

HISTORY AND DEVELOPMENT EDUCATION

In the revised History syllabus topics are arranged in two discreet fields of study: Early Modern, 1492-1815 and Later Modern, 1815-1993. Students must study topics from one of the fields of study. It appears that the majority of students are choosing the Later Modern period. Within each field of study there are six topics from Irish history and six from the history of Europe and the wider world. Students must study two topics from Irish history and two from the history of Europe and the wider world. Two topics are prescribed for document-based study. Students also have to undertake a research study of a significant historical subject, which they submit prior to the final examination.

The preface to the history syllabus states that 'time and change may be described as the essence of history. While other disciplines investigate aspects of human life, human institutions and cultural traditions, only history is primarily engaged with measuring and explaining the manner in which all of these have undergone the experience of change.'

Understanding how change comes about is integral to the study of History and is also a central theme of development education.

The aims and objectives as laid out in the syllabus are compatible with the aims of development of education:

1. To develop knowledge and understanding of human activity in the past
2. To promote understanding of the present through the development of

- a historical perspective on issues of contemporary importance
3. To develop students' understanding of historical concepts
4. To provide students with a perspective of change in a world of change

The skills which are fostered through the study of history are necessary skills for development education. Amongst the skills listed in the syllabus are to

1. develop an awareness of different interpretations of particular historical issues.
2. develop a range of research skills essential for the study of history including
 - locate historical data from a variety of primary and/or secondary sources
 - select and record relevant data
 - evaluate data
 - collate data
 - present findings in a well structured, logical format.
3. develop an appreciation of the nature and variety of historical evidence.

In many cases the topic being studied may not be directly related to development education but the skills acquired in History are transferable when dealing with issues in development education. (For example, skills of critical thinking, ability to distinguish between fact and opinion, ability to recognise bias and identify propaganda, ability to look at issues from more than one point of view, etc.)

Under Later Modern Europe and the Wider World, two topics are particularly relevant to development education; Topic 5 - European retreat from Empire and the aftermath, 1945-

1990 and Topic 6 - The United States and the World, 1945-1989. Both offer many opportunities to examine issues from a justice perspective and to understand historical factors that have influenced current development issues. However, it remains to be seen if these topics will be chosen by many students or whether they will continue to study the topics that are more similar to sections of the old history syllabus. The availability of teaching resources is an influence here.

Each student must submit a research study as part of the final examination. This may be on any subject of historical significance. This allows the student to choose any issue or subject of interest to him/her. This presents a great opportunity to study issues directly relevant to development education. For example, a student could choose to research the history of the debt crisis in Africa, the history of the World Bank or the history of a specific developing country, etc.

Useful websites:

www.historyonthenet.com
www.bbc.co.uk/learning
 - subject by subject materials
www.educationguardian.co.uk
www.eblast.com
 - encyclopaedia and links to web.
www.school.discovery.com/
 Discovery channel website
www.un.org/Pubs/CyberschoolBus
 - UN education website aimed at teachers and students
www.newint.org
 New Internationalist magazine
www.nationalgeographic.com
www.dea.org.uk

Curriculum Area	Content links to development education	Attitudes and values compatible with development education	Skills compatible with development education	Methodologies
Leaving Certificate History Early Modern Europe	<p>Topic 5: Establishing empires, 1715-1775</p> <p>Territorial expansion; colonial acquisitions and European reclamations</p> <p>International trade; tobacco, sugar and slaves</p> <p>The West Indies slave plantations</p>	<p>Awareness of eurocentric worldview</p> <p>Awareness of stereotyping and prejudice</p> <p>Empathy and sensitivity to the human cost of international trade</p> <p>Appreciation of human interdependence</p>	<ul style="list-style-type: none"> ➤ Analysis of causes and consequences ➤ Understanding that the benefits of international trade can be very unequal 	<ul style="list-style-type: none"> ➤ Compare views and perceptions of the colonizers towards the colonized with contemporary views/perceptions of the developed world ➤ Use stories to illustrate the human cost of the slave trade. (www.liverpoolmuseum.org.uk) ➤ Emphasise that this was a particular area at a particular time and that it did not mean the end of slavery. Slavery continued in North America and still exists today (www.antislavery.org)
	<p>Topic 6: Empires in revolution, 1775-1815</p> <p>Abolition of slave trade</p>	<p>Awareness of issues of justice, fairness and human rights.</p>	<ul style="list-style-type: none"> ➤ Understand the construct of the slave as less than human ➤ Recognition of stereotyping ➤ Ability to identify factors which bring about change 	<ul style="list-style-type: none"> ➤ Comparisons can be made to recent examples of genocide, (e.g. Rwanda) ➤ Emphasise that this is not just an event in history but is still a problem today ➤ Geography students might compare the Marshall plan with aid flows and debt repayment today
Later Modern Europe	<p>Topic 3: Dictatorship and democracy in Europe, 1920-1945</p> <p>The Nazi and Stalinist states</p> <p>Anti-semitism and the Holocaust</p>	<p>Appreciation of the nature of totalitarian states and the difficulty of addressing issues of human rights, justice and fairness in such situations</p> <p>Awareness of the dangers of racism today</p>	<ul style="list-style-type: none"> ➤ Understand how such regimes come about ➤ Analysis of how totalitarian societies function ➤ Understand the stereotyping of the Jew and the construct of the Jew as subhuman 	<ul style="list-style-type: none"> ➤ Understand the unequal relationship between suppliers and consumers. ➤ Analyse the effect of the oil crisis on both the developed and developing world
	<p>Topic 4: Division and realignment in Europe, 1945-1992</p> <p>The Western economies, 1945-1973</p> <p>Marshall Aid</p> <p>Impact of the oil crisis; recession</p>	<p>Appreciation of the interdependence of economies.</p> <p>Awareness of the roots of the current debt crisis in the oil crisis of 1973</p> <p>Awareness of the limits to natural resources and that we must act responsibly</p>	<ul style="list-style-type: none"> ➤ Understand the nature of totalitarian states and the difficulty of addressing issues of human rights, justice and fairness in such situations ➤ Awareness of the dangers of racism today 	<ul style="list-style-type: none"> ➤ Understand the unequal relationship between suppliers and consumers. ➤ Analyse the effect of the oil crisis on both the developed and developing world

