an integrated and interdisciplinary understanding of Irish history and culture from the beginning of the eighteenth century through to the Great Famine. (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 Ireland from 1700 to 1850. (MIPLO 4, 5) 3. Demonstrate 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 3, 7, 8).
Information Provided to Learners about the Module	College Prospectus specifies module name, stage and ECTS. College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms. 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. Diploma Supplement contains module name, code, stage and ECTS.
Module Content, Organisation and Structure	Learners will explore and analyse the position and place of Ireland in the wider context of the development of Europe in the eighteenth and early nineteenth centuries with a particular emphasis on the expansion of European empires. 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 relationship between the state and ordinary people; political and religious conflict; literary, philosophical and cultural life; questions of gender and, more broadly, Ireland's place in the wider world. In particular, they will engage with the following key developments and themes: • The Irish Enlightenment • Ireland and the Atlantic world in an age of revolutions

	- Economy, culture and society in eighteenth-century Ireland - Ascendancy and Penal laws - Agrarian unrest and sectarian conflict - 1798 Rebellion - Union and Rising - Catholic mobilisation, emancipation and repeal - Intellectual life and Irish philosophy in the age of O'Connell - Economy, culture and society before the Famine - Agrarian unrest and the state before the Famine - The Great Irish Famine: reality and representations - Migration before and during the Famine
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 Ireland from the beginning of the eighteenth century through to the Great Famine. This will involve the use of PowerPoint presentations (sometimes incorporating documentaries and films about the period) which will provide the learner with the building blocks to develop a clear and comprehensive understanding of the time. Primary sources will also be utilised to allow learners to gain experience of dealing with complex historical material and to hone 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 are 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**</u> (40%) (MIMLO 3, 4) Formative: individual and group feedback on tutorial contributions will be given. Summative: an in-class assessment requiring learners to analyse selected primary sources. <u>**Research Essay**</u> (60%) (MIMLO 1, 2) Summative: the students will produce a 1,500-1750 word research essay based on an engagement with both primary and secondary sources from the period 1700-1850. This will be carried out under the supervision of the module co-ordinator.

Sample Assessment Materials	**Sample research essay:** What does the evidence given before the Commission of Inquiry into Irish Poverty of 1833-1836 reveal about perceptions of widows and orphans in pre-Famine Ireland? **Tutorial assessment:** • Based on your reading of a sample of trials of Irish defendants at the Old Bailey in the eighteenth and nineteenth centuries (on the Old Bailey Online website) answer the following questions: • What do we learn about the personal circumstances of the accused from the cases? • How are the accused treated by the court? • How might these cases be used in research on the Irish experience in Britain?
Reading Lists and Other Information Resources	**Essential Reading:** Connolly, S.J., *Divided kingdom 1630-1800* (Oxford: Oxford University Press, 2009) Dickson, David, *New Foundations, Ireland 1660-1800,* 2nd edn (Dublin: Irish Academic Press, 2000) Donnelly, J. S., *The Great Irish Potato Famine* (Stroud: Sutton, 2002) McBride, Ian, *Eighteenth Century Ireland: The Isle of Slaves* (Dublin: Gill and MacMillan, 2009) Moody, T.W. and Vaughan, W.E. (eds), *A new history of Ireland: vol iv, Eighteenth Century Ireland, 1691-1800* (Oxford: Oxford University Press, Rep. 1991) **Other Reading:** Bartlett, Thomas, *Ireland: A History* (Cambridge: Cambridge University Press, 2010) Gray, P., *The Irish Famine* (London: Thames and Hudson, 1995) O'Dowd, Mary, *A history of women in Ireland: 1500-1800* (Harlow: Longman, 2005) Ó, Gráda Cormac, *Ireland Before and After the Famine: Explorations in Economic History, 1800-1925* (Manchester: Manchester University Press, 1993) **Websites** House of Commons Parliamentary papers http://www.proquest.com/products-services/House-of-Commons-Parliamentary-Papers.html Old Bailey Online https://www.oldbaileyonline.org/ **Essential Viewing:** Barry Lyndon (Stanley Kubrick, 1975). The film will be used to explore representations of eighteenth-century Ireland

Module Physical Resource Requirements	Lecture Hall with IT equipment and WIFI IT
	Room for tutorials
	Moodle VLE
	Library Resources