

2nd Year

Semester: 1

Colloquium

HI166 Ireland in the 1950s

Dr Tomás Finn

This colloquium examines perceptions of the 1950s in Ireland as a lost decade. It considers the economic stagnation from which the country suffered but also looks at the emergence of a culture of inquiry and many of the policies that shaped contemporary Ireland.

By the end of this module, students will:

Be familiar with key political and social controversies of this period

Understand the main social and economic problems facing Ireland

Be familiar with historiographical debates on this period

Identify relevant material, both primary and secondary sources, relating to Ireland in the 1950s

Carry out an independent research project about this period

Construct coherent and well-informed arguments about Ireland in the 1950s

Communicate information orally and in writing, in a well-organised and well-presented manner.

Colloquium

HI295 The American Civil War: Causes and Developments

Dr Enrico Dal Lago

This course will introduce students to the American Civil War, which between 1861 and 1865 caused more than 600,000 dead, destroyed the lives of an entire generation, and led to the emancipation of 4,000,000 African American slaves. Through the analysis of key documents –ranging from South Carolina’s Declaration of the Causes of Secession to Abraham Lincoln’s Emancipation Proclamation – and through the reading of writings by key historians, students will familiarize with the main issues of contention in the American Civil War and with the different scholarly interpretations of them.

By the end of this module, students should be able to:

- Find relevant material, both printed and online, relating to the American Civil War
- Carry out a short independent research project about the American Civil War
- Avoid plagiarism through careful note-taking and citation
- Construct coherent and well-informed arguments about the American Civil War
- Communicate historical information orally and in writing, in a well-organised and well-presented manner

Textbook:

Michael Perman, eds., Major problems in the Civil War and Reconstruction (New York: Houghton Mifflin, 2nd edition 1998).

Additional Readings:

James McPherson, Battle Cry of Freedom: The Civil War Era (New York, 1988)

James McPherson & William Cooper, eds., Writing the Civil War: The Quest to Understand (2000)

Orville Vernon Burton, The Age of Lincoln (2007)

Ira Berlin et al., Slaves No More: Three Essays on Emancipation and the Civil War (1992)

HISTORY MODULE DESCRIPTIONS

2nd Year

Colloquium

HI297 The 1916 Rising

Dr Mary Harris

This colloquium begins by examining the political context of the Rising, and the motivations and ideological positions of those who planned it, noting the arguments for and against staging a rising at that particular time. It investigates the confusion and intrigue in the run-up to the Rising, the course of events during Easter Week, and British attempts to quell unrest. It considers justifications of the events by participants in the Rising as well as the reactions of the general public. It also looks at how the Irish Party and Ulster Unionists interpreted these events. Finally, it examines later political comment and academic debates on these events, paying particular attention to the question of commemoration in 1966, 1991, 2006 and 2007.

By the end of this module students should be able to

- Outline the main events before, during and after the Rising
- Discuss the ideological positions of various groups and individuals involved
- Identify and evaluate relevant primary sources
- Explain and assess the validity of various historiographical arguments on the Rising
- Present a research paper in a scholarly manner

Reading Includes:

Charles Townshend, *Easter 1916: The Irish Rebellion* (London: Penguin 2006)

Gabriel Doherty and Dermot Keogh (eds) *1916: The Long Revolution* (Cork: Mercier Press, 2007)

Annie Ryan, *Witnesses: Inside the Easter Rising* (Dublin: Liberties 2005).

Colloquium

HI429.I The Mid-Tudor Crisis, 1547-60

Prof. Steven Ellis

The module focuses on the English state in the period from the death of Henry VIII (1509-47) through the reigns of Edward VI (1547-53) and Mary I (1553-8) to the start of the reign of Elizabeth I (1558-1603). At a time when kings were expected to rule as well as reign, King Henry was succeeded by his young son, Edward, and on the latter's death, aged only 15, by the two half-sisters, Mary (who defeated an attempt by Lady Jane Grey to pervert the Tudor succession) and then Elizabeth. The absence of a male ruler was thus a major part of the 'crisis', but in addition Edward's reign saw a lurch towards Protestantism, with a Catholic reaction under Mary, and then more Protestantism under Elizabeth. These religious changes sparked popular unrest and rebellion and this was also fuelled by social unrest arising out of inflation and demographic growth. The module will thus assess the nature of the 'crisis', with particular reference to politics, religious developments, socio-economic change, and popular unrest.

HISTORY MODULE DESCRIPTIONS

2nd Year

Lecture

HI169 British Empire, 1756-1968

Dr. Simon Potter

This module offers an overview of British economic, social and cultural history from the late eighteenth century until the end of the nineteenth century. It begins by focusing on a pair of major themes: the transformations in the economy and society usually known as the Industrial Revolution; and the many reforms which turned Britain into something recognisably modern, both in the structure of its political systems and in the state's intervention in such areas as education, work and health. The final section of the module looks at some of the effects of these changes upon British society and culture, with a particular emphasis on gender and class. Throughout, the emphasis is on understanding historical change, and appreciating the variety of historical approaches which can be helpful in this quest.

By the end of this module, you will be able to:

- Locate recommended reading material in the library
- Avoid plagiarism through careful note-taking and citation
- Present written work which is well-organised and well-presented
- Construct coherent and well-informed arguments about the economy, state and society in late eighteenth- and nineteenth-century Britain

Reading:

Davidoff, Leonore and Catherine Hall, *Family Fortunes: Men and Women of the English Middle Class, 1780-1850*, (London, 2002)

Mathias, Peter. *The First Industrial Nation: The Economic History of Britain 1700-1914*. (London, 2001).

Wilson, A.N. *The Victorians*. (London, 2002)

Lecture

HI170 Europe, 1919-89

Dr Gearóid Barry

This is a survey course of politics and society across Europe since the First World War. It will pay special attention to key states such as Germany, France and the Soviet Union and key themes such as the role of political ideology, ethnic conflict, decolonization and the process of European integration. Students will be exposed to a broad range of historiographical interpretations, seeking to give a holistic overview that does not excessively privilege Western Europe or the totalitarian states.

