

UCD School of History & Archives

Undergraduate Handbook

2011-2012

This handbook is relevant for all students taking modules in History. It gives an outline of the various programmes offered by the School, details of History modules, and useful information about assessment, amongst other things.

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1: Introduction and welcome from the Head of School

There are no right answers in history but there are good ones. Choosing history is an excellent way to learn how come up with good answers to many questions. This is because history is no less than the study of people, the things they have done, the places they have lived, worked and played, and their loves, hatreds, fears and dreams.

You do not need to be persuaded to study history here because you have already done so. UCD is an excellent place to do it because of the immense chronological and geographical spread of our courses. History in UCD is also a part of a School that incorporates one of the finest and most significant archives in Ireland. We also teach the study and management of archives.

In your time studying with us you will re-examine much you know about from new angles and under fresh lights. You will also meet many new past lives, places and things. You will learn to think about the past and the people in it. This will be useful to you in countless ways but most of all, perhaps, in allowing you to consider again your own present and the people in it.

Struggle with history. Wrestle with it. Sweat over it. Enjoy it. You won't be sorry.

John McCafferty
Head of School,
UCD School of History and Archives

2: Information for New Students

How do students learn history at UCD?

Students learn history in a wide variety of ways at UCD. In line with the University's teaching and learning strategy, the School has put increasing emphasis on active student participation. Students learn how to study independently of their tutor, how to conduct their own research, and how to communicate their own ideas and arguments in seminars and essays. By the time you have completed your History degree at UCD you should be an 'independent historian' who is able to critique others' arguments, analyse different types of evidence, and come to your own conclusions. We know what we think – we want to know what you think, what evidence you have to support your arguments, and how your arguments are similar to, and different from, other historians.

To promote engagement with historical debates, each module has a weekly lecture and a weekly seminar. In the lecture a member of staff will give you general background about a topic and introduce you to some of the main themes and debates. Lecturers will often direct you to specific readings, either in the module handbooks or in the course of the lecture. You must read extensively in preparation for seminars and essays. In seminars, students present papers, analyse primary source documents, and discuss the arguments of other historians. You will also learn to ask questions about key issues, historical characters, and events – identifying the right question is as difficult a skill as providing a well-argued answer.

The History modules at Level 1 are designed to introduce students to key skills, including essay writing, seminar presentations, document analysis, and research skills, to provide an overview of medieval, modern Irish, and modern European history, and to form a bridge between studying in secondary school and university.

At Stage 2, students take a variety of general modules and research-led modules. These reflect the core research strengths in the School and allow students to work with leading researchers in a particular field.

The quality of the teaching and learning in the School of History has been recognised by the award of prizes to outstanding students and the award of teaching prizes to several members of staff.

What is History?

History is the study and interpretation of the past. Not only do historians seek to establish 'what actually happened', they also interpret facts. Historical interpretations are often a matter for disagreement. At university, students will examine the historical record, analyse different and rival interpretations of the past, and consider different approaches to the study of history. Debate and disagreement are encouraged!

Do I need Leaving Cert History?

No. Our Level 1 modules are designed to introduce students to the study of History at university. Some of the most successful students of History have not studied the subject at Leaving Cert level.

What other subjects can I study with History?

You can study any subject in the Arts and Human Sciences with History, with the following exceptions, which are timetabled at the same time as History modules: Film Studies, Greek, Music, Statistics, and Welsh. Certain subjects, such as Politics and English, have proved popular with History students in the past, but we recommend that students pursue the subjects of most interest to them. This is the best way to enjoy your studies at UCD.

What careers can I pursue after completing a degree in History?

A degree in History leads to a wide variety of careers. When the Careers Office conducted a survey several months after graduation, 55% of students who graduated with an Arts degree in 2007 were in employment, and 38% were in further study. Students pursued varied careers in the media, business, civil service, and teaching. They worked for a diverse range of organisations, including IBM, the National Theatre, and Pepe Jeans. Graduates in History have also gone on to become High Court judges, best-selling authors, and leaders in business.

Can I study abroad?

The School of History has exchange programmes with the following universities: Aarhus, Amsterdam, Bilbao, Genoa, Lyon, Pisa, Regensburg, Rouen, and the University of South Denmark in Odense. Students normally go on the exchange programme between their second and third years at UCD. The exchange programmes have proved to be enormously beneficial to the students who have taken advantage of them. They give students an opportunity to learn or perfect a foreign language, to engage with different societies, and to study different approaches to history. Students therefore benefit in both their degree and future employment prospects.

Information for Leaving Cert students

The CAO has a number of different entry points for students, who wish to take a degree in History. These are: UCD Arts (DN500), Single Subject History (DN515), and Law with History (DN621). Students may enter the general Arts programme and then join Single Subject History at level 2. Students who enter UCD to study Single Subject History (DN515) and Law with History are placed in their own seminar groups in Level 1 and a number of special events (for example, a group trip) are held throughout the course of their degree. If you require more information about these specialised degrees, please contact:

Single Subject History: Dr Eddie Coleman: edward.coleman@ucd.ie

History & Politics/Law with History: Dr Declan Downey: declan.downey@ucd.ie

Information for International Students

The School of History & Archives welcomes international students, who may choose many of the modules described in this handbook. Staff from the School will hold an advisory session at the beginning of each semester. It is essential that you attend these meetings. The contact for International Students is Dr Declan Downey: declan.downey@ucd.ie

Evening Arts Students

The School will offer four 5 credit modules at Level 2 to Evening Arts students. If Level 2 Evening Arts students wish to gain extra credits they can also take two modules (*International History: War and Peace in the Twentieth Century* and *Islam and Christianity*). Lectures for these are during the day but there will be seminar slots in the evening.

For further information, please contact: Dr Melissa Pollock: melissa.pollock@ucd.ie

3: Teaching and Learning

Our programmes

History Programmes and Pathways

Students can follow a number of different pathways through their History degree. Students who are not taking History as one of their core degree subjects can also take some of the modules set out in this Handbook.

History may be taken as a:

- Joint Major in BA degree (25 credit pathway or 50 credits over Stage 2)
- Major in Major/Minor BA degree (30 credit pathway or 60 credits over Stage 2)
- Minor, in Major/Minor BA degree (20 credit pathway or 40 credits over Stage 2)
- Single Honours subject in BA degree
- BCL History (20 credit per academic year pathway)
- Evening Arts Programme (20 credits)
- Elective module (5 credits) for students on another degree programme

This section sets out the pathways of study. We have divided our courses into core modules and optional modules which are put into different bundles. The core modules are subjects which students should take in order to get a rounded historical education. The core modules also represent key areas of research and teaching excellence within the School of History. The optional modules enable students to develop their own interests. Each module is worth five credits. The number of credits in brackets refers to the credits which students must take at Levels 2 and 3 of their degree programme.

Note on core modules

Core modules are those that the university designates must be taken to graduate or progress in a certain programme. Optional modules refer, as the name suggests, to modules, which students may or may not take as part of their degree.

In the School of History, some modules double up as core and optional modules. For example *War & Peace in the twentieth century* (HIS 20560) is a core module for History Major (25 credit) and History 30 credit Major students, as well as Single Subject History students and designated entry History & Politics and International Relations students. It is an optional module for History 20 credit Minor students and for designated entry Law with History students, who must choose two of the following four Level 2 modules:

- 1) *Land, Religion, and Identity: Ireland 1534-1691* (HIS 20130)
- 2) *War & Peace in the twentieth century* (HIS 20560)
- 3) *Islam and Christianity* (HIS 20460)
- 4) *American History* (HIS 20470)

In the syllabus, these modules are simply listed as core/optional modules and students should choose modules, according to the programme of study they wish to follow. Should you have any questions about this or any other matters related to the syllabus, please do not hesitate to contact Dr Christopher Prior (christopher.prior@ucd.ie) or Kate Breslin (kate.breslin@ucd.ie).

Programme Pathways

Joint Major in BA degree (50 credits over Stage 2 – it is recommended that students take 25 credits in each academic year)

At Level 1, students must take at least two of the four core/optional modules and are advised to take all four modules to give them a foundation for the further study of History.

At Stage 2, students must take all four Level 2 core/optional modules and all four Level 3 core/optional modules. The core/optional modules at Level 2 are pre-requisites for the core modules at Level 3 (see table A below).

In addition, students must take two modules from the optional bundles. It is recommended that students take one optional module each academic year. You may take two modules from the same bundle in different academic years.

Major in Major/Minor BA degree (60 credits over Stage 2 - it is recommended that students take 30 credits in each academic year)

At Level 1, students must take two of the four core/optional modules and are advised to take all four modules to give them a foundation for the further study of History.

At Stage 2, students must take all four Level 2 core/optional modules and all four Level 3 core/optional modules. The core modules at Level 2 are pre-requisites for the core/optional modules at Level 3 (see table A below).

In addition, students must take four modules from the optional bundles to make up a further 20 credits. It is recommended that students take two optional modules each academic year. You may take two modules from the same bundle in different academic years.

