

Discourse and Dissonance: Themes in Regional History

Module title: Discourse and Dissonance: Themes in Regional History			
Module NFQ level (only if an NFQ level can be demonstrated)	Module number / reference	ECTS Value	Duration
Level 9		10	12 Weeks
Parent programme(s). Principal programme title, and embedded(s) if relevant		Stage of parent programme	Semester No.
MA in Irish Regional History		1	1
Teaching and Learning modes	Proportion (% of Total Directed Learning)		
Classroom / Face to Face	17%		
Workplace	N/A		
Online	12%		
Other (Identify)	71% Self-directed Learning		
Entry requirements (statement of knowledge, skill and competence)			
The entry requirements, as set out in Section 4, must be satisfied for entry onto the programme.			
Maximum number of learners per instance of the module	20		
Average (over the duration of the module) of the contact hours² per week	3		
Pre-requisite module title(s) (if any)	n/a		
Co-requisite module title(s) (if any)	n/a		
Is this a capstone module? (Yes or No)	No		
Module-specific physical resources and support required per centre (or instance of the module)			
Seminar Room equipped with IT facilities and Wi-Fi			
Library resources – access to e-journals, e-books and digital sources			
Support for fieldtrip			
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.			
Role e.g. Tutor, Mentor etc.	Qualifications & experience required:		# of Staff with this profile (WTEs)
Lecturer	Minimum Level 10 Qualification within the discipline of History.		100%

² Effort while in contact with staff

		Extensive research experience and awareness of research methods and thesis writing techniques.								
Analysis of required learning effort										
						Hours of Learner effort				
Classroom and demonstrations		Mentoring and small-group tutoring		Other (Field Trip)		Directed e-learning	Independent learning	Other (specify)	Work-based learning	Total effort
Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner					
36	1:8			7	1:8	30	177			250

Allocation of Marks					
	Continuous Assessment	Supervised Project	Proctored Practical Exam.	Proctored Written Exam	Total
Percentage Contribution	100%				100%

Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	This is an essential module which deepens learners' knowledge of the methodological distinctiveness of regional history through the exploration of major historical themes in a regional context. The module contributes to the attainment of MIPLOs in the domains of knowledge, skills and competencies with special emphasis on the development of skills in the analysis of data and presentation of research findings.
Module Aims and Objectives	This module sets out to provide learners with a methodological approach to the research and writing of Irish regional history. It encourages learners to develop a wide knowledge of archival and other sources, provides them with the skills to make appropriate use of these sources and familiarises them with research methodologies. Learners then draw on these skills to produce their own 4,000-word portfolio.
Minimum Intended Module Learning Outcomes	On successful completion of this module, learners should be able to: <ol style="list-style-type: none"> 1. Demonstrate knowledge of key developments, major issues and historical debates relating to a number of significant themes in regional history. (MIPLOs 1, 2, 4, 6) 2. Critically analyse a wide range of relevant source material. (MIPLOs 2, 4, 7) 3. Present research findings in oral and written formats. (MIPLOs 5, 6, 7) 4. Demonstrate advanced writing and citation skills. (MIPLOs 3, 4, 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 syllabus 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.
Module Content, Organisation and Structure	<p>This team-taught module introduces learners to four thematic areas in Irish Regional History. Each theme provides the opportunity to consider a variety of topics in social, political, cultural, economic and religious history. Proposed themes include</p> <ul style="list-style-type: none"> • Settlement, Landscape and Environment. Exploring the Influence of economic, religious, cultural and political factors. Case studies on urban development in south-east Ireland and agriculture systems in the south-east. • War and Rebellion. Exploring conflicts and uprisings from the seventeenth to the twentieth century. Case studies on the 1641 Rebellion in the south-east and Impact of the Easter Rising on the south-east. • Demography and Migration. Examining the social, political and economic effects of demographic decline and migration between 1850 and 1950. Case studies of famine migration and early twentieth century economic migration from the south east and midlands. • Disease and Health. Exploring the development of medical statistics, public health and sanitation, and of medicine in the nineteenth and twentieth centuries. Case studies on the 1918-1919 influenza epidemic and on 19th century cholera in the south-east. <p>Each theme will be covered in three classes. The first class to be an introduction to the thematic area including overviews of source material, concepts and methodologies. Two case studies will be identified and covered in the following classes. At the end of the module there will be a space for consideration of how these themes interact.</p>
Module Teaching and Learning (including formative assessment) Strategy	Teaching will be active, task-based and focused on the development of independent learners. Following the introduction of the thematic areas, case-study classes will involve source criticism, debate, discussion and learner presentation. There will also be a day-long fieldtrip. As learners prepare elements of their portfolios, they will receive formative feedback from lecturers and peers. The portfolio will be built up on the VLE with learners given opportunities to re-visit and revise elements until the final summative submission.
Work-Based Learning and Practice-Placement	N/A
E-Learning	<p>Use of the VLE will enhance the learning experience by providing each learner with ongoing access to module information, activities and learning resources.</p> <p>In addition, the Moodle portfolio function will be used to enable learners to construct, revise and submit their completed portfolios.</p>
Specifications for Module Staffing Requirements	<p>Learner/Staff ratio replicates that of other similar MA programmes and will not exceed 20 learners.</p> <p>One module co-ordinator with responsibility for module administration.</p>

