1. **Title of the module**

HIST8280 (HI828): Ireland and the First World War

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

School of History

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

Level 7

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

30 Credits (15 ECTS)

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

Autumn or Spring

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

None

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

MA Modern History, MA War, Media and Society, MA First World War Studies

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

8.1 Systematically understand the experience of Ireland within the wider context of the United Kingdom and Europe at War.

8.2 Systematically understand the impact which the Great War made on Irish politics, setting the preconditions for the collapse of the Irish Parliamentary Party, rise of Sinn Fein and partition of Ireland.

8.3 Systematically understand the impact of the Great War on the Irish economy.

8.4 Systematically understand the impact of the Great War on wider Irish society

8.5 Systematically understand the complex political contexts concerning Irish commemoration of the First World War.

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

9.1 Marshal information effectively and make sound judgements in the absence of complete data.

9.2 Challenge received conclusions and to cultivate a broader epistemological awareness;

9.3 Effectively manage their own learning and demonstrate self-direction in tackling tasks and problems.

9.4 Think critically, to access a range of sources and marshal effective arguments, and to organise and communicate complex information, and interpretations of information, lucidly.

9.5 Frame their knowledge in terms of epistemological awareness and the recognition of and distinction between the different sources of historical knowledge

1. **A synopsis of the curriculum**

The module will examine the experience of Ireland during the First World War. There is now considerable historiography available on Irish recruitment to the British armed forces between 1914 and 1918 and this will form the basis for three seminars; considering Nationalist and Unionist reactions to recruitment and the place of Ireland within wider UK recruitment. Political developments, caused largely by the war, namely, the decline of the Irish Parliamentary Party, rise of the Sinn Fein movement and Irish Unionisms acceptance of partition will form another important element of the module. There has been considerable work carried out on commemoration of the Great War in Ireland and Irish commemoration overseas (most notably the building of the Ulster Tower at Thiepval, France in 1921 and of the Irish Peace Park at Messines / Mesen, Belgium in 1998) and this will form the focus for two seminars. Other seminars will consider the Irish economy and the war and Irish paramilitarism between 1914 and 1918.

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 University Press, 1996)
* Timothy Bowman, *Irish Regiments in the Great War: Discipline and Morale* (Manchester University Press, 2003)
* Timothy Bowman, *Carson’s Army: The Ulster Volunteer Force, 1910-1922* (Manchester University Press, 2007)
* Colin Cousins, *Armagh and the Great War* (The History Press Ireland, Dublin, 2011)
* Terence Denman, *Ireland’s Unknown Soldiers: The 16th (Irish) Division in the Great War* (Irish Academic Press, Dublin, 1992)
* David Fitzpatrick (ed.), *Ireland and the First World War* (Trinity History Workshop and the Lilliput Press, Dublin, 1988)
* Richard Grayson, *Belfast Boys: How Unionists and Nationalists fought and died together in the First World War* (Hambledon, London, 2009)
* Adrian Gregory and Senia Paseta (eds.), *Ireland and the Great War: ‘A War to unite us all’?* (Manchester University Press, 2002)
* John Horne (ed.), *Our War: Ireland and the Great War* (Royal Irish Academy, Dublin, 2008)
* Keith Jeffery*, Ireland and the Great War* (Cambridge University Press, 2000)
* Catriona Pennell, *A Kingdom United: Popular Responses to the Outbreak of the First World War in Britain and Ireland* (Oxford University Press, 2012)

1. **Learning and teaching methods**

Total contact hours: 22

Total private study hours: 278

Total module study hours: 300

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

Essay 6000 words 85%

Presentation 15 minutes 15%

13.2 Reassessment methods

100% Coursework (3000 words)

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

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminar | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Presentation | **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.**

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| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 22/01/2019 | Major | September 2019 | 7-9, 12-13, 17 | No |
|  |  |  |  |  |