Minor in a Minor/Major BA degree (40 credits over Stage 2 - it is recommended that students take 20 credits in each academic year)

At Level 1, students must take at least two of the four core/optional modules.

At Stage 2, students must take two Level 2 core/optional modules and two Level 3 core/optional modules. The core/optional modules at Level 2 are pre-requisites for the core modules at Level 3 (see table A below).

In addition, students must take four modules from the optional bundles to make up a further 20 credits. It is recommended that students take two optional modules each academic year or one each semester over four semesters. You may take two modules from the same bundle in different academic years.

Single Honours Subject in BA degree

At Level 1, students are required to take HIS 10090, Introduction to Historiography. They must take three of the four core/optional modules at Level 1 to make up the minimum 20 credits in History required at Level 1.

At Stage 2, students may take between 50 and 60 credits each academic year in History. Students are required to take all the core/optional modules at Levels 2 and 3 as well as the specialized Single Honours modules, which are set out in Section 5. The Single Honours modules may change from year to year, depending on staff resources.

In addition, students must take three other optional modules over Stage 2 in order to gain the necessary 100 credits for the Single Honours Subject BA in History. It is recommended that the students take two optional modules in the first academic year of Stage 2 and a further one optional module in the second academic year of Stage 2. Provided there are no timetable clashes, students may take extra optional modules, should they wish.

History and Politics & International Relations

At Stage 2, students must take all four Level 2 core/optional modules and all four Level 3 core modules. The core modules at Level 2 are pre-requisites for the core/optional modules at Level 3 (see table A below).

In addition, students must take two modules from the optional bundles. It is recommended that students take one optional module each academic year. You may take two modules from the same bundle in different academic years.

BCL History (20 credits)

This is a four year programme, in which students take twenty credits in History in each academic year.

At Stage 1, students must take all four core/optional modules.

At Stage 2, students must take two of the four core/optional modules, an optional module from bundle 1 and an optional module from bundle 3.

At Stage 3, students must take two of the four core/optional modules, an optional module from bundle 2 and an optional module from bundle 4.

At Stage 4, students must take modules, adding up to a total value of 20 credits. These may be chosen from core modules and optional modules, as well as 10 credit Level 4 MA modules, which are open to BCL History students, provided the Director of Graduate Studies in the School of History and the module co-ordinator agrees.

Evening Arts (20 credits)

Students take credits over a number of years, normally taking four modules, worth 20 credits in total, each academic year. In addition they can take modules offered to the day students.

Table A

This is a list of the prerequisites for Level 3 core modules. You must have taken the matching module at Level 2 in order to qualify to take the module at Level 3.

Prerequisite Level 2 module	Matching Level 3 module
HIS 20560 War and Peace	HIS 31080 The Russian Revolution OR HIS 31050/30980 Fascism
HIS 20460 Islam & Christianity	HIS 30710 Celtic Ireland
HIS 20470 Modern America	HIS 30670 Birth of the Modern World
HIS 20130 Land, Religion and Identity	HIS 30150 The Irish Experience

Communication within the School

Communication within the School takes place via your UCD email address, Blackboard, notice boards in the K corridor, where the School's administrative office is located, and occasionally by letter. The School also updates its website regularly and students should keep an eye on <http://www.ucd.ie/historyarchives> for announcements.

Matters relevant to individual modules are normally communicated via email or Blackboard and it is your responsibility to ensure that you take note of these communications.

Blackboard is the University's Virtual Learning Environment (VLE). Most modules will have their own Blackboard site and these enable staff to share course materials, receive essays, and post announcements, amongst many other things. Once you register with UCD Computing Services, you will receive an e-mail account and access to Blackboard. It is essential that you familiarise yourself with Blackboard. It is possible to download a student manual. If you wish to find out more about Blackboard, please email: blackboard.support@ucd.ie.

See also:

<http://www.ucd.ie/itservices/itsupport/blackboard-elearning/usingblackboard-forstudents/>

Staff-student committee

The School of History has a staff-student committee. It meets once or twice each semester to discuss general issues that have arisen. There are students representatives from Level 1, 2, and 3, as well as one representative from Single Honours History, BCL History, and the Evening Arts programmes. Graduates also have a representative. A student may volunteer to become a representative on the committee. If there is more than one volunteer for each group, then a ballot will be held. If there are no volunteers, the School of History may invite a student to join the Committee.

Contact: Sandy Wilkinson (sandy.wilkinson@ucd.ie)

Lectures, seminars, and study

Modules are generally taught by a combination of lectures and seminars over the semester. For each module, students attend one weekly lecture and one weekly seminar, each lasting for fifty minutes. In the lectures, staff will present general themes, concepts, and background material, introducing students to the subject and reading material. During lectures, students should take notes in order to help them focus on key issues and to recall material later on.

Seminars are at the heart of studying History in UCD, and students are expected to participate actively in seminars, by debating various interpretations and issues, delivering seminar papers, and analysing documents and key texts. Remember: question others' interpretations, especially those of your tutor!

Attendance at seminars is graded. Seminars give students the opportunity to develop their communication skills, which are essential in many walks of life.

The most important method of learning History at University is independent reading and writing. Most of your time will be taken up reading books and journals from the library and writing essays, seminar papers, and document analyses. Your module coordinator will provide a bibliography at the beginning of every module. If you are not sure about what you should read, contact your module coordinator, who will give you advice.

Tips for studying and learning

History is the study of the human past. We cannot visit it in a time machine, but we can begin to understand it through documents, books and web-based resources. As such, you should familiarise yourself with the Library immediately. Module coordinators will give students bibliographies at the beginning of the semester and students are expected to consult relevant books and articles in the library. You should learn to navigate the computerised catalogue and get to know the call numbers for books. These indicate their shelving areas.

You can use the Library webpage (<http://www.ucd.ie/library>) to access electronic resources that you will find helpful in your work.

A useful study guide for history can also be found on

www.palgrave.com/skills4study/subjectareas/history/index.asp.

Your lecturers will offer guidance as well. Remember that many sites may contain misleading information and you are advised to vet the accuracy of the information that you acquire online.

TIPS ON READING

To study History you need to read. This takes time and requires basic skills, skills which your seminar work will develop. There are no short cuts, but the following tips will help:

- *Start with the basics:* each module has core texts that you should buy. They will not give you the answers but they will provide basic information and ideas.
- *Go from the general to the particular:* always begin with a general book to get the wider picture.
- *Move on to the detail:* to back up core texts you will need to read other books and articles available in the library.
- *Use the table of contents and the index intelligently:* it is not always necessary to read a book from cover to cover.

- *Make sure the information is correct*: this is especially important if you are using websites.
- *Take notes*: never imagine that you can just remember what is in a book, article or website.
- *Use your own words*: never just copy a source word for word because this can lead to plagiarism.

WRITING ESSAYS

Studying and reading are essential but you must also learn to express your ideas clearly and correctly in writing. You will fail to communicate them if they are obscured by spelling or bad grammar, so be accurate in both. Remember that errors cost marks. Read over your assignments when you have finished them and check for mistakes.

Every student should make use of a dictionary. To avoid constant repetition of the same words you are advised to consult a thesaurus as well. Moreover, many books offer guidance on writing English, among them Eric Partridge, *Usage and Abusage: A Guide to Good English* (Harmondsworth 1973), Robert Mohr, *How to Write: Tools for the Craft* (Dublin, 1998), R. L. Trask, *The Penguin Guide to Punctuation* (London, 1997), Martin Manser and Stephen Curtis, *The Penguin Writer's Manual* (London, 2002) and Lynne Truss, *Eats, Shoots and Leaves* (London, 2003).

CITATION IN ESSAYS

History essays should use the School's Citation Style: click on the relevant link on this page: <http://www.ucd.ie/historyarchives/undergraduateprogrammes/essaysubmissions/>

If you wish to use the Endnote citation software (available on the Novell Application Launcher (NAL) to students) you should use the output style for *American Historical Review*.

Tutors will guide you through essay citation conventions. They may seem complicated at first but will soon become second nature. Remember that the main aim of footnote and bibliographic citation is to make the source of your information clear to you and to your reader. Ultimately, it will greatly enhance your learning and reading experience.

Assessment of History modules

The School of History assesses students' work in a number of ways, testing different skills, from writing essays and longer research papers to delivering presentations in seminars. For information on the different forms of assessment in each module, you should look at the module descriptors on the Curriculum Information System.

There are three components to assessment. 10% is allocated to seminar attendance, 30% to coursework (section B below), and 60% to an end of semester assessment (section C below).

Section A: Seminar Attendance

Students must attend a minimum of six seminars out of ten to receive a mark for seminar attendance.

9/10: A+

8: B

7: C

6: D

Fewer than 6: NG

Section B: Course-work worth 30%

Submission dates vary for this – please consult the individual module handbook for further information. Students will receive some form of feedback, which may help inform them how to better tackle the final assignment worth 60% of the end module mark.