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Leaving Certificate History	<p>Topic 5; European retreat from empire and the aftermath, 1945-1990</p> <p>Implications of World War II for European role in Asia; independence struggles and the reactions of the European powers; post-independence relations with the colonial powers; Africa and the “winds of change” – Algeria, Nigeria, the Congo, Tanzania and Angola Economic consequences of the process of decolonisation; the Lome Conventions; trade, aid and famine in post-colonial Africa Julius Nyerere and the policy of <i>Ujamaa</i></p>	<p>Appreciation of the complex problems facing developing countries post-independence</p> <p>Awareness of origins of contemporary problems facing developing countries</p> <p>Commitment to justice and fairness</p> <p>Respect for the capacity of people to overcome oppression and poverty</p> <p>Appreciation of interdependence between Africa and Europe</p>	<ul style="list-style-type: none"> ➤ Identification of causes and consequences ➤ Understand, interpret and analyse problems facing developing countries post-independence ➤ Compare the different paths to independence ➤ Examine the legacy of colonialism ➤ Analyse the relationship between trade and aid ➤ Understand the causes of famine ➤ Assess role of the EU in supporting development in Africa 	<ul style="list-style-type: none"> ➤ Geography students might make links with issues of trade, aid and famine today
	<p>Topic 1: Ireland under the Union 1815-1870</p> <p>Economic crisis - 1815-1850, the Famine, post-famine economy, emigration, government response to the Famine</p>	<p>Awareness that famine is not just a 'food shortage'</p> <p>Appreciation of human interdependence and solidarity</p> <p>Appreciation of the reasons for emigration and the difficulties faced by migrant communities</p>	<ul style="list-style-type: none"> ➤ Critical analysis of complex reasons for famine ➤ Assess the effect and impact of the Irish Famine ➤ Ability to make links between causes of Irish Famine and famine today 	<ul style="list-style-type: none"> ➤ Discuss possible links between Irish generosity to the developing world today and our historical experience of famine
Later Modern Ireland				

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Leaving Certificate History Later Modern Ireland	Topic 2: Movements for political and social reform, 1870- 1914 Land agitation and land reform	Appreciation of the importance of land for economic survival Awareness of historical inequalities regarding access to land and its consequences	Ability to discern how change has occurred in a particular historical context	<ul style="list-style-type: none"> Geography students might compare land distribution/access in 19th century Ireland with some developing countries today, e.g. Brazil, the Philippines, Honduras. Watch excerpts of 'The Field' and discuss how it illustrates the importance of land for the Irish people
	Topic 3: The pursuit of sovereignty and the impact of partition, 1912-49 Impact of world economic crisis from free trade to protectionism	Awareness that we live in an interdependent world	<ul style="list-style-type: none"> Analysis of crisis admits impact on Ireland and the wider world Identification of national self interests in a given situation 	<ul style="list-style-type: none"> Debate the case for and against free trade versus protectionism Discuss the relevance of this debate for developing economies today
	Topic 4: The Irish diaspora, 1840-1966 The main trends in Irish emigration Irish missionaries in Africa and Asia The Holy Ghost mission to Nigeria, 1945-1966	<p>Appreciation of the reasons why one million emigrated from Ireland</p> <p>Sensitivity to the plight of those forced to migrate around the world today</p> <p>Appreciation of diversity and of other cultures. Awareness that a small number of people can effect great change</p>	<ul style="list-style-type: none"> Understanding the causes of emigration - past and present. Analysis of the role of missionaries in colonial and post-colonial societies. 	<p>References could be made to contemporary movement of peoples from underdeveloped to more prosperous areas</p> <p>Find out from which countries migrant workers are coming to Ireland and why</p> <p>Statistical tables on work permits granted are available at www.entemp.ie</p>

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<p>Leaving Certificate History</p>	<p>Topic 6: Government, economy and society in the Republic of Ireland, 1949-1989</p>	<p>Appreciation that national economies cannot operate in isolation</p>	<p>➤ Identification of causes and consequences</p>	<p>Debate and role-play can be useful here</p>
<p>Later Modern Ireland</p>	<p>Economic planning The move to Free Trade The First Programme for Economic Expansion, 1958-1963 Economic change and social consequences</p>	<p>Sensitivity to issues of justice and fairness and the growing uneven distribution of wealth</p>	<p>➤ Critical analysis of economic growth</p>	<p>For example, debate the following topics: Women still have a long way to go on the path to equality</p>
	<p>Increasing international involvement United Nations EEC</p>	<p>Commitment to international cooperation for justice and peace</p>	<p>➤ Ability to recognize that benefits are not evenly distributed</p>	<p>Ireland could play a more positive role in promoting international cooperation and peace in the world</p>
	<p>Social change The status of women</p>	<p>Awareness of gender equity as a key to change</p>	<p>➤ Understanding the role of an international organization and the positive role that a small country can play in it</p>	
			<p>➤ Analysis of the role of the EU in promoting economic growth</p>	
			<p>➤ Understanding how change came about for women and the obstacles that had to be overcome</p>	