

3rd Year

Semester: 1

Seminar

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

Reading:

John Cunningham, 'A town tormented by the sea': Galway, 1790-1914, Dublin 2004.

William Nolan & Anngret Simms, eds, Irish towns, a guide to sources, Dublin 1984.

Seminar

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)

HISTORY MODULE DESCRIPTIONS

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Seminar

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.

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)

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Seminar

HI484 Slavery & Emancipation in the American South

Dr Enrico Dal Lago

Slavery and Emancipation are essential fields of study for anyone interested in nineteenth-century America. Slavery shaped the economy, society, and politics of the American South from the time the first Africans landed in Virginia in 1619 to the American Civil War, during which Lincoln issued the 1863 Emancipation Proclamation. As a result of its pervasive influence in many different realms, American slavery is a particularly complex topic which has attracted the attention of a number of talented scholars from the beginning of the century to the present. Today, the historiography of slavery is a particularly exciting area at the forefront of historical studies. The historian of slavery has the benefit of having at his/her disposal a very large amount of primary sources (archival documents, published memoirs, autobiographies or letters, pamphlets and essays, etc.). At the same time, he/she has to be able to place this large body of data within the context of an equally large body of interpretations that different historians of slavery have provided at different times often taking opposite sides over particularly contentious issues.

This seminar course aims to provide the student with the indispensable background which 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. Confronting different topics related to slavery, students will familiarize with the different types of primary sources, discussing their viability and usefulness, and will become acquainted with the names of the most important scholars in the field, whose works they will be required to read and present. Both exercises will form the basis of the students' independent studies – studies which will generate long essays on particular aspects of slavery. Major topics covered in the course include Colonial Slavery, Slavery and the American Revolution, Planters' Resistance, the Abolitionist Movement, the Politics of Slavery, Civil War and Emancipation.

Introductory Reading: Rick Halpern & Enrico Dal Lago, eds., *Slavery and Emancipation* (Oxford: Blackwell, 2002) [textbook]; Peter Kolchin, *American Slavery, 1619-1877* (New York: Hill & Wang, 2003); Ira Berlin, *Generations of Captivity: A History of African American Slaves* (Cambridge, MA: Belknap Harvard, 2003); Mark M. Smith, *Debating Slavery: Economy and Society in the Antebellum American South* (New York: Cambridge University Press, 1998).

Seminar

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*

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Seminar

HI571 Law and Society in Early Medieval Ireland, c. AD 500 - AD 800

Prof. Dáibhí Ó Cróinín

This seminar examines how the law functioned in the day-to-day workings of Early Irish society, and offers a survey of the wide variety of law-texts that have come down from the period. The distinctive features of Early Irish law are studied (with reference to specific texts and text-types).

Students will learn :

1. How to recognise the distinctive features of Early Irish (Brehon) law texts
2. How to determine the relative age of Early Irish law texts
3. How to relate the rules & regulations embodied in law texts to everyday aspects of Early Irish society.
4. How to use Early Irish law texts as historical sources.

Fergus Kelly, A guide to Early Irish law (Dublin 1988).

Fergus Kelly, Early Irish farming (Dublin 1998)

Lecture

HI304 Cultural Revival & State Formation in Ireland c. 1880-1939

Dr Laurence Marley

This course will examine the interplay between culture and politics in the period from the home rule movement of Parnell to the foundation of the independent Irish state in 1922. It will consider the debates on national identity and the visions for a new Ireland generated by the various political and cultural movements of the period. The course will ultimately examine the 'official' Irish identity of the Irish national state after 1922 (and also, to some extent, the 'Britishness' of the Northern Ireland state) to assess how it relates to the national 'designs' for state and nation which were shaped in the preceding decades.

Learning Outcomes

At the end of this module, students will:

- have gained a more nuanced understanding of the political developments of the period under review
- have made greater use of scholarly journals, reference texts etc
- have developed skills in essay-writing and in the construction of arguments

Course Texts

Tom Garvin, Nationalist Revolutionaries in Ireland, 1858-1928 (Oxford, 1987)

John Hutchinson, The Dynamics of Cultural Nationalism: The Gaelic Revival and the Creation of the Irish Nation State (London, 1987)

P.J. Matthews, Revival: The Abbey Theatre, Sinn Féin, the Gaelic League and the Co-Operative Movement (Cork, 2003)