Coursework can be assessed by the following modes of assessment:

- 1) Essay: between 1,500 and 2,000 words, submission date is variable;
- 2) Document analysis: between 1,000 and 1,500 words, submission date is variable; the document analysis may be preceded by an oral presentation on the document.
- 3) Seminar presentation and paper: this involves an oral presentation on a topic, followed by a written paper on that topic of up to 1,500 words; submission date variable;
- 4) Learning Journal: students submit 8 learning journal entries over the course of the semester. The weekly journal submission averages around 250 words.
- 5) Class tests: this is a one hour test, in which students write a series of short answers to largely factual questions. There will be two class tests in a semester, taking place during the lecture or seminar hour. One of the two tests must take place in reading week.

Hard copies of essays, document analyses, and seminar papers must have a signed cover sheet. This can be downloaded by clicking on the relevant link at:

<http://www.ucd.ie/historyarchives/undergraduateprogrammes/essaysubmissions/>

An unsigned copy of this should be attached (by copying and pasting) to all work submitted electronically.

NB: the length of semester 1, Level 1 coursework will be slightly shorter.

Section C: Final Assessment worth 60%

1) Term-long project: this is a paper of c. 4,000, based on work undertaken over the 12 weeks of term. Project titles must be assigned by week 2 at the latest. The deadline for the submission of this project is any time in week 12.

2) Sit down exam: 2 hour sit down examination, in which students answer 2 questions. Each examination paper must have 2 sections, each containing 4-5 questions. Students answer 1 question from each section.

3) Take-home exam: the format of the examination paper is the same as for the sit-down exam. The examination paper is to be posted on Blackboard at 9 am and to be submitted via Blackboard at 5 pm. A hard copy of the exam is to be submitted within a day or two after the submission via Blackboard. You will be notified of the details of these arrangements before the take-home exam takes place. Staff will conduct a spot-check to

ensure that there are no differences between the copy submitted on Blackboard and the hard copy. Papers submitted after the deadline will not be accepted without a valid excuse. Take-home examinations will take place in week 13.

Students may appeal their grade through the University Appeals System. In the first instance, students who consider their grade unduly harsh should contact the marker and module coordinator, who will consider and explain the reasons for the grade in more depth. If the student still considers the grade unduly harsh, they may appeal by contacting the University Appeals Office at assessment.appeals@ucd.ie.

Policy on the late submission of coursework

Like taxes and death, deadlines are an inevitable feature of life. Module coordinators will clearly indicate the due date of coursework in the first week of the module. They will also make clear how they wish the coursework to be submitted to them – electronically via Blackboard and a hard copy delivered at the end of the seminar or to their office on a certain day, for example.

Where coursework is late due to unanticipated exceptional circumstances (illness or bereavement, for example), students must submit a late submission to the School of History Office (K107), along with suitable evidence, such as a doctor's certificate. Late submission forms must be submitted before or on the deadline. Students can download the late submission form at:

http://www.ucd.ie/registry/academicsecretariat/late_sub.pdf. The submission of a late submission form does not necessarily mean that the School will accept the reason for the late submission of coursework as valid. Students will be notified as to the School's decision regarding the extension.

Students who are late in submitting coursework without permission for this having been granted will receive a penalty of two marks for each week or part thereof that the coursework is late. For example, a student who delivers an essay three days after the deadline could be marked down from a B- to a C. A student whose work is submitted eight days after the deadline will receive a penalty of four grades. Coursework submitted more than two weeks late will not be accepted.

Information on plagiarism

When submitting coursework, all students are required to sign a form declaring that they have not plagiarised from other people's work. Plagiarism is the unacknowledged use of others' work and constitutes academic fraud. Penalties range from the re-submission of work, which will be capped at a D+ grade, to expulsion from the programme. Plagiarism does not require intent on the part of the student and the best way to avoid plagiarism is to take accurate notes and to paraphrase the words of other historians, rather than to copy out large chunks of text. Plagiarism can also be the result of rushed work, so students are advised to begin studying for their essays and other forms of coursework from the beginning of term.

It is easy for staff to detect plagiarism, as anti-plagiarism software trawls databanks of previously submitted essays (at universities across the world), websites, and other sources to detect academic fraud.

Contact: Dr Diarmaid Ferriter (diarmaid.ferriter@ucd.ie)

4: The ECTS Credit System

The modularised degree programmes at UCD use the European Credit Transfer System (ECTS). A credit is a way of measuring the amount of learning undertaken by a student. Under this system a module size of five ECTS credits is standard across the university. Using ECTS credits helps to ensure that all modules are similar in terms of the volume of learning covered and the academic demands placed on students. For more information about the modular system at UCD please go to www.ucd.ie/horizons

Grading for Modularised Courses

All modularised courses will be assessed by means of letter grades and grade points. Your final grade for a module is used to calculate your GPA for each semester and year of study.

Grades and Grade Points

A grade point is a way of converting a letter grade (A, B, C, etc) to a numerical grade. Your Grade Point Average (GPA) is a numerical representation of your overall academic standing at any point in your studies. GPA is most commonly calculated at the end of each semester and at the end of your degree. Your final GPA is based on modules taken at Stage 2. Modules taken at Stage 1, Level 1 do not count towards a student's final GPA.

The chart below shows the correspondence between letter grades, honour classifications and grade points:

A+, A, A -	First Class Honours	A+ = 4.2	A = 4.0	A- = 3.8
B+, B, B-	Second Class Honours, Grade 1	B+ = 3.6	B = 3.4	B- = 3.2
C+, C, C-	Second Class Honours, Grade 2	C+ = 3.0	C = 2.8	C- = 2.6
D+, D, D-	Pass	D+ = 2.4	D = 2.2	D- = 2.0
E	Marginal Fail, may compensate	E = 1.8		
F	Fail	F = 0		

How Do I Calculate My GPA?

Convert the grades that you received to grade points (see above).

In each class, multiply the number of credits for the course module by the grade points awarded (for example, a grade of B+ in a 5-credit module is equal to 3.6×5 for a total of 18 grade points). Add up the total grade points you have received, and the total number of credits attempted in your classes.

Divide the total number of grade points by the total number of credits; this is your GPA. Your overall GPA is also calculated each semester and posted on your transcript.

A GPA Calculation Example

A grade of B+ is 3.6 grade points.

A module is 5 credits in UCD

$5 \times 3.6 = 18$ grade points for that module

If a student takes 4 module, each worth 5 credits, and receives a B+, C-, A, and D, then because $(5 \times 3.6) + (5 \times 2.6) + (5 \times 4.0) + (5 \times 2.2) = 62$, the student has earned 62 grade points in total.

4 modules worth 5 credits each equates to 20 credits in total.

62 grade points divided by 20 credits results in a 3.1 Grade Point Average (GPA)

Syllabus 2011/12

NB: In certain circumstances the syllabus may be changed by the School of History & Archives; any changes will be posted on the School's website

Level 1 Core/optional modules

Semester 1

Rome to Renaissance (HIS 10080): Dr Michael Staunton, Professor Edward James

The thousand years between the fall of the western Roman Empire and the revival of Roman culture in the Renaissance, known as the Middle Ages, were once dismissed as a period of stagnation and superstition. Historians now see them as an exciting period of ferment, innovation and creativity, knowledge of which is essential for an understanding of modern Europe. This module, through lectures and seminars, introduces students to some of the most significant events in medieval history, such as the sack of Rome in 410, the coronation of Charlemagne in 800, or the murder of Thomas Becket in 1170, and discover how historians know about them and assess their significance. Each event will be studied through a dossier of medieval sources in translation.

Suggested readings:

Warren Hollister and Judith Bennett, *Medieval Europe: A Short History* (New York, 9th ed., 2002) LIB CAT 940.1/HOL

George Holmes, ed., *The Oxford Illustrated History of Medieval Europe* (Oxford, 1988)
LIB CAT 940.1/HOL

Modern Europe, 1500-2000 (HIS 10070): Dr Sandy Wilkinson, Dr Chris Prior

This course will explore the making of modern Europe, covering the period from 1500 to 2000. We will look at major landmarks in Europe's social, political, and economic development: the expansion of Europe into the Americas, the breakup of a single Western Christendom into competing religious communities, witchcraft, war in the early modern world, the industrial revolution, political change from Robespierre to Hitler, European imperialism, war in the modern world, and economic developments from 1800 to 1950. The course will conclude with a survey of European history since the Second World War. The course will be structured around one lecture and one seminar per week. In the seminars, students will deliver presentations. We will also explore – as a class – a range of primary sources.

Semester 2

Contested island: Ireland, 1691-1891 (HIS 10100): Dr Ivar McGrath, Dr Susannah Riordan

This module investigates, examines and evaluates the various forces that shaped the political, economic, social and cultural landscape of Ireland over two centuries. Commencing with the final victory of the forces of William of Orange in Ireland in 1691 and the emergence of a Protestant hegemony centred around the Dublin-based Irish parliament, the module examines the key areas of contestation among the various communities that inhabited the island. Through analysis of key events and people from a variety of perspectives, the module also seeks to address how these contested issues and the associated communities changed over time, and how

those changes resulted in a process that redefined the nature and meaning of 'Ireland' and 'Irish' from a religious, political, social and cultural perspective.