The committed student will gain:

Overview of political developments in Europe since the treaty of Versailles

Awareness of major scholarly debates

A sound sense chronology and grasp of the political geography of twentieth-century Europe

Essay writing skills with reference to summarising historiographical debates

Reading includes: Blanning, TCW, *The Oxford history of modern Europe* (Oxford: OUP, 2000)

Judt, Tony, *Postwar: A history of Europe since 1945* (London: Pimlico, 2005)

HISTORY MODULE DESCRIPTIONS

2nd Year

Lecture

HI211 Medieval Ireland 5th-9th century

Prof. Dáibhí Ó Cróinín

This module comprises a survey of the history, politics, culture, literature and society of Ireland in the Early Middle Ages (from c. AD 400 to c. AD 800). It traces the transition from a so-called 'tribal' society to one in which 'dynastic' politics are the norm, and explains how that change is reflected in society. It ends with an assessment of the Viking impact in Ireland.

The lectures cover such themes as Early Irish (Brehon) law and institutions; politics and society; the origins of Irish artistic and literary culture; the beginnings of Christianity and the later evolution of the Irish Church; the Irish abroad, and the Vikings. Students are introduced to some of the original documentary material used by historians.

On completion of this module, students will have obtained:

- An overview of the main social, political and ecclesiastical developments in Irish society from c. AD 400 to c. AD 800
- A knowledge of what are the principal primary sources for this period (in Latin & Old Irish) & an appreciation of how to evaluate them.
- Acquired essay-writing skills using original source-materials

Required Texts:

Dáibhí Ó Cróinín, *Early Medieval Ireland, 400-1200* (Pearson)

Thomas Charles-Edwards, *Early Christian Ireland* (Oxford 2000)

Lecture

HI233 Aspects of Modern Irish History 1750-1900

Dr Robert Portsmouth

This course will be mainly concerned with examining contested views on the best future for Ireland held at a popular local, national and wider level, with special attention paid to the press, parliamentary debates and theoretical discourse during what are normatively seen as the 'milestones' of modern Irish history. Among them Grattan's Parliament, influences of the American and French Revolution, the 1798 Rising, Act of Union, Catholic Emancipation, the Irish in the Union Parliament, the development of cultural nationalism, Parnellism, Home Rule and Constructive Unionism.

There will be, however, particular attention given to the ideas and influence of Irish movements and individuals opposed to what would become the tropes and 'great men' of a linear nationalist historiography. Those such as Tory, Whig, Liberal and Conservative press-men, pamphleteers, parliamentarians and political thinkers; Catholic and Protestant Unionists and radical reformers, as well as the Irish in Empire, who saw nothing anomalous in being both patriotically Irish and British. They substantially outnumbered their separatist opponents for most of our period of study, but their alternative ambitions for Ireland and their influence have remained much less well known.

HISTORY MODULE DESCRIPTIONS

2nd Year

Lecture

HI252 Problems in the History of Ireland 1580-1700

Dr Pádraig Lenihan

This course focuses on several principal developments in the political, social, economic and religious history of Ireland during this period. The overarching themes addressed include violent conflict between Irish-based groups and the English state; British migration to Ireland; government in Ireland; the rise of sectarianism; and divisions in Irish society along ethnic and religious lines. The 'problems' discussed in the course are punctuated by three lectures which summarise society and politics in Ireland in c. 1580, 1620 and 1700. Finally, the course has a strong historiographical element. Thus students will not only confront the defining problems of early modern Ireland, but will also engage with the various responses to these events by historians.

Lecture

HI262 Medieval Europe c. 1050-1250

Dr Kimberly LoPrete

This survey introduces students to key actors, events and ideas that shaped culture, politics and religious affairs in the central middle ages—a period that saw great experimentation and expansion followed by the development of legal and administrative structures to centralise monarchs' powers in both 'church' and 'states'. Topics treated in lectures include how lordship shaped knightly, clerical, peasant and burgh communities; papal reform and Christian kingship; the Norman impact in England and south Italy; 'reconquista' and the first crusade; new religious movements, both orthodox and heterodox; the rise of universities. Lectures are complemented by the discussion in tutorials of primary sources devoted to such themes as medieval warfare; the relations of kings and prelates; the charismatic religious figures Peter Waldo and Francis of Assisi; the purpose and reach of inquisitors; and legal compilations like the canons of the Fourth Lateran Council (1215), Magna Carta (1215) and the Constitutions of Melfi (1231).

By the end of this module you should be able

To locate recommended reading material in the library

To avoid plagiarism through careful note-taking and citation

To prepare written work which is well-organised and well-presented

To construct coherent and well-informed arguments about Europe, c.1050-1250, in which primary source evidence is distinguished from interpretations of it used by historians in the construction of their secondary historical narratives

To grasp the historical significance to medieval people & modern folk of key events, trends and deeds of historical actors in Europe, c.1050-1250.

Reading:

Required primary sources are in a course booklet to be purchased.

Required background readings are selections from titles like:

Malcolm Barber, *The Two Cities: Medieval Europe, 1050-1320*, 2nd ed. (2004)

C.N.L. Brooke, *Europe in the Central Middle Ages, 962-1154*, 3rd ed. (2000)

J.W. Baldwin, *Scholastic Culture of the Middle Ages* (1997 rpt)

C. Morris, *The Papal Monarchy: The Western Church from 1050-1250* (1989)

C.H. Lawrence, *Medieval Monasticism. . .*, 2nd ed. (1989)

J. Riley-Smith, *The Crusades: A Short History* (c. 1987)

HISTORY MODULE DESCRIPTIONS

2nd Year

Semester: 2

Colloquium

HI298 The South African War

Dr. Simon Potter

Students will consider the causes, course and consequences of the war that was fought between the British Empire and the Boer Republics of the Transvaal and Orange Free State between 1899 and 1902. Particular attention will be devoted to: debates among historians over the reasons for the outbreak of war; the difficulties encountered by the British Army in South Africa and the strategies adopted to overcome them; Canadian, Australian, New Zealand and Irish contributions to the conflict; the war as a 'media war'; the role of women in the war; the role of black Africans and coloured people; the British Army concentration camps and the death of Boer civilians; and the consequences of the war for Britain, South Africa and the British Empire more generally. Students will examine contemporary government documents, contemporary newspaper coverage, the diaries and letters of soldiers and civilians and other printed primary documents.

