1. **Title of the module**

‘Ireland: A military history since 1689’.

1. **School or partner institution which will be responsible for management of the module**

History

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

60 credits (30 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn and Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BA Military History, BA History (single and joint honours).

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Deploy advanced and sophisticated techniques of analysis and enquiry within military history, broadly defined.

8.2 Demonstrate an advanced ability to examine critically many different types of primary sources.

8.3 Demonstrate a comprehensive understanding of the evolving historiography of Irish military history.

8.4 Locate the place of the Irish soldier within a transnational environment and communicate this effectively to a variety of audiences and/or using a variety of methods.

8.5 Demonstrate a critical awareness of the nature of paramilitarism and ‘amateur soldiering’ in Ireland.

8.6 Critically evaluate the extent to which Ireland witnessed ‘total war’ in 1914-18 and

1939-45.

8.7 Demonstrate a knowledge of the role of the military in a perpetually neutral state.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Interpret a range of primary and secondary sources in a sophisticated manner in order to create equally sophisticated assessment outputs.

9.2 Demonstrate an advanced level of research and interpretation and the flexibility to present findings in different ways.

9.3 Demonstrate the ability to work independently and in groups, and produce outputs likely to appeal to a broader audience.

9.4 Demonstrate the ability to manage time and work-load and produce consistently high level responses over a sustained period.

1. **A synopsis of the curriculum**

This module covers a wide time period, but within this there will be a number of case-studies which will make this more manageable for students. Ultimately the module will revolve around the study of a number of military traditions within Ireland. The Protestant / Loyalist volunteering tradition, witnessed through those who defended Derry and Enniskillen in 1689, the Irish Volunteer movement of 1778-1792, the Yeomanry of 1796-1834, the Ulster Volunteer Force of 1913-1920, the Ulster Special Constabulary 1920-1970, Ulster Defence Regiment 1970-1992 and the various Loyalist paramilitary groups – Ulster Volunteer Force, Ulster Defence Association, Loyalist Volunteer Force, etc. which emerged from 1966. The Republican military tradition seen with the United Irishmen of 1792-1803, the Young Irelanders of 1848, the Fenian movement of 1858-1916, the Irish Volunteers of 1913-16 and the Irish Republican Army in the many forms it has existed since 1916. The ‘Wild Geese’ tradition of Irishmen serving in foreign armies was most noticeable with the Irish Brigades formed in the French and Spanish armies in the 1690s, but was also witnessed in the American Civil War and, indeed, South American Wars of Liberation. The tradition of Irish service within the British army as both regular and amateur soldiers will be considered in detail, with particularly a focus on the role of the Irish soldier in the British Empire.

Case-studies will also consider the First World War, when approximately 200,000 Irishmen and 10,000 Irish women served in the British forces and the Second World War when the contribution of Northern Ireland can be compared to the experience of Eire, the latter often described as an ‘unneutral neutral’ given the numbers of Irish citizens who served in the British forces during that conflict.

This module will end with a consideration of the recent Northern Ireland troubles of 1966-1998.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Thomas Bartlett and Keith Jeffery (eds.), A Military History of Ireland (Cambridge: Cambridge University Press, 1996)

Thomas Bartlett, David Dickson, Dáire Keogh and Kevin Whelan (eds.), 1798: A bicentenary perspective (Dublin: Four Courts Press, 2003)

Brian Barton and M. T. Foy, The Easter Rising (Stroud: History Press, 1999)

Alan Blackstock, An Ascendancy Army: The Irish Yeomanry, 1796-1834 (Dublin: Four Courts Press, 1998)

J. W. Blake, Northern Ireland in the Second World War (Belfast: HMSO, 1956)

Timothy Bowman, Irish Regiments in the Great War: Discipline and Morale (Manchester: Manchester University Press, 2002)

Timothy Bowman, Carson’s Army: The Ulster Volunteer Force, 1910-22 (Manchester: Manchester University Press, 2007)

1. **Learning and teaching methods**

Total contact hours: 88

Total private study hours: 512

Total module study hours: 600

1. **Assessment methods**
   1. Main assessment methods

Essay 1 (3,000 words): 15%

Essay 2 (3,000 words): 15%

Individual seminar presentation: 5%

Group project: 5%

Examination 1 (2 hours, essay-based): 30%

Examination 2 (2 hours, Gobbet analysis): 30%

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Examination 1 | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** |
| Examination 2 | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** |
| Essays | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Group work and presentations | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

School of History modules encourage students to engage with the international significance of their subject matter, either in a comparative or historiographical fashion, or in the study of European and international themes. Some modules include the option for students to participate in international study visits. Students studying relevant foreign languages will consolidate their understanding of historical problems and themes.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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