Revolution, Reaction, and Revision: Ireland in the twentieth century (HIS 10200): Professor Diarmaid Ferriter

This course is an overview of the main political, social and cultural themes of twentieth century Ireland. It will examine the impact and legacy of the Irish War of Independence and the creation of the Irish Free State. It will assess the performances of successive Irish governments and politicians and analyse the various challenges that arose in the decades from the 1920s to the 1990s. Students will be introduced to a variety of different themes that dominated twentieth century Ireland, including the challenge of establishing democracy in the aftermath of civil war, the importance of party politics and the impact of elections, the social, political and economic policies that were implemented, the difficulties posed by Anglo-Irish relations, World War II, partition, emigration and economic depression, as well as the changes in Irish society that accompanied increased prosperity later in the twentieth century.

Suggested readings:

Terence Brown, *Ireland: A Social and Cultural History 1922-2002* (London, 2004)

Diarmaid Ferriter, *The Transformation of Ireland 1900-2000* (London, 2004)

Henry Patterson, *Ireland Since 1939: The Persistence of Conflict* (London, 2006)

Level 2 Core/optional Modules

Semester 1

War & Peace in the twentieth century (HIS 20560): Dr William Mulligan, Dr Stephan Malinowski

This module offers a survey of international history in the twentieth century. We start with the outbreak of World War I in 1914 and move chronologically towards the end of the Cold War and beyond. Particular emphasis is given to the three great conflicts of the century - World War I, World War II, and the Cold War, as well as the shifting balance of power in Europe and Asia. In seminars you will be asked to explore the controversial debates that surround this period. Special prominence is given to the policies of the Great Powers, and the major ideological, cultural, and economic forces that shaped these policies.

Suggested reading:

William Keylor, *The Twentieth-Century World* (New York, 5th edn, 2006)

American History (HIS 20470): Dr Sandra Scanlon, Professor Maurice Bric

This course will survey the evolution of the United States from the consolidation of American independence until the twentieth century. It will address issues such as the evolution of party politics, the opening up of the west, the lead-up to the Civil War and the various platforms of reform that were promoted at popular level during the nineteenth century. The post-civil war lectures will address the impact of Emancipation as well as the impact of industrialisation and the 'new' immigration and the background to US involvement in the two world wars of the twentieth century.

Semester 2

Islam and Christianity (HIS 20460): Dr Edward Coleman, Dr Elva Johnston

Who was Mohammad and what was his message? Why was Islam so successful? How did it transform the ancient world? This module will begin by examining the way Mohammad's revolutionary new message gave rise to a vibrant culture that changed the east and west forever. It

will then go onto explore the origins of Islam, examine the career of Mohammad and assess the expansion of Islam and its impact on the early middle ages up to c. 900. The second part of the module will concentrate on the history of the Crusades and the Latin East between the 11th and 13th centuries (1095-1291) through study of selected themes. Students will be expected to familiarise themselves with the main events and personalities of this era and will be encouraged to consider the Crusades from both Christian and Muslim perspectives. The experience of other communities and faiths affected by Christian / Muslim warfare in the East, e.g. Byzantines, Jews, will also be considered. Finally the long-term historical legacy of the Crusades will be assessed. In seminars students will have the opportunity to study a selection from the rich body of primary sources relating to the module topic.

David Nicolle, *The Great Islamic Conquests, AD 632-750* (Oxford, 2009)

Land, Religion, and Identity: Ireland 1534-1691 (HIS 20130): Dr Tadhg Ó hAnnrachain, Dr Ivar McGrath, Dr John McCafferty

This course examines a crucial century and half in Irish history. The process whereby English governmental authority was first asserted and then re-asserted over the island will be examined in detail. Close attention will also be paid to the pattern of religious change in Ireland in this period, with particular attention to the consolidation of competing confessional identities. The course also emphasises the importance of migration and war as shapers of Irish society during this period.

Suggested reading:

Colm Lennon, *Sixteenth-Century Ireland* (Dublin, 1994).

Raymond Gillespie, *Seventeenth-Century Ireland* (Dublin, 2006).

Level 3

Core/optional modules

Semester 1

Celtic Ireland (HIS 30710): Dr Elva Johnston, Mr Charles Doherty

The coming of Christianity to Ireland in the fifth century signals the island's entry into recorded history. However, its brilliant culture was one rooted in the Celtic past as well as in contemporary European civilisation. The Irish celebrated both pagan heroes and Christian saints. They developed a unique form of kingship as well as a social system which survived well past the arrival of the Normans. Irish achievements in literature, art and religion were recognised across Western Europe, to such an extent that Ireland became known as the Island of Saints and Scholars. This module will introduce students to the history of Ireland between 500-1200. It will focus, in particular, on conversion to Christianity, Irish kingship, the role of the saints and the impact of the Vikings

Suggested readings:

Dáibhí Ó Cróinín, *Early Medieval Ireland 400–1200* (London, 1995).

Lib. Cat. GEN 941.501/OCR : SLC 941.501/OCR

T. Charles-Edwards, *Early Christian Ireland* (Cambridge, 2000).

Lib. Cat. GEN 941.501/CHA : SLC 941.501/CHA

Either

The Russian Revolution (HIS 31080): Dr Judith Devlin

The Russian revolution was one of the most crucial events of twentieth century history. It raises many important questions, to which there are no simple answers and which have divided and continue to divide historians. We shall consider rival interpretations of the revolution and its significance and explore a range of questions, including: Why did the Romanov dynasty collapse in 1917? How did it come to be replaced by a government of extremist intellectuals committed to

a radical experiment in social engineering? What did the revolution mean to the soldiers and workers who helped to make it, as opposed to the radical intellectuals who led it? What was its appeal and did the changes it effected match the hopes of its progenitors? What was its impact on the lives of those who experienced it and on the political culture that emerged from it? Students will familiarise themselves with the leading debates about and interpretations of the revolution. They will learn to analyse contemporary historical documents, both written and visual, to decode and interpret their problematic language. They will develop their critical and analytic thinking.

Suggested reading: Sheila Fitzpatrick, *The Russian Revolution* (Oxford, 2004)

Or

Fascism (HIS 31050 / HIS 30980): Dr David Kerr

Fascism was Italy's sad gift to the twentieth century. This module will attempt to explain the popularity of the fascist doctrine in Italy principally, but also among the European peoples more generally. To identify the extent to which the fascist model was exported abroad and to help identify the specific nature of Mussolini's regime, comparisons will be drawn with two other 'fascist' regimes: Germany after 1933 and Spain after 1936. The module will concentrate on regimes rather than movements, avoiding the narrative history of both fascism's Rise and Fall. The module's focus on social history can be seen in the (provisional) list of lecture titles: Terror or Consent? the popularity of fascism; Who were the Fascists?; Fascism as a political religion; Fascist modernity; Fascism and the churches; Fascism and women; fascism and youth; Fascism and the intellectuals; Fascism and the working class; Fascism's internal and external others.

Semester 2

The Irish Experience (HIS 30150): Dr Catherine Cox, Dr Lindsey Earner-Byrne

This module explores the forces which shaped Irish society in the nineteenth and early twentieth centuries from the perspective of ordinary lives and everyday experiences, experiences of sickness and health, love and marriage, birth and death, getting and spending. The topics examined will include population increase and decline - including the impact of emigration and disease - the revolution in communications, changes in religious and medical practices, and debates on child and maternal welfare. The Irish case will be situated within broader European and British trends.

Caitriona Clear, *Social change and everyday life in Ireland* (Manchester, 2007)

W.E.Vaughan and T.W. Moody (eds) *New history of Ireland V: Ireland under the Union I: 1801-1870* (Oxford, 1989)

W.E.Vaughan (ed.), *New History of Ireland VI: Ireland Under the Union I: 1870-1921* (Oxford, 1989).

The birth of the modern world (HIS 30670): Dr Declan Downey, Dr Eamon O'Flaherty

The birth of the Modern World as we know it, occurred in the re-discovery of Classical Civilization and Humanism and in the discovery of new continents during the fifteenth and sixteenth centuries. The impact of these forces of change shaped the progress and development of the West in the following centuries. The chronological span of three hundred and fifty years from 1450 to 1800 witnessed a most concentrated and consistent flourishing of intellectual, scientific and creative progress and dramatic change not only in Europe, but through overseas discovery and expansion, worldwide. This Early Modern Period was the first truly global age in which the words "Europe", "European" and "Civilization" acquired new and immense significance. This module examines that crucial period in world history in which the cultural, political, economic, social, intellectual, scientific and strategic foundations of our present world were established. It focuses upon the great events and movements of the period that shaped human development such

as Renaissance Humanism, Religious, Cultural and Social Reformations, Exploration, Discovery, Scientific Development, Baroque Art & Neo-Classicism and the rise of Political Absolutism, Modern Military and Diplomatic Strategy and the emergence of the modern power-state, of the nation-state and of supra-national institutions.