Colloquium

HI429.II The Mid-Tudor Crisis

Prof. Steven Ellis

The module focuses on the English state in the period from the death of Henry VIII (1509-47) through the reigns of Edward VI (1547-53) and Mary I (1553-8) to the start of the reign of Elizabeth I (1558-1603). At a time when kings were expected to rule as well as reign, King Henry was succeeded by his young son, Edward, and on the latter's death, aged only 15, by the two half-sisters, Mary (who defeated an attempt by Lady Jane Grey to pervert the Tudor succession) and then Elizabeth. The absence of a male ruler was thus a major part of the 'crisis', but in addition Edward's reign saw a lurch towards Protestantism, with a Catholic reaction under Mary, and then more Protestantism under Elizabeth. These religious changes sparked popular unrest and rebellion and this was also fuelled by social unrest arising out of inflation and demographic growth. The module will thus assess the nature of the 'crisis', with particular reference to politics, religious developments, socio-economic change, and popular unrest.

HISTORY MODULE DESCRIPTIONS

2nd Year

Colloquium

HI458 Land Wars in Ireland, 1879-1920

Dr Laurence Marley

In this colloquium course, students will examine how the Irish 'land question', and the conflicts surrounding that question, presented serious challenges and opportunities to successive British governments, the landed ascendancy class in Ireland, and the leadership of the Irish nationalist and revolutionary movements in the later nineteenth and early twentieth centuries. The politicisation of the land question and its far-reaching social implications will be considered in the wider context of the shaping of modern Ireland. In the course of study, students will examine contemporary parliamentary reports and speeches, minutes of meetings, police reports, newspaper coverage, and the diaries of contemporaries.

By the end of this course, students should:

- Have gained an understanding of the social and economic, as well as political, forces at play in the shaping of modern Ireland
- Understand the role and impact of popular social protest in this period
- Appreciate the impact of the Irish land question on British politics in the late Victorian period
- Have gained experience in accessing and critically evaluating primary sources

Reading:

Michael Winstanley, *Ireland and the Land Question* (London, 1984)

Samuel Clark, *Origins of the Irish Land War* (Princeton, 1979)

Paul Bew, *Land and the National Question in Ireland, 1858-82* (Dublin, 1980)

Philip Bull, *Land, Politics and Nationalism: A Study of the Irish Land Question* (Dublin, 1996)

Fergus Campbell, *Land and Revolution: Nationalist Politics in the West of Ireland, 1891-1921* (Oxford, 2005)

HISTORY MODULE DESCRIPTIONS

2nd Year

Colloquium

HI465 European Encounters with the Mongols

Dr Kimberly LoPrete

This Colloquium examines Europeans' encounters with the Mongols from the initial shock and outrageous rumours after the Mongols' destructive attacks on central European cities in the 1240s to the studied attempts--through 'fact-finding' and other diplomatic embassies--both to acquire accurate knowledge of the Mongols' way of life and to forge alliances with some of them against the Muslim powers of the middle east. Emphasis will be on the considered discussion of contemporary reports, most notably those by the papal envoy John of 'Planus Carpinus' and by William of Rubruck, sent by the French king Louis IX, in attempts to see how knowledge of the Mongols and central Asia affected Europeans' views of themselves and their wider world.

By the end of this module, students will be able to:

- Find relevant material, both printed and online, relating to European encounters with the Mongols
- Carry out a short independent research project about European encounters with the Mongols
- Avoid plagiarism through careful note-taking and citation
- Construct coherent and well-informed arguments, based on primary sources analysed as evidence for past events, about European encounters with the Mongols
- Communicate historical information orally and in writing, in a well-organised and well-presented manner
- Critique widely held myths about thirteenth-century Europeans and Mongols with reference to contemporary evidence and established facts

Core readings include:

'History of the Mongols' by John of 'Planus Carpinus' in C. Dawson, ed., *The Mongol Mission: Narratives and Letters of the Franciscan Missionaries in Mongolia and China in the Thirteenth and Fourteenth Centuries* (1955)

Mission of Friar William of Rubruck: His Journey to the Court of the Great Khan Möngke, 1253-1255, ed. & trs. P. Jackson (1990)

P. Jackson, *The Mongols and the West, 1221-1410* (2005)

HISTORY MODULE DESCRIPTIONS

2nd Year

Lecture

HI163 The Making of Britain, 1780-1900

Dr Laurence Marley

Providing a grounding in the social, economic and cultural history of 19th century Britain, this course examines the rise of the industrial age and how it transformed trade, transport, communications and nineteenth-century life. Particular attention will be given to the complexity of the social consequences of the industrial revolution, both in an urban and rural context. Key areas under consideration will include: steam power; railways; the electric telegraph (the Victorian version of the modern internet); the evolution of the welfare state; mass print; class identity; leisure and entertainment; and science and society. Students will examine how historians have treated themes and such as 'progress', 'class', and indeed the term 'industrial revolution' itself.

By the end of this module, you will be able to:

- Locate recommended reading material in the library
- Avoid plagiarism through careful note-taking and citation
- Present written work which is well-organised and well-presented
- Construct coherent and well-informed arguments about the economy, state and society in late eighteenth- and nineteenth-century Britain

Selected Reading:

Davidoff, Leonore and Catherine Hall, *Family Fortunes: Men and Women of the English Middle Class, 1780-1850*, (London, 2002)

Mathias, Peter. *The First Industrial Nation: The Economic History of Britain 1700-1914*. (London, 2001).

Wilson, A.N. *The Victorians*. (London, 2002)

Lecture

HI204 18th Century Ireland, 1691-1801

Dr Pádraig Lenihan

This course is a survey of Irish history in the period from the articles of Limerick to the Act of Union. It aims to introduce students to salient developments in the spheres of government, society and the economy while paying particular attention to the identities of the three main religious communities and the ways in which these evolved during the eighteenth century. Topics that will be explored include the relationship between the Irish political nation and British government; the significance of Catholic Jacobitism; and the political dimension of Protestant Dissent. The course also aims to acquaint students with current historiographical debates on such issues as Penal legislation; Anglo-Irish patriotism; politicisation in the 1790s; and the applicability of 'colonial' and/or 'ancien régime' models in the context of eighteenth-century Ireland.