	<p>This module is designed to incorporate a rotational team-teaching model where lecturers with expertise in a broad range of research topics will work with learners in clearly defined units.</p>
<p>Module Summative Assessment Strategy</p>	<p>The module will be assessed by continuous assessment, worth 100%.</p> <p>Learners will produce a portfolio comprising assessments related to each of the four thematic areas and totalling 4,000 words.</p> <p>Elements to include:</p> <ul style="list-style-type: none"> • Source criticism • Micro case-study • PowerPoint or poster presentation
<p>Sample Assessment Materials</p>	<p>Evaluate the use of Castles as places of safety for Protestants during the 1641 Irish rebellion.</p> <p>Source Critique, 1,000 words, 25%: Assess the pros and cons of using the 1641 depositions as primary sources.</p> <p>Micro-case-study, 2,000 words, 50%: Use the 1641 depositions from a specific county or region to discuss the topic.</p> <p>PowerPoint/Poster, 1,000 words, 25%: Create a PowerPoint presentation or poster to showcase your findings. The College will source avenues for the public presentation of these PowerPoint presentations or posters, e.g. within the College at colloquiums (or hallway displays also in the case of posters) or with Carlow Historical Society during their lecture series.</p>
<p>Reading Lists and Other Information Resources</p>	<p>Essential Reading:</p> <p>Aalen, F.H.A., K. Whelan, and M. Stout (eds), <i>Atlas of the Irish Rural Landscape</i>, 2nd edn (Cork: Cork University Press, 2011).</p> <p>Campbell, Malcolm, <i>Ireland's new worlds: immigrants, politics and society in the United States and Australia 1815-1922</i> (Madison: University of Wisconsin Press, 2008).</p> <p>Cope, Joseph, The Experience of Survival during the 1641 Irish Rebellion, <i>The History Journal</i>, 46:2 (2003), 295-316.</p> <p>Hopkinson, Michael, <i>The Irish War of Independence</i> (Dublin: Gill and Macmillan, 2004).</p> <p>Milne, Ida, <i>Stacking the Coffins, Influenza, war and revolution in Ireland 1918-1919</i> (Manchester: Manchester University Press, 2018).</p> <p>Recommended Reading:</p> <p>Barrington, Ruth, <i>Health, Medicine and Politics in Ireland 1900-1970</i> (Dublin: Institute of Public Administration, 2002).</p> <p>Callinan, Elaine, <i>Electioneering and Propaganda in Ireland 1917-1921: Votes, Violence and Victory</i> (Dublin: Four Courts Press, 2020).</p> <p>Casey, Brian, <i>Class and Community in Provincial Ireland, 1851-1914</i> (Switzerland: Palgrave Macmillan, 2018).</p>

	<p>Donlon, Regina, <i>German and Irish immigrants in the Midwestern United States, 1850-1900</i> (New York: Palgrave Macmillan, 2018).</p> <p>Hart, Peter 'What did the Easter Rising really change?' in Hachey, Thomas E. (ed.) <i>Turning points in twentieth-century Irish history</i> (Dublin: Irish Academic Press, 2011).</p> <p>Mc Grath, Thomas (ed.), <i>Carlow: History and Society</i> (Dublin: Geography Publications 2008).</p> <p>Mac Lellan, Anne, and Alice Mauger, <i>Growing Pains, Childhood Illness in Ireland 1750-1950</i>. (Sallins: Irish Academic Press, 2013).</p> <p>MacRaild, Don, <i>Irish in Britain, 1800-1914</i> (Dundalk: Dundevalgan Press, 2006).</p> <p>Murphy, Margaret and Matthew Stout (eds), <i>Agriculture and Settlement in Ireland</i> (Dublin: Four Courts Press, 2015).</p> <p>Porter, Roy, <i>The Greatest Benefit to Mankind, A medical History of Humanity from Antiquity to the Present</i> (London: Fontana Press, 1997).</p> <p>Online/digital resources</p> <p>Annual reports of the Registrar General of Marriages, Births and Deaths in Ireland https://www.cso.ie/en/statistics/birthsdeathsandmarriages/archive/annualreportsonmarriagesbirthsanddeathsinirelandfrom1864to2000/</p> <p>Irish Civil Registration https://civilrecords.irishgenealogy.ie/churchrecords/civil-search.jsp</p> <p>Irish Historic Towns Atlas Digital https://www.ria.ie/research-projects/irish-historic-towns-atlas/ihta-digital</p> <p>TCD Depositions Database http://1641.tcd.ie/index.php</p> <p>TCD Down Survey Database http://downsurvey.tcd.ie/</p>
<p>Module Physical Resource Requirements</p>	<p>Library and Archive Access</p> <p>Seminar Room with large table and full IT facilities.</p> <p>Access to IT room with individual computer workstations.</p>