Suggested readings:

Ashley, M. *The Golden Century, Europe, 1598-1715*, (London: Phoenix Press, 1969, repr.2002)

Brotton, J. *The Renaissance Bazaar. From the Silk Road to Michaelangelo* (Oxford, 2004)

Cameron, E. (Ed.), *Early Modern Europe* (Oxford, 1999)

Hale, J. *The Civilization of Europe in the Renaissance* (London: Fontana,1994)

Bundle 1 (Semester 1)

The Kingship of Tara (HIS 20370): Mr Charles Doherty

This course will examine kingship in early Ireland. What is the nature of kingship? What was the kingship of Tara? What is meant by the high-kingship of Ireland? We will examine the nature of kingship in the ancient world and the way in which kingship manifests itself throughout the world. We will also investigate the transition from a pagan concept of kingship to a Christian one. And finally we will examine the nature of politics in Early Ireland.

Suggested reading:

F. J. Byrne, *Irish Kings and High-kings* (London, 1973).

Lib. Cat. 941.501/BYR & mult. copy

T. Charles-Edwards, *Early Christian Ireland* (Cambridge, 2000).

Lib. Cat. GEN 941.501/CHA : SLC 941.501/CHA

Inventing race: (HIS 20680): Dr Ian Campbell

The division of human beings into 'races' according to skin colour and the sorting of these races into a hierarchy with Europeans at the top is an ideology with a history; it had a beginning and will hopefully have an end. Race as we know it was invented in eighteenth-century Europe. This new ideology owed its existence both to the great European empires, and to the Enlightenment sciences which came to dominate intellectual life at this time. This course will begin by exploring the pre-racial ideologies of ethnicity evident in sixteenth-century Spain under which Spanish Jews were persecuted and Native Americans enslaved. This pre-racial way of talking about differences between peoples, visible also in seventeenth-century Ireland, will be contrasted with the new Enlightenment racialism invented by scientists and philosophers like Carl Linnaeus and Immanuel Kant. The practical effects of this new ideology will be explored in the United States of America, Nazi Germany, and Apartheid South Africa.

Suggested readings: George M. Fredrickson, *Racism: a short history* (Princeton NJ, 2002), ISBN 0-691-11652-0.

Australian History (HIS20810): Professor Mark McKenna

This unit of study offers a general introduction to Australian history in an international context. In doing so, it devotes considerable time to the history of indigenous Australians. The unit covers indigenous history prior to British settlement in 1788, then moves to the establishment of the British colonies in Australia, through the frontier wars of settlement to the emergence of responsible government in the mid nineteenth century, followed by the federation and nation building period of the late nineteenth and early twentieth centuries. Settler interaction with the Australian environment is a persistent theme throughout. In the twentieth century, the unit explores themes such as war and remembrance, myths of nationhood, foreign policy, the arts, immigration and political culture.

Popular Protest (HIS 20070): Professor Maurice Bric

This course will focus on the agrarian grievances of pre-Famine Ireland and the ways in which these were expressed and pursued through protest movements such as the Whiteboys, the United Irishmen and the Ribbonmen. It will also examine how these processes interacted with the evolution of the more “politically” focused concerns of the United Irishmen and Daniel O’Connell. As such, one of the main themes of the course will be to connect the “popular” and “political” and “nationalist” streams that informed public protest in contemporary Ireland.

The American Civil War (HIS20760): Professor Douglas Egerton

The module examines the causes of the conflict and the impact of the war on civilian populations, women, and African Americans. The course will also focus on diplomacy, civil liberties, ethnic identity and resistance to the war, crucial battles, and the reasons behind the collapse of America's brief experiment in postwar inter-racial democracy.

Michael Perman, ed., *Major Problems in the American Civil War*, 3rd ed.

Sport and Modern Society (HIS 20570): Dr Paul Rouse

This course will examine the role of sport in modern British and Irish history. It will trace the emergence and development of modern sporting organisations from the anarchic rituals of the peasantry and the leisure pursuits of the aristocracy. Essentially, the course will seek to explain this process and its importance. The course will also offer a detailed study of the political, social, cultural and economic context and relevance of sporting organisations. Amongst the themes explored will be the manner in which the formal organisation of sport was involved in notions of education, religion, class and the prosecution of war. Ultimately, these themes will be drawn together to assess the relationship between sport and modern society.

Suggested reading:

Richard Holt, *Sport and the British: a modern history* (Oxford, 1989)

Gender, sexuality and the family in Ireland, 1870-1970 (HIS 20600): Dr Lindsey Earner-Byrne

This module will explore the role of gender, sexuality and the family in Ireland from the 1870s to the 1970s with a particular focus on how gender roles, sexual expression and regulation, and family power evolved during the period. The family was hugely affected by emigration, economic stringency, changing moral, sexual and welfare ideologies and developing notions of individualism and modernity. This module seeks to elucidate these main debates and examine how they impacted on men and women, the expression and understanding of sexuality, gender relations and gender conditioning and the position of the family in Ireland. What were the main changes in women's lives during the twentieth century? Was men's role equally important in shaping the family and the framing of social and welfare legislation? How was female and male sexuality constructed, perceived and lived? How did cultural understandings of sex and sexual morality impact on the regulation of sexuality in Ireland? Was there an effective women's movement in Ireland?

Rosemary Cullen-Owen, *A social history of women in Ireland, 1870-1970* (Dublin, 2005).

Alan Hayes & Diane Urquhart, (eds.), *The Irish women's history reader* (London, 2000)

Myrtle Hill, *Women in Ireland: A century of change* (Belfast, 2003)

Bradley, A., & Valiulis, M., (eds.), *Gender and sexuality in modern Ireland* (Amherst MA, 1997)

Australia: the search for a foundational history (HIS 20750/tbc): Professor Mark McKenna

Since British settlement in 1788, various histories have been put forward as the moment when the Australian nation was ‘founded’ – British settlement and the establishment of a penal colony, the federation of the Australian colonies in 1901 and more recently, the Anzac military legend. Why have Australians embraced these stories at different points in their history? Why has Australia's frontier history unsettled the establishment of a founding history? Why is contemporary Australia so divided about its past? This unit of study will provide students with a critical understanding of

the historical and political forces that have shaped the discussion of Australian history in the late twentieth century. The course is designed to examine Australian history primarily through the prism of post 1960s debates in Australia around the idea of a foundational history. Subjects of discussion include, the history of the idea of Australia as a country ‘without history’, the legacy of convict history, the absence of revolution in Australian history, federation and its centenary in 2001, the Anzac resurgence of recent decades and its relationship with public debate concerning frontier history since 1988, first contact histories (including recent historical fiction), and Labor/Liberal attempts to assert foundational pasts. The course seeks to stimulate a greater interest in Australian history by filtering this history through the prism of contemporary debates about the past. It is concerned with the way in which foundational histories are asserted within social memory and political culture.

The origins of World War I (HIS 20480): Dr William Mulligan

The outbreak of war in July 1914 came as a surprise to most contemporaries, marking the beginning of the “seminal catastrophe” of the twentieth century. Yet politicians and historians have argued that the origins of the war had deep roots in the development of international politics since the late nineteenth century. They attributed responsibility for the outbreak of the war to a variety of causes – the aggression of the Great Powers, the overwhelming influence of military elites, the belligerent nationalism of popular opinion, the imperial rivalries in Africa and Asia, and the frailties of the capitalist system. In recent years, influenced by the ending of the Cold War, globalisation, and more extensive archival research, historians have revised the history of international relations before 1914. This course will assess the origins of the First World War in the light of this new research.

Suggested reading:

James Joll, *The Origins of the First World War* (Harlow, 2007 edn)

William Mulligan, *The Origins of the First World War* (Cambridge, 2010)

The West and the Middle East (HIS 20320): Dr Tadhg Ó hAnnrachain

This course examines the evolution of the modern Middle East from the end of the first World War until the fourth Arab-Israeli war of 1973. The course concentrates on the establishment of the state system in the Middle East with a geographical concentration on the Fertile Crescent and Egypt. In the post 1945 section of the course, the Arab-Israeli conflict, the role of women in Middle Eastern states and the Cold War in the region are particular focuses of attention.