HISTORY MODULE DESCRIPTIONS

2nd Year

Lecture

HI208 The Two Irelands in the 20th Century

Dr John Cunningham

This module will explain the process whereby Ireland was partitioned into two states, the effectively independent dominion of the Irish Free State and the home rule state of Northern Ireland. It will also follow the course of both states after partition, focusing on how both dealt with early threats to their authority and the economic difficulties faced by them in the 1930s. The differing experiences of both states in World War II and the effect of that in solidifying partition will also be examined. Other themes discussed include the evolution of southern Ireland to an independent republic; its growing role in the international community through membership of the European Union and the United Nations; the emergence of the troubles and the end of home rule in Northern Ireland; and relations between both states throughout the period of the module.

Lecture

HI229 Medieval Europe 5th-9th Century

Prof. Dáibhí Ó Cróinín

This module comprises a survey of the history, politics, culture, and society of Western Europe in the Early Middle Ages (from c. AD 400 to c. AD 800), and traces the transition from Late Antiquity to the so-called 'barbarian' kingdoms of France, Germany, Spain and Italy in the period sometimes called the 'Dark Ages'.

The lectures cover such themes as law and institutions in Late Roman Gaul and in the barbarian kingdoms; politics and society; literature and culture; the role of the church and its evolution, and the general question of how 'The First Europe' came into existence. Students are introduced to some of the original documentary and archaeological material used by historians of the period.

On completion of this module, students will have obtained:

- An overview of the principal developments in European history in the centuries following the 'Fall of the Roman Empire'
- An awareness of the major scholarly controversies & debates regarding the period
- Experience in essay-writing skills & analysis of contemporary historical documents

Required Reading:

Edward James, *Europe's Barbarians, AD 200-600* (London 2009)

Thomas F.X. Noble (ed), *From Roman Provinces to Medieval Kingdoms* (London 2006)

Bryan Ward-Perkins, *The Fall of Rome and the End of Civilization* (Oxford 2005)

HISTORY MODULE DESCRIPTIONS

2nd Year

Lecture

HI259 Rise of Modern America, 1865-1996

Dr Enrico Dal Lago

This course will introduce students to the history of the United States from Reconstruction (after the Civil War) to the present. Focusing on the economic, social, and political forces operating during the emergence of the modern American nation, the module will account for the rise of the United States as a global power and for the strains that that rise imposed upon American society. Special emphasis will be placed on the 1960s, the Civil Rights Movement, the “New Left”, and the significance of the Vietnam War.

By the end of this module, students should be able to:

- Locate recommended reading material related to The Rise of Modern America in the library
- Avoid plagiarism through careful note-taking and citation
- Present written work on The Rise of Modern America which is well-organised and well-thought out
- Construct coherent and well-informed arguments about The Rise of Modern America

Textbook:

Eric Foner, Give Me Liberty!: An American History, Vol. II (New York, 2005)

Additional Readings:

E. Foner, Reconstruction: America's Unfinished Revolution (1988)

N.I. Painter, Standing at Armageddon: The United States, 1877-1919 (1989)

W. Leuchtenburg, The Perils of Prosperity, 1914-1932 (1993)

D. Kennedy, Freedom from Fear: The American People in Depression and War, 1929-1945 (1999)

W. Chafe, The Unfinished Journey: America since World War II (2003)

Lecture

HI288 State & Society in Early Modern Europe 1555-1685

Dr Alison Forrester

This course offers a survey of political and economic developments in Central and Western (continental) Europe from the Peace of Augsburg in 1555 to the revocation of the Edict of Nantes by Louis XIV of France in 1685. Key aspects of the period are examined, for example: economic structures and changes, the consequences of the Protestant Reformation, the Catholic Reformation, the Military Revolution, overseas expansion and developments in sovereignty and government. Particular case studies such as Council of Trent, the Dutch Golden Age, the decline of Spain and the 'absolute' reign of Louis XIV are placed in representative and comparative contexts.

HISTORY MODULE DESCRIPTIONS - FINAL YEAR

Semester 1

Seminars (10 ECTS)

HI436: The Reign of Henry VIII

Prof Steven Ellis

Henry VIII (1509-47) is the first English monarch for whom we have sufficient evidence to assess his quite complex personality. This seminar will focus on his ambitions and achievements in the territories he ruled or claimed (England, Ireland, Wales, France and Scotland), analysing his foreign policy, relations with the church including the Henrician Reformation, his reorganization of crown government in the 1530s, the succession problem, faction at court, and socio-economic changes during this period. King Henry was seen by contemporaries as a great king; his marrying in turn six wives, his judicial murders of many nobles and ministers, and his appointment of himself as pope and arbiter of the faith in his own kingdom certainly attracted a good deal of attention; but they also prompt the question of how he avoided being deposed like previous English kings for failing to govern acceptably.

Introductory Reading: John Guy, *Tudor England* (Oxford, 1988); J.J. Scarisbrick, *Henry VIII* (2nd ed, Yale, 1997); Diarmaid Mac Culloch (ed), *The reign of Henry VIII* (Basingstoke, 1995)

HI165: Life in Urban Galway from the Act of Union

Dr John Cunningham

By several criteria, the period 1801-1921 was a stagnant one in Galway's history. Population statistics show a slight decline, and trade figures have a similar trajectory. It was a period of great change nonetheless, during which the state established major institutions - including a workhouse and a university; during which the railway and steamships revolutionised transport; during which there was institutional reform, several extensions to the electoral franchise, and a political revolution. Using documentary sources and the interpretative approach of 'history from below', students will examine the response of ordinary Galway people to changes in the world around them, in the spheres of education, work and welfare, entertainment, religion, and politics

By the end of the module, the student will be able to:

1. Compile and format a bibliography of primary and secondary sources for the social history of 19th century Galway;
2. Summarise the historiography of 19th century Galway, and evaluate conflicting views;
3. Communicate a historical argument orally;
4. Carry out a substantial research project on the social history of 19th century Galway, and present the findings in a scholarly fashion

Introductory Reading: John Cunningham, 'A town tormented by the sea': Galway, 1790-1914, Dublin 2004, William Nolan & Annret Simms, eds, *Irish towns, a guide to sources*, Dublin 1984.

