

Warning: An incomplete or missing proforma may have resulted from system verification processing

Title: Celebration & Commemoration in Irish History  
Status: Definitive  
Code: **6125HIST** (126583)  
Version Start Date: 01-08-2021  
  
Owning School/Faculty: Humanities and Social Science  
Teaching School/Faculty: Humanities and Social Science

| Team            | Leader |
|-----------------|--------|
| Gillian O'Brien | Y      |

**Academic Level:** FHEQ6      **Credit Value:** 20      **Total Delivered Hours:** 33  
**Total Learning Hours:** 200      **Private Study:** 167

### Delivery Options

Course typically offered: Semester 1

| Component | Contact Hours |
|-----------|---------------|
| Workshop  | 33            |

**Grading Basis:** 40 %

### Assessment Details

| Category  | Short Description | Description           | Weighting (%) | Exam Duration |
|-----------|-------------------|-----------------------|---------------|---------------|
| Portfolio | AS1               | Portfolio 2,000 words | 60            |               |
| Portfolio | AS2               | Portfolio 1,500 words | 40            |               |

### Aims

*To enable students to engage in a critical debate about the historiography associated with key events in Irish history.  
To enable students to engage with different methods of teaching history to different audiences. This will raise students' awareness of a wide range of perspectives and to offer them the opportunity to interpret complex sources from a variety of viewpoints. As part of this students will be introduced to a number of relevant*

*concepts, theories and historical methodologies.*

*To enable students to critically assess and contextualise the way in which the 1798 Rebellion, the Great Irish Famine and the 1916 Easter Rising have been commemorated and celebrated by later generations.*

## **Learning Outcomes**

After completing the module the student should be able to:

- 1 Apply a rigorous appraisal of how and why past events have commemorated, celebrated and recalled by later generations
- 2 Critically evaluate a wide and diverse range of source material (including press, speeches, letters, films, music, tv)
- 3 Critically analyse Irish historiography

## **Learning Outcomes of Assessments**

The assessment item list is assessed via the learning outcomes listed:

|                          |   |   |
|--------------------------|---|---|
| Portfolio 1 - 2000 words | 1 | 3 |
| Portfolio 2 - 1500 words | 2 |   |

## **Outline Syllabus**

*Introduction to issues surrounding celebration and commemoration of the past.*

*How, why and where we teach history?*

*1798 Rebellion*

*1798 Rebellion – commemoration*

*Great Irish Famine*

*Great Irish Famine – commemoration*

*1916 Easter Rising*

*1916 Commemoration*

*Visible & invisible history*

## **Learning Activities**

Workshops.

## **Notes**

Ireland is in the middle of its Decade of Centenaries and Commemorations (2013-2023) so this is an opportune time to examine how significant events in Irish history have been both celebrated and commemorated by later generations. This module offers students an opportunity to engage with events both as they unfolded and as they have been recalled.

Students will examine how, where and why we study history. They will consider how Irish history has been imparted through a range of sources including school text books, documentaries, films, museums, streetscapes, memorials, festivals etc. Students will consider three case studies: the 1798 Rebellion, the Great Irish Famine (1845-1849) and the 1916 Easter Rising. They will examine the events themselves and they will assess how they have been remembered/commemorated/memorialised and manipulated by later generations.