Suggested readings:

James Gelvin, *The Modern Middle East, A History* (Oxford, 2007)

M.E. Yapp, *The Near East since the First World War* (Harlow, 1991)

Bundle 2 (Semester 1)

Florence from the Middle Ages to the Medici (HIS 31010 / HIS 31070): Dr Edward Coleman

Florence is widely recognized one of Europe’s great cities and the birthplace of the cultural and artistic movement known as the Renaissance. Although a relatively unimportant provincial town in the Early Middle Ages Florence enjoyed spectacular growth in population and physical space between thirteenth and the fifteenth centuries. The city also grew in power, prestige and wealth during this period and became the dominant city of Tuscany after a series of wars with neighbouring cities such as Pisa and Siena. In politics the city long remained an independent commune although prone to outbreaks of internal conflict. However, in the fifteenth century one family - the Medici - increasingly dominated political life. Florentine merchant bankers (such as the Medici and others) were active throughout Europe the Mediterranean and even Asia. The city became a magnet for the greatest artists and architects of the day in search of public and private commissions: the period saw the creation in the city of masterworks such as Botticelli’s Primavera, Brunelleschi’s cathedral dome and many others. This was also a golden literary age in

which lived such celebrated writers as Dante, Petrarch and Boccaccio in the 1300s, and in the following century the great humanist scholars and politicians such as Alberti, Bruni and Salutati. A strong thread of vivid historical writing focused on the city runs through the period from Giovanni Villani to Machiavelli and the module will approach the history of Florence through these and other writers. In seminars there will also be the opportunity to study the rich source material of other kinds such as personal memoirs, statutes, court records, letters, wills, contracts, and charters. The principal themes that will be studied on the module include aristocratic life, guilds and guildsmen, money and banking, institutional and popular piety, war and diplomacy, civic ceremonial, education and monumental public works. A short study trip to Florence (optional and dependent on student interest) is planned as part of the module.

Module textbook:

John M. Najemy, *A History of Florence, 1200-1575* (London, 2006)

Gene A. Brucker, *Renaissance Florence* (New York, 1969)

Crime and Punishment (HIS 30200): Dr Sandy Wilkinson

This course will explore crime, punishment and violence in Europe from 1500-1800. Themes to be covered will include profiling violent crime, martyrdom, iconoclasm, popular protest, massacre, witchcraft and violence perpetrated by and against women. There will be one lecture every week intended to offer an introduction to the themes of the course. There will also be one small group seminar every week where we will explore (as a class) a rich variety of primary sources.

From nominalism to mechanism: intellectual history (HIS 30570): Dr Eamon O'Flaherty

This module offers a survey of the principal movements in European intellectual history from the end of the middle ages to the eve of the Enlightenment. Based on a wide range of primary and secondary sources, the module will consider philosophical and scientific change, the emergence of scepticism and rationalism and the mechanistic philosophies of the New Science. Attention will also be paid to developments in political thought and to the social and cultural context of intellectual change.

Madness and Civilisation (HIS 30400): Dr Catherine Cox

The course will explore the relationship between madness and society in Britain and Ireland from the eighteenth to the twentieth century. In the eighteenth century the 'insane' were cast as brute animals in need of control. By the twentieth century the mentally ill were institutionalised and their treatment had become medicalised. This module seeks to explore this transition and provide a broad overview of the history of lay and medical explanations of insanity. Breaking with notions of a progressive evolution in understandings and treatments of mental illness, the module will consider how and why changes took place and questions whether they represent 'improvement'. Why did the asylums become central to the treatment of insanity and who did they serve; doctors, patients or families? How far did gender, sexuality, class, religion and ethnicity impact upon medical and lay concepts of insanity in Britain and Ireland? What impact did shell-shock, psychoanalysis and treatments have upon British and Irish psychiatry? What were patients' accounts of their experiences of mental illness and institutionalisation? Drawing on a range of source material - medical literature, film and personal accounts - the module will seek to understand lay and medical explanations of mental disorder, which were often rooted in cultural, religious and intellectual frameworks.

Suggested readings:

Roy Porter, *Madness: a brief history* (Oxford: Oxford University Press, 2002)

Joseph Melling and Bill Forsythe (eds), *Insanity, Institutions and Society, 1800-1914* (London and New York: Routledge, 1999)

Peter Bartlett and David Wright (eds), *Outside the Walls of the Asylum: The History of Care in the Community 1750-2000* (London: Athlone, 1999).

The Irish Revolution (HIS 30120): Professor Diarmaid Ferriter

This course seeks to recreate the excitement, turmoil and difficulties of this crucial period in modern Irish history by outlining the course of the revolution as well as examining some of the documentary evidence produced by those involved. The course will deal with all aspects of the Irish revolution, including the 1916 Rising, the War of Independence, Partition, the Treaty and the Civil War, and the social, political military, economic and cultural impact and legacy of the struggle for Irish independence in the early twentieth century. Sources from this period will be discussed in detail in the classes, including contemporary newspaper reports, documents from Irish archives, published collections of speeches and published memoirs or books by participants in the period, letters and diaries, as well as the extensive range of books in the UCD Library.

From WWII to the War on Terror: Social and Political Change in the United States since 1945 (HIS 30900): Dr Sandra Scanlon

This module provides a survey of important themes in US history since 1945. From the post-war economic boom to the anxieties of the early twenty-first century, images of the nation were often built on illusions. This module examines how those illusions shaped American politics and culture: the fears which underlay anti-communism and perceptions of external and internal threats; the liberal complacency that affluence would solve the race problem and other social and cultural divisions; and the notion—shattered by the events of 11 September 2001—that the end of the Cold War would bring about a benign international order.

The Armalite and the Ballot Box (HIS 31110): Dr Sarah Campbell

The ‘troubles’ in Northern Ireland have proved one of the most intractable conflicts in Europe since World War Two, and it has been said that the 35-year conflict was ‘the tragedy of modern Irish history’. What caused a war of this scale to break out in Ireland, and what perpetuated it? This course will study the religious, political, social and cultural history of the diverse nationalist community in Northern Ireland from 1920-1998. Nationalism has been the most cultural force in the history of Ireland and so the course seeks to address what role it played in the shaping of the ‘troubles’ in Northern Ireland, as well as the complex issues surrounding the concept of the Irish nation. It will examine the main events and processes which brought about the fall of the old Nationalist Party, the rise of the civil rights movement, the birth of the SDLP and the re-introduction of the gun into Northern Irish politics. It will draw on theories of nationalism in general, putting them in an Irish historical context and examine the move towards conflict resolution on the island and in Britain.

Prelude to the Easter Rising (HIS 31090): Dr Marnie Hay

This module will explore the years preceding the 1916 Easter Rising from the perspectives of the various movements and organisations that set the scene for the rebellion either through their support for, or opposition to, change in Ireland. Among the movements and organisations under consideration are the Irish cultural revival, the Home Rule movement, Ulster Unionism, the labour movement, Sinn Fein, the Irish Republican Brotherhood, Inghindhe na hEireann, Cumann na mBan, and Na Fianna Eireann.

Bundle 3 (Semester 2)

The Anglo-Norman World (HIS20790): Dr Melissa Pollock

The Norman conquest of England in 1066 ushered in a new era that bound Britain and Western France together under one social and political community. The effect of this union was the creation of a society, influenced by traditions and customs on both sides of the Channel, whose interests were divided between one or more rulers. This course will examine this cross-Channel world and investigate how men and women, kings, priests and lords, expressed their personal journey to protect their families and their livelihood during this turbulent era in Anglo-French relations

Protestants, Papists and Popular Belief: the Reformation in early modern Britain and Ireland (HIS 20720): Dr Mark Empey

‘On the eve of the Reformation the average westerner was but superficially Christianised’. This statement underlines the profound impact religious change had on early modern Europe. The Reformation not only altered people’s attitudes to religion: it also affected the political, social and cultural environments within which they existed. This course will explore the origin and development of the Reformation in Britain and Ireland in these contexts. It will examine how Henry VIII’s conflict with Pope Clement VII initiated a sequence of remarkable events culminating in England’s break from Rome. How did the clergy and, more importantly, the laity respond to the challenges posed by the Tudor monarchy? The success or failure of Protestantism in Ireland will be a central theme for discussion. And how did the Scottish kirk adapt to its particular circumstances? Emphasis will be placed on its battle with Catholicism and the threat of superstition and witchcraft. Finally, this course will consider how the kingdoms of England, Ireland and Scotland, although united by the Stuart dynasty, produced three competing expressions of the Christian faith before the monarchy fell to Cromwell.

Suggested reading:

Felicity Heal, *Reformation in Britain and Ireland* (Oxford, 2003)

James Murray, *Enforcing the English Reformation in Ireland* (Cambridge, 2009)

Julian Goodare (ed.), *The Scottish witch-hunt in context* (Manchester, 2002)

Euan Cameron, *Enchanted Europe: Superstition, Reason and Religion, 1250-1750* (Oxford, 2010)

Empire, state, and nation in the Baltics, 1795-1990 (HIS20770): Dr Thomas Balkelis

This module provides a comparative survey of the modern political and social history of the Baltics (Latvia, Lithuania, and Estonia). In particular, it assesses the multiple challenges to forging new nations and states in the region traditionally dominated by imperial powers. In the first part, it focuses on the transformation of the imperial provinces into nation-state projects. In the second, it explores the efforts of these new political entities to preserve their independence and identity during the inter-war period and the Soviet era. Mass nationalism, rapid social change, revolution, warfare and displacement are highlighted in particular as major elements of this transformation.