Patrick Maume, The Long Gestation: Irish Nationalist Life, 1891-1918 (Dublin, 1999)

HISTORY MODULE DESCRIPTIONS

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Lecture

HI317 Science, Technology and Progress

Dr Laura Kelly

This is a course in nineteenth and twentieth century British and Irish social and cultural history with particular emphasis on the history of medicine and how this broadly relates to science, technology and progress. We will examine the origins of new developments in medicine, the controversies surrounding them, and how these new advances impacted upon and improved the lives of British and Irish people. We will look in detail at some of the new medical technologies from the period – for example, antiseptic techniques, vaccination, contraception as well as new sciences such as microbiology - and how these allowed for progress. Students will also address themes such as Social Darwinism and eugenics, medical education, the history of psychiatry, hospitals and health in a period of rapid social change in British and Irish society. We will examine the changing relationship between doctors and patients, developments in medicine and the impact of gender and class on science and medicine.

Learning outcomes

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

- Outline the main developments in medicine in Britain and Ireland in the period.
- Explain why and how these developments took place.
- Talk about some of the important controversies in medicine in the period.
- Name some of the influential figures in science/medicine in the nineteenth and twentieth century, and summarise their discoveries.
- Describe the implications of new medical technologies for British and Irish people with particular focus on class and gender.
- Assess whether new medical technologies represented progress or not.
- Illustrate the social impact of public health policies in the nineteenth and twentieth century.

Lecture

HI337 Nazi Germany

Dr Róisín Healy

This course deals with the origins, course, and aftermath of Nazi Germany. It is divided into three sections: the first deals with the origins of Nazism and Nazi government until the outbreak of war in 1939; the second section looks at different groups within society, to see how they responded to Nazism; the last section deals with the war and the Holocaust, as well as efforts to come to terms with the Nazi past in the post-war period. The course will pay special attention to questions that have caused controversy among historians - such as whether Nazism represented a continuity or discontinuity in German history, the role of ordinary Germans in implementing the regime's racial policies, and the implications of the recent emphasis on their own wartime suffering.

HISTORY MODULE DESCRIPTIONS

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Lecture

HI568 The First Century of Crusading

Dr Kimberly LoPrete

The terms 'crusade' & 'crusader' did not become commonplace until about 90 years after the armed pilgrims who set out for the Holy Land in response to pope Urban II's call in 1095 seized Jerusalem in 1099. This module, through lectures & student discussion in tutorials, surveys the development of the peculiar form of Latin-Christian Holy War that came to be known as crusading over its first 100 years. Analysing these developments in the wider cultural, social & political context of the time, it treats not only expeditions to the Holy Land (including the general expeditions now known as the first, second & third crusades), but also campaigns against Muslims in the Iberian peninsula & against 'pagan' Slavic peoples along the shores of the Baltic.

Lecture

HI576 European Warfare 1618 - 1714

Dr Pádraig Lenihan

Introduction: Why wars happened:

The Military Revolution: Overview; battle, positional warfare, manoeuvre and logistic constraints.

Battle: infantry weapons, matchlock and flintlock; the challenges of coordinating cavalry and infantry, protecting infantry-pike, chevaux de frises, 'Swedish feathers', bayonet- against cavalry; line versus column, formations to maximize firepower; the tactical innovations of Gustavus Adolphus; Breitenfeld (1631) and Lützen (1632: Battlefield manoeuvre: Wittstock (1636) Fleurus (1690) The Boyne (1690) and Landen/Neerwinden (1693):Map Exercise 'Dromina'. Biographical extracts; Maffei and de la Colonie at the Battle of the Schellenberg (1704): The strategic and tactical (in)decisiveness of battle; Blenheim (1704), Ramillies (1706) Malplaquet (1709) and Poltava (1709) .

Bastioned Fortifications; strategic function, defensive features: Siegecraft; before and after Vauban, 'efficiency' and 'vigour' contrasted: Map Exercise 'Nieuwestadt'.

Siege Case Studies: Breda (1624-25), La Rochelle (1627-28), Clonmel (1650), Vienna (1683), Limerick (1690) Namur (1692) Charleroi (1693) Namur (1695) and Lille (1708). Logistics and Strategic Geography; the seasonality of campaigning: March and Manoeuvre; Turenne in the Rhineland 1673-75: Feeding troops and horses, camp fevers.