HI438: The End of the British Empire

Dr. Simon Potter

This course will examine British official policy during the retreat from colonial rule in Asia, Africa and the Caribbean. In the two decades that followed the Second World War and the handover of power in India, the British Empire was largely wound up, under the pressures of financial constraint, Cold War diplomacy and Asian and African nationalism. The course will explore how successive governments between 1945-64 dealt with these pressures, and look at the development of British policy in a range of diverse regional settings, from the retreat in Sri Lanka to the handover of power in Nigeria.

Students will be expected to approach the subject through primary source material, supplemented by further secondary reading. Seminars will provide a forum for the discussion of these sources, and give basic guidance on how to approach the sources. Students will be expected, however, to conduct much of their study for the course on an independent basis, through their own reading.

Introductory Reading: B. Porter, *The Lion's Share: A Short History of British Imperialism 1850-1983* (London, 1984); John Darwin, *Britain and Decolonisation: The Retreat from Empire in the Post-war World* (Basingstoke and London, 1988); J.O. Springhall, *Decolonization since 1945* (Basingstoke, 2001)

HI443 State & People in Ireland, 1820-1845

Dr Niall Ó Ciosáin

The quarter century after 1820 saw the establishment of some of the most fundamental state interventions in the lives of ordinary people in Ireland. They included a primary education system, a national police force, a network of local courts and a system of poor relief. These projects were underpinned by a simultaneous development, the centralisation of knowledge and information about Irish society. The first full population census was taken in 1821, the country was mapped by the Ordnance Survey in the 1820s and 1830s, and a series of state reports examined a comprehensive range of issues concerning economic, social and religious life.

This course examines this question by taking the more important state reports of this period as a starting point. For seminar discussion and for the written project, students will read the reports and analyse them both as official discourse about Ireland and as blueprints for policy initiatives.

Introductory Reading: Theodore M Porter, 'Genres and objects of social inquiry, from the enlightenment to 1890' in Theodore Porter and Dorothy Ross (eds), *The Cambridge History of Science Vol. 7. The Modern Social Sciences* (2002), p.1 3-32; Gearóid Ó Tuathaigh, *Ireland Before the Famine* (1972), Ch.3, 'The state and the people'; T.P. O'Neill, *British Parliamentary papers : a monograph on blue books* (1968)

HI484 Slavery & Emancipation in the American South

Dr Enrico Dal Lago

This course aims to provide students with the necessary background they need in order to be able to select, use, and interpret the vast range of primary sources related to American slavery and place it in the context of current historiographical debates. Through this course, students will familiarize both with crucial documents and with the names and works of the most important historians who have worked and work in the field of American slavery. Major topics covered in the course include: Colonial Slavery, Slavery and the American Revolution, the Planters' Worldview, the Plantation Mistress, Slave Culture and Slave Resistance, Antislavery Politics, and the Civil War and Emancipation.

Learning Outcomes:

By the end of this module, students should be able to:

- Compile and format a bibliography of primary and secondary sources for Slavery & Emancipation
- Summarise the historiography on Slavery & Emancipation and evaluate conflicting views
- Communicate an historical argument orally
- Carry out a substantial independent research project on Slavery & Emancipation and present findings in a scholarly manner

Textbook: Rick Halpern and Enrico Dal Lago, eds., Slavery and Emancipation [Blackwell Readers in American Social and Cultural History 11] (Oxford: Blackwell, 2002).

Additional Readings:

Peter Kolchin, American Slavery, 1619-1877 (2003), Ira Berlin, Generations of Captivity: A History of African American Slaves (2003), Mark M. Smith, Debating Slavery: Economy and Society in the Antebellum South (1998), David Brion Davis, Inhuman Bondage: The Rise and Fall of Slavery in the New World (2006).

Lecture Modules (5 ECTS)

HI312 Poverty, Crime and Gender in Europe, 1780-1914

Dr Caitríona Clear

The course explores the relationships between poverty, crime and police (as verb and noun), and the growth of carceral, custodial and caring institutions in Europe (mainly Britain, France, and Ireland, with references to Italy, the Netherlands, Germany and other countries) from the French Revolution to the First World War. These are problematic themes for historians and students are encouraged to read many diverse and conflicting historical perspectives on these topics. In this way apprehension of the historical (what happened) is at one with engagement with the historiographical (what people say happened, and why and how they say it.) Course themes are – the care and control of the poor in Britain, Ireland, France, the Low Countries, 1780-1840; the growth of the new prison and the new penal system; the rise of police forces and the problem of crime statistics; poverty in the cities, theories of 'degeneracy' and 'criminality', and the marginalization/reclamation of certain people – men 'on the move', women 'on the streets' and children 'on their own', in the years leading up to the First World War.

HI362 Party & Power in 19th and 20th century British History

Dr Laurence Marley

This course examines the relationship between the exercise of political power and the development of political parties in Britain in the period c. 1800 – c.1945. The lectures consider the interplay between ideological and socio-economic forces, organisational structures, leadership and political mobilisation. In considering areas such as franchise reform, Chartism, party politics and Empire, independent labour representation and women's suffrage, the course examines and assesses the careers and contributions of statesmen such as Sir Robert Peel, Benjamin Disraeli, William Gladstone and David Lloyd George.