Hidden, John, and Patrick Salmon, *The Baltic Nations and Europe: Estonia, Latvia and Lithuania in the Twentieth Century* (London; New York: Longman, 1994)

Modern Japan (HIS 20610): Dr Declan Downey

A hundred years ago, the European powers were at the centre of the world's wealth and power. Within fifty years that position of global pre-eminence had shifted to the United States of America. This had led inevitably to realignments in the balance of power and new rivalries as well as new opportunities. About twenty years ago a more recent shift in the balance of world economic power to East Asia with Japan at its epicentre took place. With the largest surpluses in the history of merchandise trade, Japan had transformed itself into a financial and technological

superpower and set a dynamic example for other East Asian nations to follow. Despite war, destruction and occupation Japan, has since 1945, emerged as one of the world's major economic and financial powers. This module will examine the impact of Western expansion in East Asia on Japan and how the Japanese responded to it politically and culturally. Also it will examine the consequences of Japan's response to the West for other East Asian nations, particularly China and Korea. It will analyse the political, diplomatic, economic and cultural dynamics in Japan's History that contributed to its rise and to its role as a major power on the global stage.

Suggested reading:

Giffard, S. *Japan Among the Powers, 1890-1990* (New Haven CT, 1994)

Reischauer, P. *Japan, the story of a Nation* (Fourth Edition, New York, 1989)

Storry, R. *A History of Modern Japan* (London, 1988)

Robert Harvey, *The Undefeated. The Rise, Fall and Rise of Greater Japan* (London, 1994)

The British empire, 1815-1914 (HIS 20740): Dr Chris Prior

Engaged in a long and tiring war against Napoleonic France, and with Britain having lost what would become the United States in 1783, few in Britain at the start of the nineteenth century predicted just how far Britain's global influence would subsequently increase in the years that immediately followed. Britain nevertheless went on to develop the largest empire the world had ever seen. This module examines the processes that led to the spread of Britain's global political, economic and cultural influence, focusing on the interplay between British actions and local responses to such actions. The module will do so by analysing a variety of regions of the world, particularly taking in India, sub-Saharan Africa, Latin America, China and the 'White Dominions' of Canada, Australia, New Zealand and South Africa. It will also examine the mentalities and cultural policies that underpinned such actions, as well as some of the theories that historians have used in attempting to come to terms with this vast and multi-faceted enterprise.

Australian History (HIS20810): Professor Hamish Maxwell-Stewart

This unit of study offers a general introduction to Australian history in an international context. In doing so, it devotes considerable time to the history of indigenous Australians. The unit covers indigenous history prior to British settlement in 1788, then moves to the establishment of the British colonies in Australia, through the frontier wars of settlement to the emergence of responsible government in the mid nineteenth century, followed by the federation and nation building period of the late nineteenth and early twentieth centuries. Settler interaction with the Australian environment is a persistent theme throughout. In the twentieth century, the unit explores themes such as war and remembrance, myths of nationhood, foreign policy, the arts, immigration and political culture.

Nazi Germany (HIS 20820): Dr Stephan Malinowski

This course explores the political and cultural history of Nazi Germany. It will focus of the rise of Nazism, the establishment of Hitler's dictatorship and Nazi rule before and after the outbreak of World War II. Particular attention will be paid to the history of the Holocaust and the Nazi occupation of Europe.

Science in the modern world (HIS20780): Dr Ian Miller

This module introduces students to the main themes in the historiography of modern western science. It asks how and why science became an important social force during the Renaissance, and maps the development of the various sciences until the modern day, exploring themes including Darwinism, space travel, the environment. The relationship between society, culture, politics literature and religion are explored in order to provide the student with an awareness of the inter-disciplinary nature of the history of science. By doing so, the module asks not only what forces shaped the making of science, but also how did science impact upon the development of

modern, western society. Teaching will consist of a mixture of weekly lectures and seminars, and will equip the student with a range of analytical and presentation skills whilst engaging with both primary and secondary documents.

Bundle 4 (Semester 2)

Sexuality and Society in early medieval Ireland (HIS 30190): Dr Elva Johnston

Is sexual identity simply biological? Are men always masculine and women always feminine? These questions lie at the Classical and Christian roots of Western attitudes concerning morality, physiology and psychology. They underlie the organisation of society and are explored in some of the earliest texts written in Ireland. This module will look at the origins of Christian attitudes towards guilt and sexual identity and will make a particular examination of their impact on Ireland. Topics will include Greek and Roman ideas about the body and their influence on Christian morality, the Irish contribution towards the development of penance and the formation of a distinctively Irish social ethos. There will be in-depth examinations of figures such as the Virgin Mary, Cú Chulainn and Queen Maeve.

Suggested readings:

Bullough, V. L., Brundage, J. A., *Handbook of medieval sexuality* (New York & London, 1996).

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

The Irish and their neighbours in the Middle Ages (HIS 30940): Dr Michael Staunton

How were the Irish characterised by others in the middle ages? How did the Irish respond to encounters with foreigners? And, once contacts between the Irish and their neighbours became more common, how did they interact with each other? These are some of the questions addressed in this course, which looks at the period c. 1000 - c. 1400, when Irish affairs came to be intertwined increasingly with British and European politics, culture and society. It will examine, in the words of contemporaries, how identity was identified and described, and how it changed over time.

Ireland and the Glorious Revolution (HIS 30680): Dr Ivar McGrath

This course examines the origins, events and impact of the 'Glorious Revolution' of 1688-9 from the perspective of all of the main countries involved. While the primary focus is upon Ireland's place and role in the Glorious Revolution, and the impact of that event upon Ireland, a significant amount of time is dedicated to studying France, England and the Netherlands. Emphasis is placed upon the interrelationship between events, people and ideas in all four countries during the period under study. Central overriding themes are also explored, such as the nature of Revolutions, religion, the role of political rhetoric and ideas, the relationship between executive government and the legislature, the financing of war and the concomitant changes in financial practices, and the questions of identity, community, nation and state in the late seventeenth and early eighteenth centuries. In all such cases, Ireland is used as the template for investigation, with detailed consideration of issues such as the changing interpretation of Poynings' Law, the advent of regular parliaments, the imposition of a penal code against Catholics, the nature of the Irish Constitution, the different religious, social and economic communities in Ireland, and the emergence of an Irish Protestant political nation and its sense of identity as expressed in pamphlets, addresses, and other media.

Suggested readings:

Beckett, J. C., *The Making of Modern Ireland 1603-1923* (London, 1969).

Dickson, David, *New Foundations: Ireland 1660-1800* (Dublin, 1987).

Moody, T. W. & Vaughan, W. E. (eds.), *A New History of Ireland, iv, Eighteenth-Century Ireland 1691-1800* (Oxford, 1986).

Convicts in Australian History (HIS31060): Professor Hamish Maxwell-Stewart

This module will correlate with Professor Maxwell-Stewart's research interests in the following areas: Convict history, unfree labour, colonization, history from below, heritage issues and cultural heritage interpretation.

Religion and society in independent Ireland (HIS 30280): Dr Susannah Riordan

This module explores the nature of Irish Catholicism in the twentieth century and its influence on the political, social and cultural development of the independent state. It examines church-state relations and the religious context of policy making in terms of public morality, justice, foreign policy, education, health and social welfare. It pays particular attention to analysing the interaction between religious ideology and party and interest group politics. Among the questions raised will be: was independent Ireland a 'Catholic state'? Why was the control of sexuality prioritised by both church and state? How is Ireland positioned in the international history of twentieth-century Catholicism?

Suggested readings:

John Whyte, *Church and state in modern Ireland*

Patrick Murray, *Oracles of God*

Dermot Keogh, *Twentieth century Ireland*

Orwell's twentieth century (HIS 30910): Dr David Kerr

Through a close reading of selected novels and journalism of George Orwell, placed within the context of intellectual and cultural debate in England in the 1930s and 1940s, this module will introduce students to many of the most important issues of the twentieth century: colonialism; class prejudice; unemployment, poverty and the Great Depression; Fascism and the Spanish Civil War; the rise of mass culture; the 'English genius', the home front and the Second World War; totalitarianism. All seminar texts for discussion will be taken from Orwell's works, including *Shooting an Elephant*, *Such were the Joys*, *The Road to Wigan Pier*, *Homage to Catalonia*, *The Lion and the Unicorn*, *Animal Farm* and *1984*.

Culture and revolution under Lenin and Stalin (HIS 30370): Dr Judith Devlin

This course examines the Russian revolution not only as a political but also as a longer-term social and cultural revolution. We will explore how the revolutionaries attempted to realise their goals and the impact of their ideas on Soviet Russia. Particular emphasis will be placed on Stalinism, the Stalin revolution and the historiographical debates they have provoked. Topics will include Soviet propaganda and its reception, cinema and visual culture, the position of women and the intelligentsia, everyday life in Stalin's Russia, the Terror, World War II and its impact.