Moral Contexts; 'contributions', civilians and the Thirty Years War: The 'law of nature or nations', the 'laws of war' and prisoner-taking, 'breach of faith' and 'horrible cruelty'; Extract from Memoirs of Prince Eugene of Savoy: Fictional Case Study; 'the court-martial of Colonel Cornieri'.

Miscellaneous Themes: Classical precedent and military theorists; Vegetius, Maurice of Nassau, Folard and Maurice of Saxony: The successful general and the relative importance of 'interest' and 'merit' in officers' careers: Women's changing role in camp and train.

HISTORY MODULE DESCRIPTIONS

3rd Year

Semester: 2

Seminar

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.

At the end of this module students should be able to

- 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).

HISTORY MODULE DESCRIPTIONS

3rd Year

Seminar

HI168 Coming to terms with the Nazi Past

Dr Róisín Healy

The devastating impact of the twelve years of Nazi rule on Germany and Europe lasted well beyond the collapse of the regime in May 1945. This module examines how post-war German and European society dealt with this legacy, in particular the murder of six million Jews known. It investigates the varying degrees of engagement with Nazi crimes across both sides of the Iron Curtain and over the decades from 1945 to the present. Themes include the treatment of perpetrators, the experience of returning survivors, the phenomenon of Holocaust denial and the memorialising of the victims of Nazi Germany. Students will examine how and why engagement with the Nazi past took the shape it did by means of sources such as court documents, survivor testimonies, newspapers, films and memorials as well as a substantial range of secondary literature.

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

- Compile and format a bibliography of primary and secondary sources on engagement with the Nazi past
- Summarise the historiography on engagement with the Nazi past and evaluate conflicting views
- Communicate an historical argument orally

Carry out a substantial independent research project on engagement with the Nazi past and present your findings in a scholarly manner

Introductory reading:

Konrad Jarausch, *After Hitler: Recivilizing Germans 1945-95* (2008); Atina Grossmann, *Jews, Germans, and Allies: close encounters in occupied Germany* (2007); Michael Steinlauf, *Bondage to the Dead: Poland and the memory of the Holocaust* (1997); Richard J. Evans, *Telling Lies about Hitler: the Holocaust, history and the David Irving Trial* (2002)

Seminar

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.13-32; 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)

HISTORY MODULE DESCRIPTIONS

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Seminar

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

Seminar

HI569 Aristocratic Women in Medieval Europe, c. 500-1250

Dr Kimberly LoPrete

Often on the basis of texts written by women, this seminar examines the diverse lived experiences and multiple contributions of aristocratic women in medieval society, politics & religious life, c.500-1250. Whilst acknowledging the prevailing antifeminism of the age, emphasis is nonetheless placed on the complex & changing figurings of gender in these centuries, as well as on the domestic core of much political activity that allowed aristocratic women to play important 'public' roles. Women to be examined in some detail might include Radegund, Dhuoda, Hrotsvita of Gandersheim, Adela of Blois, Heloise, Hildegard of Bingen and various countesses & queens.

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

- Compile and format a bibliography of primary and secondary sources for an aspect of the history of aristocratic women in medieval European society.
- Summarise the historiography on aristocratic women in medieval European society and evaluate conflicting views with reference to primary sources.
- Communicate an historical argument orally.
- Carry out a substantial independent research project based on primary sources about aristocratic women in medieval European society and present findings in a scholarly manner.
- Critique widely held myths about aristocratic women in medieval European society with reference to contemporary evidence and established facts.

Several required primary sources are in a course booklet to be purchased.

Required secondary literature will in part be drawn from selected articles in collections like:

D. Baker, ed., *Medieval Women* (1978)

M. Eler & M. Kowaleski, eds., *Women and Power in the Middle Ages*, 1st ed. (1988)

B. Newman, *From Virile Woman to WomanChrist* (1995)

T. Evergates, ed., *Aristocratic Women in Medieval France* (Philadelphia, 1999)

C. Meek & C. Lawless, ed., *Studies on Medieval & Early Modern Women 4: Victims or Viragos?* (Dublin, 2005)

HISTORY MODULE DESCRIPTIONS

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Seminar

HI570 Technology and society 1450-1930

Dr Pádraig Lenihan

Industrial Revolutions? Technological Determinism: Communications: moveable type printing; telegraphy and the reordering of time and space; the telephone and sociability; mass communication media; the yellow press and radio. Production: textiles and steam power; the factory system; 'Scientific Management' and Fordism; the origins of the modern business corporation. Transport: from canal to railway; the world the railways made; electric traction and the 'walking city'; mass production and Ford's 'model T'. Food: Agricultural Revolution? reclamation, new world crops and new cropping systems; the mechanisation of food supply; migration from the land. Technology and Warfare: the American Civil War and the Great War. Art, architecture and literature: Responses to technological change; the machine aesthetic and science fiction. Before penicillin: medicine, sanitation and epidemic disease. Inventors and Innovation; people and process. Conclusions: Why does technological change occur in some societies and not in others? : Risk Aversion; Geographical Endowment; Path Dependency; Labour Supply; Scientific Knowledge; Religion and Values; Institutions; Politics and the State.

Aim:

To trace the relationship between technological creativity, social change and economic growth in Europe and North America with special reference to the First and Second Industrial Revolutions

Learning Outcomes:

On completion the student should be able to:

describe the constraints on economic growth in pre-industrial Europe with special reference to agriculture;

explain why technological change happens in some societies and not in others;

differentiate between the main reasons why Britain pioneered the First Industrial Revolution;

rank these explanations in order of credibility and importance;

examine and interpret the processes of invention and innovation;

describe the defining technological breakthroughs of the Second Industrial Revolution and evaluate their economic significance.

Primary Text

Joel Mokyr The Lever of Riches: Technological Creativity and Economic Progress (Oxford, 1990)

HISTORY MODULE DESCRIPTIONS

3rd Year

Seminar

HI574.II Researching, Presenting and Writing History.I: Children and the State in Ireland, 1838-20

Dr Sarah Anne Buckley

Attention has only recently been devoted to the experiences of the child in the historiography of nineteenth and twentieth century Ireland. This seminar will examine the care of children by the British and Irish State from the 1838 Poor Law Relief Act (Ireland) to the present, concentrating on issues of class, gender and religion. It will assess not only the State's treatment of vulnerable children, but also its agencies and other charitable and voluntary organizations involved in child welfare provision. It will utilize a wide range of primary materials, including state papers, official debates and publications, newspaper articles, court records, case files, records of voluntary and charitable organizations, photographs, films and memoirs. It will address not only the treatment of children, but changing notions of childhood in Ireland during the period.

The module will begin with an examination of the Poor Law system and 'poor law children' in the nineteenth century. Following this, attention will be placed on the development of orphanages by religious orders, the foundation and expansion of the industrial and reformatory school systems, the introduction of compulsory education, and the foundation of the National Society for the Prevention of Cruelty to Children (NSPCC). From the late nineteenth-century, the subject of Irish nationalism and children's culture will be examined. Why and how children became the focus of social reformers will be considered, as will the effects of legislation on families and on parental rights specifically.

In Independent Ireland, the continued use of institutionalization to deal with children in poverty and those outside of the nuclear family will be addressed, as will the relationship between the Catholic Church and the State. The treatment of unmarried mothers and 'illegitimate' children are central to this assessment. Although primarily addressing the 'public' child, the seminar will also look at the 'private' child, concentrating on the development of education, leisure and changing conceptions of childhood in the period. The seminar will conclude with a look at representations of childhood in film, memoir and literature, and a case study of children/childhood in Galway.

Introductory reading: Hugh Cunningham, *The Invention of Childhood*, London; BBC Books, 2006 (Introduction); Harry Hendrick, *Child Welfare: Historical dimensions, contemporary debate*, Bristol: Policy Press, 2003 (Introduction and Chapter 1).

Lecture

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.

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Lecture

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. Primary sources and key contributions to the critical debates on these themes provide the reading material for the course, in which the teaching is in the form of lectures and seminar sessions.

Lecture

HI365 Native North Americans: From Pre-History to Present

Dr Enrico Dal Lago

This course is designed as a general introduction to the history of Native Peoples in the North American continent, with particular emphasis on the last 300 years. Its main focus revolves around the transformations brought upon Native American culture and society by the encounter with European civilization. Exploring topics such as Conquest and Colonization, Native Americans and European Empires, Indian Removal, the Making of the Western Frontier, the Plains Wars, and the New Native American Consciousness, the course will enable students to pursue their own interests in the history and culture of particular Native American populations. Anthropological concepts will play a key part in explaining the process of change undergone by different tribes in different places. Students will be encouraged to develop a theoretical framework that will enable them to approach the study of indigenous peoples in a multidisciplinary fashion.

