

Module Information

2022.01, Approved

Summary Information

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| Module Code | 6503SRCHEL |
| Formal Module Title | Celebration and Commemoration in Irish History |
| Owning School | Humanities and Social Science |
| Career | Undergraduate |
| Credits | 20 |
| Academic level | FHEQ Level 6 |
| Grading Schema | 40 |

Teaching Responsibility

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| LJMU Schools involved in Delivery |
| LJMU Partner Taught |

Partner Teaching Institution

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| Institution Name |
| Southern Regional College |

Learning Methods

| Learning Method Type | Hours |
|----------------------|-------|
| Workshop | 33 |

Module Offering(s)

| Display Name | Location | Start Month | Duration Number Duration Unit |
|--------------|----------|-------------|-------------------------------|
| SEP-PAR | PAR | September | 12 Weeks |

Aims and Outcomes

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| 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. |
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After completing the module the student should be able to:

Learning Outcomes

| Code | Number | Description |
|------|--------|--|
| MLO1 | 1 | Apply a rigorous appraisal of how and why past events have commemorated, celebrated and recalled by later generations |
| MLO2 | 2 | Critically evaluate a wide and diverse range of source material (including press, speeches, letters, films, music, tv) |
| MLO3 | 3 | Critically analyse Irish historiography |

Module Content

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| 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 |
| Module Overview | |
| Additional Information | 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. |

Assessments

| Assignment Category | Assessment Name | Weight | Exam/Test Length (hours) | Module Learning Outcome Mapping |
|---------------------|--------------------------|--------|--------------------------|---------------------------------|
| Portfolio | Portfolio 1 - 2000 words | 60 | 0 | MLO1, MLO3 |
| Essay | Portfolio 2 - 1500 words | 40 | 0 | MLO2 |

Module Contacts

Module Leader

| Contact Name | Applies to all offerings | Offerings |
|--------------------|--------------------------|-----------|
| Kathryn Walchester | Yes | N/A |

Partner Module Team

| Contact Name | Applies to all offerings | Offerings |
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