Learning Outcomes:

By the end of this course, students should:

- Be able to trace the emergence of the recognizable modern 'party' system in nineteenth-century British politics
- Understand the impact of socio-economic and cultural change on political and institutional life
- Outline the main political developments in nineteenth and early twentieth century British history
- Appreciate the changing nature of historical interpretation

Reading:

E.J. Evans, *The Great Reform Act, 1832* (London, 1983)

John K. Walton, *The Second Reform Act* (rept. London, 1996)

Johathan Parry, *The Rise and Fall of Liberal Government in Victorian Britain* (New Haven & London, 1993)

Robert Blake, *The Conservative Party: from Peel to Major* (rept. London, 1998)

HI442 The French Fourth & Fifth Republics

Dr Gearóid Barry

As a survey of the political history of contemporary France, this module focuses especially on the search for constitutional stability since the end of the Second World War. Setting the foundation of the Fourth Republic in 1946 against the backdrop of the 'French civil war' of the Occupation years (1940-44) and the heady hopes present at the Liberation, the course begins by examining how the hopes of cross-partisan power sharing between Left and Right were dashed by the onset of the Cold War in Europe and in French politics. The role played by the wars of decolonization – especially Algeria – in French politics is another key theme. From 1958 and the creation of the Fifth Republic, the course is structured around successive presidencies, beginning with that of De Gaulle (1958-69) and ending with that of Mitterrand (1981-95).

How did the Fifth Republic combine legitimacy and effectiveness, in the face of France's rapid economic modernization and successive shocks such as the social upheaval of 1968, the recessions of the 1970s and the forced 'cohabitation' in government of socialists and Gaullists in the 1980s? France's role in the construction of European union is also treated throughout the course.

Learning Outcomes:

By the end of the course, committed students should be able to:

- Outline the key developments in the evolution of France's political institutions since 1945.
- Write clear essays drawing on relevant secondary readings
- Relate French history to the broader history of Western Europe in the post-war period.

Reading:

Nicholas Atkin, *The Fifth French Republic* (Basingstoke: Palgrave Macmillan, 2005)

Richard Vinen, *France, 1934-1970* (Basingstoke: Macmillan, 1996)

Charles Sowerwine, *France since 1870. Culture, society and the making of the Republic* (2nd ed., Palgrave Macmillan, 2009).

Roger Celestin & Eliane DalMolin, *France from 1851 to the present. Universalism in a crisis* (Palgrave Macmillan, 2008).

HI345 Women in Medieval Society

Dr Kimberly LoPrete

Through lecture & the discussion in tutorials of primary sources mostly written by women, this module examines the lived experiences & contributions of women to medieval society, politics & religious life, c.500-1300. Whilst acknowledging the prevailing antifeminism of the age, emphasis is nonetheless placed on the complex & changing figurings of gender, as well as on the diversity of women's activities within their multiple social roles. Women whose writings and broader contributions are examined in some detail include Dhuoda, Hrotsvita of Gandersheim, Adela of Blois and Hildegard of Bingen.

Learning Outcomes

By the end of this module, students should be able to:

- Write essays with due attention to spelling, grammar, scholarly referencing and the difference between primary sources and historians' interpretations.
- Summarise the historiography on women's lives in medieval society and evaluate conflicting views with reference to primary sources.
- Examine historical events and processes related to women in medieval society in terms of their causality, impact, typicality and historical significance.
- Critique widely held myths about women in medieval society with reference to contemporary evidence and established facts.

Reading:

Required primary sources are in a course booklet to be purchased.

Lengthier required secondary readings include:

C.W. Hollister & J. Bennett, *Medieval Europe: A Short History*, 9th ed. (2003), C.W. Atkinson, *The Oldest Vocation: Christian Motherhood in the Middle Ages* (1991), chs. 2 & 4, S.F. Wemple, *Women in Frankish Society* (1981), chs. 1-5, T. Evergates, ed., *Aristocratic Women in Medieval France* (1999), 2 chs, C.N.L. Brooke, *The Medieval Idea of Marriage* (1989) pp. 56-77, 19-43, B.L. Venarde, *Women's Monasticism and Medieval Society: Nunneries in France and England, 980-1215* (1997), chs. 3-5, C.W. Bynum, *Fragmentation and Redemption: Essays on Gender and the Human Body in Medieval Religion* (1992) 2-3 essays

Other articles & chapters are required for each unit.

HI403 The Military in 17th & 18th Century Europe

Dr Pádraig Lenihan

Coming....

HI327 Early Irish Law

Prof Dáibhí Ó Cróinín

This module offers a survey of Early Irish or 'Brehon' law, i.e., the legal system in operation in Ireland from the earliest times down to the 16th century. The lectures/seminars examine the distinctive features of that law (compared with the English Common Law and with contemporary medieval continental legal systems) and involve the study of a representative sample of individual law texts (in translation), both in an Irish context and from a comparative European perspective.

On completion of the module, students will have acquired:

- An overview of the various legal concepts and legal texts that were in use in Early Irish society
- An awareness of the main scholarly debates regarding Early Irish Law
- An awareness of how Early Ireland differed from the rest of Europe in terms of law & society
- Essay-writing skills using original source-materials & scholarly literature

Required Text: Fergus Kelly, *A Guide to Early Irish Law* (Dublin 1988)

Semester: 2

Seminars

HI439: Vichy France

Dr Gearóid Barry

This is a reading course where the convenor guides students in the reading of select secondary literature and important translated primary source documents on the period of the Occupation of France by the Germans, between 1940 and 1944. The course sets the dramatic fall of France in 1940 in the context of France's interwar political divisions. The creation of a collaborationist and authoritarian Vichy state under Marshal Philippe Pétain is the starting point for an examination of the choices made by ordinary French people in the face of defeat, anti-Semitic persecution and the call to resistance from disparate sources. The role of the De Gaulle's Free French and the internal Resistance in occupied France is liberating France and Resistance claims to have conducted a moral purging of France while re-creating the Republic is the presiding concern of the later part of this course.