Suggested reading:

Robert Service, *A History of 20th Century Russia* is a reliable and up-to-date survey. Again, much will be gleaned from contemporary writing: the memoirs of Nadezhda Mandelstam, *Hope against Hope* (about her husband's travails under Stalin), Alexander Solzhenitsyn, *One Day in the Life of Ivan Denisovich* (1962). Try to see a classic of the Soviet cinema: for example Sergei Eisenstein's *Battleship Potemkin* (1925-6).

From Emigration to Immigration (HIS 31120): Irial Glynn

Irish nationalism often blamed emigration on wealthy landlords and British occupation before 1922. But how did Irish politicians explain why four out of every five children born in Ireland between 1931 and 1941 felt inclined to leave the country – mainly to the UK – from the late 1940s onwards? Emigration stalled slightly in the 1960s and 1970s as a result of the relative modernisation of the Irish economy but people began departing in large numbers once again during the 1980s. It was only in the 1990s, when Ireland began to undergo considerable economic growth, that Irish emigrants started to return home. Accompanying them were thousands of

immigrants from Britain, the EU and the rest of the world. How has Ireland adapted to its increasingly multicultural society where immigrants now account for approximately ten per cent of the population? Also, how did Ireland's emigration and immigration experiences compare to its European neighbours? This course aims to use migration to shine a light on Irish society since 1945. With young people considering departing from Ireland once again because of reduced opportunities this course will provide a timely indicator of how emigration and immigration have shaped modern Irish society since 1945.

The Easter 1916 Rising and its Historians (HIS 31100): Dr Marnie Hay

The 1916 Easter Rising was a key event in the making of modern Ireland. In this module students will engage with historical problems related to the insurrection, how historians have debated these problems, how interpretations have changed, and why. By the end of the module, students will be able to analyse and evaluate different interpretations of the history of the 1916 rising, as well as present new arguments on particular problems.

Single Subject History

Level 1, Semester 1

Introduction to Historiography (HIS 10090): Professor Edward James

This module will introduce Single Honours History students to the practice of history, its sources and methodologies. Seminars will focus on a broad range of selected historical topics and periods, illustrating the variety of approaches employed by historians in the study of the past.

Essential reading:

John Tosh, *The Pursuit of History* 5th edition (Harlow: Pearson Longman, 2009).

Semester 1, Joint Level 2/3 module

Medicine, Culture, and Society (HIS 31030): Dr Catherine Cox

This module explores a series of ongoing debates within the social history of medicine. It examines sickness, disease and the provision of care in Britain and Ireland in a broad social, economic, political and cultural context. It focuses on the plurality of medicine in the eighteenth and nineteenth centuries, the 'medical marketplace', and the rise of medical institutions. It will look at the evolving relationships between doctors and patients, and the place of poverty, class, gender and ethnicity in these relationships. The course will also cover the impact of urban growth on changing patterns of disease and medical practice. Other themes include the rise of the medical profession in the nineteenth century, the impact of medical science on society, and the role of state medicine. The module will be taught through weekly seminars which students are required to attend. Emphasis will be on student-led seminars.

Semester 1, Level 2 modules

Using archives (HIS 20520): Dr Lindsey Earner Byrne

This module aims at providing students with a core understanding of the main archival holdings in Ireland, from UCD's own archives to the National Archives and other more specialised archives. The intention is to introduce students to the main collections in these archives, while also giving them a general understanding of how archives work and how they can be best utilised. This course seeks to provide students with confidence in accessing the main archives in their field of interest and equipping them with the knowledge required to make the most of these collections. Students will also be informed of the latest archival developments in relation to the digitisation of certain archival holdings and on-line archival sources. The course will also deal with issues of archival etiquette and examine the best ways of collecting archival information from digital photography to data storage.

Level 2, Semester 2

The Marathon (HIS 20250): Dr Eamon O'Flaherty

This is a directed reading module designed to introduce Mode I students to the reading and evaluation of primary source material. It seeks to train Mode I students to avoid anachronistic interpretation and to place the sources in their proper historical context. The topic for each year will be determined by the head of school.

Student Research Seminar (HIS 20530): Dr Edward Coleman

This module is designed to provide Single Honours History students with the opportunity of studying a selection of topics in medieval and modern history in depth. The topics will be chosen by students in consultation with the module coordinator and will derive from the Level 2 history modules taken in the first and second semesters. Each student will give an oral class presentation on a given topic and submit a written version of this as an essay at the end of the semester.

Level 3, Semester 1

Research Skills (HIS 30550): Dr Michael Staunton

The culmination of the Single Honours History BA is the writing of a major piece of historical research. This module takes students through the process of choosing a topic, planning a research strategy, learning how to negotiate archives and other primary sources, and beginning the work of preparing the dissertation. There will be seminars and meetings with the assigned dissertation supervisors.

Level 3, Semester 2

Conference (HIS31040): Dr Edward Coleman

Students will organise a one-day conference to be held in the School of History and Archives. The class will have collective responsibility for the planning, scheduling, and publicity of the event. Each student will make an individual contribution, consisting of a presentation on the topic of their dissertation. The presentations will then be written up, edited, and published as a volume of essays. This module will train students in key professional and academic skills, such as making presentation, organising events, and editing and publishing a collection of essays.

Dissertation (HIS 30990): Dr Edward Coleman

Following the research skills seminar in semester 1, students will commence the writing of their 10,000 word dissertation. There will be regular meetings with supervisors, who will expect to comment on one or more draft chapters which will be submitted by early March 2010 at the latest. Students will also be expected contribute to the organisation of, and participate in, a one-day Single Subject History conference to be held in the School towards the end of the second semester. The conference will involve students from all levels of the Single Subject degree programme. Level 3 students will liaise with Dr Edward Coleman over the organisation of this event.

Evening Arts

Crime and Punishment (HIS 20800): Dr Sandy Wilkinson

This course will explore crime, punishment and violence in Europe from 1500-1800. Themes to be covered will include profiling violent crime, martyrdom, iconoclasm, popular protest, massacre, witchcraft and violence perpetrated by and against women. There will be one lecture

every week intended to offer an introduction to the themes of the course. There will also be one small group seminar every week where we will explore (as a class) a rich variety of primary sources.

Popular Protest (HIS 20070): Professor Maurice Bric

This course will focus on the agrarian grievances of pre-Famine Ireland and the ways in which these were expressed and pursued through protest movements such as the Whiteboys, the United Irishmen and the Ribbonmen. It will also examine how these processes interacted with the evolution of the more “politically” focused concerns of the United Irishmen and Daniel O’Connell. As such, one of the main themes of the course will be to connect the “popular” and “political” and “nationalist” streams that informed public protest in contemporary Ireland.

Semester 2

From the French Revolution to the collapse of the Soviet Union, 1789-1991: A study of varieties of nationalism in modern Europe (HIS 20830): Dr Stephen Kelly

This module introduces students to the key ideas of nationalism within a pan-European context. It offers a wide overview of nationalism in several European countries from 1789 to 1991. France, Germany, Russia, Britain and Ireland are examined. Students are introduced to the birth of modern nationalism following the radical social upheavals of the French Revolution (1789) to the collapse of Communism in Russia (and the wider USSR) at the end of the last century. It offers a unique insight into the variations of nationalism. By comparing and contrasting the historical, political, economic, religious, social and cultural characteristics of each country the module permits students to question: how does one define ‘nationalism’? The history and politics of central modern nationalist ideologies are explored. The birth of Nazism in Germany and Fascism in Italy, together with the nationalist uprising in Ireland and the decline of Britain as a world superpower is explored. The history, politics and economic characteristics of each country is accompanied by an exciting examination of the use of art as an expression of nationalist identity.

War of the Sexes (HIS 20660): Dr Melissa Pollock

Men and women in medieval society struggled to come to terms with their identity and gender. The pressures on both sexes to conform to an ideal controlled in part by the Church complicated their political positions linked to land and power. This course will examine the different demands made on men and women and how each gender group responded to preconceived ideals.

***Note on core modules**

The university designates core modules as modules, which must be taken to graduate or progress in a certain programme. Optional modules refer, as the name suggests, to modules which students may or may not take as part of their degree.

In the School of History, some modules double up as core and optional modules. For example *War & Peace in the twentieth century* (HIS 20560) is a core module for History Major (25 credit) and History 30 credit Major students, as well as Single Subject History students and denominated entry History & Politics and International Relations students. It is an optional module for History 20 credit Minor students and for denominated entry Law with History students, who must choose two of the following four Level 2 modules:

- 1) *Land, Religion, and Identity: Ireland 1534-1691* (HIS 20130)
- 2) *War & Peace in the twentieth century* (HIS 20560)
- 3) *Islam and Christianity* (HIS 20460)
- 4) *American History* (HIS 20470)

Should you have any questions about this, please do not hesitate to contact Dr Christopher Prior (christopher.prior@ucd.ie)

6. Staff Profiles

Please see the links to our staff profiles, which are updated regularly:

<http://www.ucd.ie/historyarchives/staff/>