American College Dublin

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LIB302 IRISH MIGRATION

Credits: 3 US credits / 6 ECTS credits
Credit level: Stage two
Prerequisites: None
Mandatory: Yes
Contact hours: 40
Academic Year: 2016/17
Semester: 1
Lecturer:

MODULE DESCRIPTION

The aim of the module is to examine the historical process of Irish migration since 1700, mainly to North America, Britain and Australia. This course considers different conceptions of migration: as voluntary movement, as exile or banishment, and as Diaspora. From a mainly transatlantic perspective the course examines the conditions in Ireland that led to mass migration in colonial, pre-famine, famine, and post-famine periods, along with the principal themes in the history of the American Irish, including labour, race, gender, religion, politics, and nationalism.

INTENDED LEARNING OUTCOMES

At the end of this module learners should be able to:
1. understand the connection between Ireland's colonial status and the migration of its population;
2. appreciate the trauma of the Great Famine of mid-nineteenth century and its role in Irish migration;
3. discuss the process of assimilation of Irish immigrants in America;
4. realise the cultural contribution of Irish immigrants to American society;
5. analyse the role of Irish-Americans in the context of other large-scale immigrant ethnic groups;
6. discuss the history of relations between the Irish Diaspora and Ireland.

Learning outcomes 3-5 will be assessed by a research paper, and 1-2, 6 by the final examination.

MODULE CURRICULUM

Learners will realise the module objectives by completing a number of curriculum tasks and activities. These are planned to include the following topics:

- Ireland and British colonialism.
- The Irish experience in Britain.
- Irish migration to colonial America.
- The trauma of the Great Famine.
- Irish migration of late nineteenth century.
- The effects of migration on the Irish family and social life in Ireland.
- Irish assimilation in America.
- The melting pot: Irish, Italian, Jewish and Polish immigrants in America.
- The structure of the Irish Diaspora.
- Famous Irish-Americans.
- Irish migration today.

REQUIRED TEXT

J. J. Lee, Marion Casey, Kevin Kenny, eds., *Making the Irish American History and Heritage of the Irish in the United States,* New York University Press, 2006;
Kevin Kenny, *The American Irish: A History,* Pearson Education Limited, 2000.

SUPPLEMENTARY READING LIST

Michael Doorley*, Irish-American Diaspora Nationalism: The Friends of Irish Freedom, 1916-35*, Dublin: Four Courts Press, 2005;
Andy Bielenberg, ed., *The Irish Diaspora,* Cork University Press, 2000;
Rory O'Donnell, ed., *Europe: The Irish Experience,* Dublin: Institute for European Affairs, 2000;
Ann Betty Bergland, *Reconstructing the 'Self' in America: Patterns in Immigrant Women's Autobiographies,* Minneapolis: University of Minnesota Press, 1991;
John E. Bodnar, *The Transplanted. A History of Immigrants in Urban America*, Bloomington: Indiana University Press, 1985;
Roger Daniels, *Coming to America: A History of Immigration and Ethnicity in American Life,* New York: Harper Perennial, 1990;
-----, *Not Like Us: Immigrants and Minorities in America, 1890-1924,* Chicago: Ivan R. Dee, 1997;
Donna R. Gabaccia, *Immigration and American Diversity: A Social and Cultural History*, Malden: Blackwell, 2002;
Matthew Frye Jacobson, *Special Sorrows: The Diasporic Imagination of Irish, Polish, and Jewish Immigrants in the United States*, Cambridge University Press, 1995;
Silvia Pedraza, Ruben S. Rumbaut, *Origins and Destinies. Immigration, Race, and Ethnicity in America*, Belmont: Wadsworth, 1996;
G. Davis, *The Irish in Britain 1815-1914*, London: Gill and Macmillan, 1991;
S. Fielding, *Class and Ethnicity: Irish Catholics in England, 1880-1939*, Open University Press, 1993;
L. H. Lees, *Exiles of Erin: The Irish in the Victorian City*, Manchester University Press, 1979;
R. Miles, *Racism and Migrant Labour*, London: Routledge & Kegan Paul, 1982.

INTERNET WEBSITES

http://library.thinkquest.org/20619/Irish.html
http://www.kinsella.org/history/histira.htm
http://www.nyu.edu/library/bobst/research/aia/collections/ihoral/oral01.php
http://memory.loc.gov/learn//features/immig/irish2.html
http://www.users.drew.edu/wrogers/irishamerica.html
http://www.spartacus.schoolnet.co.uk/USAEireland.htm
http://www1.assumption.edu/ahc/irish/overview.html
http://www.gseis.ucla.edu/courses/ed311/kafai/Team%204/immigration

MODULE LEARNING ENVIRONMENT

The physical structures of the module learning environment include lecturing classrooms supplied with integrated chairs and desks and a whiteboard, a Powerpoint system, overhead projector, television and DVD/video player. The learners also have access to an up-to-date computer laboratory (all computers are connected to the College's network; they are equipped with the Microsoft XP Office suite of software, Microsoft Frontpage and are networked for printing and internet access).

The module learning environment also includes the College's library (the Rooney Library). In co-operation with the teaching staff and in association with Lynn University, Boca Raton, Florida, the Library is able to supply reading and research materials on all aspects of the proposed Liberal Arts degree (as well as a range of materials on history, sociology, literature, languages, art, international relations and environmental studies). There are networked computers (five) and printers, with Internet access and power points for portable computers. The library management system, Voyager, provides an online catalogue. Learners are able to search the catalogue, extend their loans, and place holds on titles from home. An inter-library loan service is available for staff and learners.

MODULE TEACHING AND LEARNING STRATEGY

The module intended learning outcomes are achieved through a range of teaching and learning strategies. These include three hours per week of class time which combines elements of a seminar and tutorial. Learners are expected to take detailed notes in class and to do practical exercises and other classroom activities prescribed by the lecturer. Learners are also expected to dedicate at least two hours per week to self-directed study which includes reading, elementary research, home assignments, group assignment preparation, individual projects, and revision of material for tests and final examinations. Self-study can be conducted in the College Library or at home. Learners can also contact their lecturer during office hours for further academic support. All these types of teaching provide a versatile opportunity to support and develop learner engagement with the programme.

MODULE ASSESSMENT STRATEGY

The extent to which learners have achieved the module intended learning outcomes is established by different kinds of assessment strategies. These include various forms of continuous assessment and the final exam. The forms of assessment used in the module, together with their weighting, include the following:

- research paper (c. 3000 words), in which learners will present results of their original research on a selected topic relating to Irish migration (40%);
- final examination (60%).

As class attendance is necessary for the achievement of intended learning outcomes, only learners who have attended at least 75% of the classes can sit the final examination.

The grading scale used by the American College Dublin is the following: A (80-100%), B+ (70-79%), B (60-69%), B- (55-59%), C+ (50-54%), C (40-49%), D (35-39%), F (below 35%).

Learners will be instructed in academic techniques of source referencing to avoid plagiarism, that is, unacknowledged appropriation of someone else's ideas, words, and research results. Plagiarism is regarded by the College as a serious offence punishable by downgrading, failure in the course work, and possible dismissal from the College. The College's detailed Plagiarism Statement is included in the Quality Assurance Manual, sections 3.8.1-3.