Learning Outcomes:

The committed student will:

- Learn to situate France in the broad context of Europe during the Second World War.
- Be able to delineate the key parties and required chronology of the Occupation period in France
- Gain experience of writing concise commentaries on documents
- Hone oral presentation skills

Helpful reading:

Julian Jackson, *France: the Dark Years, 1940-44* (2nd ed., OUP, 2003)

Richard Vinen, *The Unfree French: Life under the Occupation* (Penguin, 2007)

Michael Curtis, *Verdict on Vichy: Power and prejudice in the Vichy France regime* (Phoenix, 2004)

HI476 Colum Cille and Iona: Irish Cultural and Political Expansion, 563-729

Prof. Dáibhí Ó Cróinín

The island monastery of Iona (founded by St Colm Cille in ad 563 off the western coast of Scotland) is arguably the cradle of Irish civilisation. It was of central importance in the politics of Christianity in Ireland, England, and Scotland but also in the evolution of writing and literature (in both Latin and Old Irish) from its foundation down to c. 790. This module surveys the unique range of writings produced either on Iona or by Iona-trained authors, and assesses its overall importance in the context of the cultures of these islands in the Early Middle Age

Learning Outcomes:

On completion of this module, students will have acquired:

- An understanding of how politics and religion worked hand-in-hand to influence the development of the cultures of the British Isles in the period c. 563-c. 750
- An appreciation of the role of the Irish in the formulation of the earliest vernacular culture in Europe
- Experience in writing research-essays based on original medieval sources & modern scholarly literature

Reading: Material will be provided by the instructor, but essential textbooks are: Thomas Own Clancy & Gilbert Márkus, *Iona: the earliest poetry of a Celtic monastery* (Edinburgh 1995) & Richard Sharpe, *Adamnán of Iona, Life of Columba* (Penguin, Harmondsworth 1995)

HI167 Power & Conflict in Northern Ireland, 1963-1972

Dr Mary Harris

This module explores power struggles in Northern Ireland from Terence O'Neill's accession to power in 1963 to the emergence of civil rights movement and the subsequent outbreak of conflict in 1968. It traces the escalation of the conflict up to the collapse of Stormont in 1972. It considers a variety of strategies for change – political activism, mass demonstrations, propaganda and armed struggles, as well as a variety of government strategies to contain unrest. The seminars will focus on events from the perspectives of various individuals and groups involved, looking at memoirs, radical publications, parliamentary debates, official publications, government enquiries and film footage. It will also examine academic studies and theoretical interpretations of these events.

Learning Outcomes:

Students should

- Show a knowledge and understanding of key developments in this period
- Demonstrate the capacity to explain both Catholic and Protestant interpretations of events
- Evaluate the responses of Irish and British governments to key developments Discuss the short-term and long-term consequences of events
- Relate events to their international contexts
- Acquire familiarity with different theoretical interpretations of events and be able to evaluate their relative usefulness
- Critically analyse memoirs, political writings and official documents from the period
- Present historical arguments orally
- Carry out a research exercise and present findings in a scholarly manner

Reading: The module is based mainly on primary sources. In addition, students should read Hennessey, T, *Northern Ireland: The Origins of the Troubles* (Dublin, 2005) Ó Dochartaigh, N., *From Civil Rights to Armalites: Derry and the Birth of the Irish Troubles*, (Cork, 1997). Purdie, B, *Politics in the Streets: The origins of the civil rights movement in Northern Ireland*, (Belfast, 1990).

HI437 The First Crusade

Dr Kimberly LoPrete

This seminar examines the so-called 'First Crusade' in its 11th- & early 12th-century context through close analysis of contemporary documents & narrative accounts of events (in translation), including several written by crusaders & some by Greek, Muslim & Jewish commentators. It opens with discussion of causes, from 'push factors' such as population growth, the peace movement, penitential pilgrimage & papal reform within Europe, to 'pull factors' such as realignments among competing Muslim polities & the Orthodox-Christian population of the Byzantine empire after Sunni-Muslim Seljuk Turks 'purified' Baghdad & the Emperor Alexios I requested military aid. The main stages of the first crusade are then treated: the papal call; the 'people's crusade' led by Peter the Hermit (& anti-Jewish pogroms); the travails of the princes' contingents marching from northern Europe via Constantinople & Nicaea to Doryleum; the prolonged siege of Antioch & its aftermath; the march to, & taking of, Jerusalem; crusaders' relations with resident Muslims, Jews & non-Latin Christians after the establishment of the Latin Kingdom. Only when students are familiar with the main sources does discussion turn to crusaders' motivations & whether 'religious' & 'worldly' factors can be distinguished in the 11th & 12th centuries.

By the end of this module, students should be able to:

- Compile and format a bibliography of primary and secondary sources for a topic related to the First Crusade
- Summarise the historiography on the First Crusade and evaluate conflicting views with reference to primary sources
- Communicate an evidence-based historical argument orally
- Critique widely held modern myths about the First Crusade with reference to contemporary evidence and established facts
- Carry out a substantial independent research project analysing primary sources on the First Crusade and present their findings in a scholarly manner

Primary source anthology to be purchased (other required sources will be available as handouts, in library, or on Blackboard):

E. Peters, ed., *The First Crusade: The Chronicle of Fulcher of Chartres & Other Source Materials*, 2nd ed. (1998)

General Background (not all required in entirety)

J. France, *Victory in the East: A Military History of the First Crusade* (1994)

J. Riley-Smith, *The First Crusaders, 1095-1131* (1997)

or

C. Kostick, *The Social Structure of the First Crusade* (2008)

C. Tyerman, *God's War: A New History of the Crusades* (2006), chs. 1-4

or

J. Richard, *The Crusades, c. 1071-c.1291* (1996; Eng. tr.1999), chs. 1-5

J.F. Haldon, *Warfare, State, and Society in the Byzantine World, 565-1204* (2004)

P. Magdalino, '[The Byzantine Background to the First Crusade](#)' (1996) at

<http://www.deremilitari.org/resources/articles/magdalino.htm>

C. Hillenbrand, *The Crusades: Islamic Perspectives* (1999)

J.V. Tolan, *Saracens: Islam in the Medieval Imagination* (2002)

R. Chazan, *European Jewry and the First Crusade* (1987)

Required articles & book chapters will be assigned

week to week

HI444 Civil War & Society in France, 1572-1598

Dr Alison Forrestal

This module analyses the ferocious violence of the civil wars (the Wars of Religion) which convulsed France during the final four decades of the sixteenth century. It explores the new ideologies of sectarian hatred and opposition which shattered local communities and destabilized society, while also assessing the faction politics of the royal court and the nobility. It then examines the new political doctrines of resistance and toleration promoted by the warring Catholic and Protestant parties, with special emphasis on the views of major political writers such as Jean Bodin, who profoundly influenced the political, social and religious orders in France and the development of western political thought. The module then systematically tracks the ways in which, following a decree of toleration (the Edict of Nantes) in 1598, the monarchy and society sought to recover from the dislocation of the crisis of the Wars.