Lecture

HI368 The Development of Irish Script from The Cathach of Colum Cille to The Book of Kells

Prof. Dáibhí Ó Cróinín

This module is offered to Final Year undergraduates of the B.A. History programme. The module traces the origins of Early Irish Script and its evolution from Late Antiquity to the Earliest dateable Irish material (c. 600), and from there down to the Book of Kells and beyond (c. AD800).

The practical aspects of book-production in Antiquity are examined and the peculiarities of Irish manuscripts discussed. The module also examines the parallel developments of Irish and Anglo-Saxon manuscript illumination in the most famous Gospel Books of the period. Particular attention is paid to the textual aspects of the Gospel Books and the relationship between the Insular family of biblical text and the Northumbrian Vulgate codices. A context is thus provided for the highpoint of Early Irish artistic and scribal achievement, the Book of Kells, and the relationship of that manuscript to its antecedents is fully explored.

The module is "hands-on", in which students are required to produce weekly transcripts/assignments from facsimiles (for a module credit of 25% of the total), and to familiarise themselves in that way with the distinctive features of the manuscripts under discussion. They are also required to acquaint themselves with the literature on art history and with the theological aspects of the texts from this period.

The module is assessed through transcripts/assignments (25%) and a final exam or extended essay (75%).

HISTORY MODULE DESCRIPTIONS

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Lecture

HI442 The French Fourth & Fifth Republic

Dr Gearóid Barry

This course examines modern and contemporary France since the end of the Second World War. Its primary focus will be on the search for constitutional stability beginning with the problems faced by the Provisional Government at Liberation in 1944 through the troubles of the Fourth Republic in the 1950s and the attempted reconciliation of democratic control and dynamic leadership in De Gaulle's presidential constitution of 1958. The challenge of decolonisation, the intractable Algerian crisis and the opportunities of European integration raised issues of France's place in the world. The student riots of 1948 ushered in political and social change and showed disillusionment with the bourgeois society of the economic boom - the *trente glorieuses*. The French experiments with socialism and divided 'cohabitation' government of right and left in the 1980s and 1990s are areas rich in interest for students of modern France and modern Europe generally; the course will examine these in detail, broadening to refer, as appropriate, to other areas, such as arts, culture, and religion.

Lecture

HI488 Labour in Irish Society & Politics in Ireland, c. 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.

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Lecture

HI577.II Topics and Themes in Twentieth-Century Irish History.II: The Family in Modern Ireland

Dr Sarah Anne Buckley

This course aims to introduce students to the history of the family and childhood in Ireland from the pre-famine period to the present. Thematic rather than chronological, it will look at key moments in Irish history in which definitions of family, childhood and parental rights have been re-negotiated due to social, political and economic factors.

After an initial introduction to theoretical approaches to the history of family and childhood, the impact of the famine on both will be addressed, particularly with regard to changes in family structure and land distribution. In both the nineteenth and twentieth century, the importance of emigration, poverty, class and gender to the experience of family life and childhood, as well as the differences between urban and rural experiences will be addressed. From the late nineteenth-century, the role of organisations such as the National Society for the Prevention of Cruelty to Children (NSPCC) in shaping family life will be examined, as will the affect of the 1908 Children's Act on parental rights.

In Independent Ireland, the role of the Catholic Church and State in defining acceptable family structures through education, welfare provision and legislation will be looked at. Under Article 41.1 of the 1937 Irish constitution (Bunreacht na hÉireann), the Irish State promised to 'protect the Family' by recognizing it as having 'inalienable and imprescriptible rights, antecedent and superior to all positive law'. This course will assess whether this was the case, by looking at the experience of family life for working-class, middle-class and upper-class families. Over the last 15 years, cases of abuse in industrial schools, Magdalen laundries, orphanages and numerous other institutions run by the State and churches have emerged. This course will look at the situation for unmarried mothers and 'illegitimate' children, the use of institutionalisation by the State to protect its traditional structures, the treatment of domestic violence and the importance of second-wave feminism and entry to the EEC for women and children in Ireland. Finally, it will examine the contemporary family structure in Ireland.

Introductory Reading: Michael Anderson, *Approaches to the History of the Western family, 1500-1914* (Cambridge University Press, 1995); Linda Pollock, *Forgotten children: parent-child relations 1500-1900* (Cambridge University Press, 1983), chapters 1-2.