Introductory Reading: P. Benedict, 'The Wars of Religion, 1562-1598', in *Renaissance and Reformation France 1500-1648*, ed. M. Holt - M. Greengrass, *The French Reformation* - M. Greengrass, *France in the Age of Henri IV* - M. Holt, *The French Wars of Religion, 1562-1629* - D. Nicholls, 'France', in *The Early Reformation in Europe*, ed. A. Pettegree - P. Roberts, 'France', in *Palgrave Advances in the European Reformations*, ed. A. Ryrie

HI487 Approaches to Women's History, 1750-1950

Dr Caitríona Clear

Thematic rather than chronological, the course examines the various historical controversies around women and domestic work (paid and unpaid) 1750-c. 1900; women and political power, 1750-1950; women and unpaid philanthropic work 1750-1950; wages women, organization and protection 1850-1945. The focus is on Europe as a whole, including Ireland and Britain, and students are alerted to the way much historiography takes the British experience in particular as the norm, and all else as deviations from it.

Introductory Reading: Main Text: D. Simonton, *A History of European Women's Work, 1700 to the present*

B. Anderson & J. Zinsser, *A History of their Own*, Vol 2

B. Smith, *Changing Lives*

Lecture Modules

HI317 Science, Technology and Progress

Dr Pádraig Lenihan

Coming...

HI365 Native North Americans: From Pre-History to Present

Dr Enrico Dal Lago

This course will introduce students to the history of the transformations brought upon Native North American culture and society by the contact with Europeans and then with white Americans, between the seventeenth and the twentieth centuries. Beginning with Native North American life-styles in Precolumbian times, and exploring topics such as Contact and Colonization, Native Americans and European Empires, Indian Removal, the Making of the Western American Frontier, the Plains' Wars, Assimilation, and Native American Renewal, the course will introduce students to a multidisciplinary approach to the study of Native North Americans, combining insights from both history and anthropology.

Learning Outcomes:

By the end of this module, students should be able to:

- Summarise the historiography on Native North Americans and evaluate conflicting views.
- Examine historical events and processes related to Native North Americans in terms of their causality, impact, typicality and significance.
- Present written work on Native North Americans which is well-organised and well-thought out.
- Construct coherent and well-informed arguments about the history of Native North Americans.
- Construct coherent and well-informed arguments about the history of Native North Americans.

Textbook: R. David Edmunds, F. Hoxie, and N. Salisbury, *The People: A History of Native America* (Boston: Houghton Mifflin 2007)

Additional Readings:

J. Wilson, *The Earth Shall Weep: A History of Native America* (1998).

B. Trigger & W. Washburn, eds., *The Cambridge History of the Native Peoples of the Americas*, Vol. I: North America (1996)

F. Hoxie & P. Iverson, eds., *Indians in American History: An Introduction* (1998).

C. Calloway, *New Worlds for All: Indians, Europeans, and the Remaking of Early America* (1998)

P. Weeks, *Farewell, My Nation: The American Indians and the United States, 1820-1890* (1990)

HI408 The Rise & Fall of the British World

Dr Simon Potter

During the nineteenth century, new societies were created in Canada, Australia, New Zealand and South Africa as the result of mass migration from Britain and Ireland. This course examines the identities that developed in those societies from the late nineteenth to the late twentieth century, examining in particular how a sense of Britishness was sustained, perpetuated and challenged over time. It focuses, among other things, on the idea of British identity overseas; Irish, Scottish and Welsh identities in the settler colonies; French Canadian and Afrikaner responses; 'Black Britishness'; and the question of how British identities declined and were replaced by other loyalties. Attendance at tutorials will be essential, and material covered during these sessions will be assessed.

Learning Outcomes:

By the end of this module, you should be able to:

- Summarise the historiography on the rise and fall of the British World and evaluate conflicting views.

- Assess events and phenomena relating to the rise and fall of the British World in terms of ideas about economic, cultural, and political historical approaches.
- Relate your knowledge of the subject to the broader issue of how historians approach the study of the part from a variety of different perspectives.

Write well-structured essays with a clear and logical argument, with due attention to spelling, grammar and scholarly referencing.

Reading: Carl Bridge and Kent Fedorowich (eds.), *The British World: Diaspora, Culture and Identity* (London, 2003) - also published as a special issue of the *Journal of Imperial and Commonwealth History*, vol. 31, no. 2 (May 2003) and available via SwetsWise (accessed through the Library's e-knowledge web portal)

Gary B. Mcgee and Andrew S. Thompson, *Empire and Globalisation: Networks of People, Goods and Capital in the British World, c.1850-1914* (Cambridge, 2010)

HI488 Labour in Irish Society and Politics, 1760-1960

Dr John Cunningham

This module surveys Irish labour history. It examines the character of rural and urban social protest movements representing the working poor, the development of trade unionism throughout the island and Ireland, the impact of radical ideologies. The competition from nationalist and unionist politics, and the reasons for the stunted political development of Irish labour.

HI358 The tudor Conquest of Ireland

Prof Steven Ellis

This lecture course assesses the various policies pursued by the Tudor monarchs to extend English rule throughout Ireland. The changing role of Ireland within the English state and the growing importance of Ireland in Tudor policy are also discussed, as also the gradual development and particular manifestations of Irish resistance to Tudor reform. By the 1580s, Tudor attempts to 'civilize' Ireland by shiring the country, plantation, cultural imperialism and religious reform were sparking off strenuous political and religious opposition both among Gaelic Irish and Old English, leading in turn to the creation of novel forms of Irish nationalist sentiment. Eventually, what Henry VIII had hoped to achieve 'by sober ways, politic drifts and amiable persuasions' had to be accomplished by military conquest which almost bankrupted the crown. This course assesses why things went so badly wrong.

Core texts: Ellis, S.G., *Ireland in the Age of the Tudors* (London, 1998)

Lennon, C. *Sixteenth-century Ireland* (Dublin, 1994)