

# Syllabus 2009/10

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

## **Level 1 Core 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 Brown, *Medieval Europe: A Short History* (9th ed., 2002)

LIB CAT 940.1/HOL

George Holmes, ed., *The Oxford Illustrated History of Medieval Europe* (1988)

LIB CAT 940.1/HOL

*Doing History* (HIS 10050): Professor Michael Laffan, Dr Susannah Riordan

The module is designed to ease and accelerate students' transition from school to university, and to encourage them to look at History in new and exciting ways. It aims to show that History is not simply "the past" it is also what historians "do". Events which should be relatively familiar to most students, the 1916 Easter Rising and the beginning of the Irish Revolution, are examined from various standpoints. Among these are: a 'straight' narrative account of the background and course of the rebellion; a discussion of how and why historians have approached it in different ways, and how these ways have changed over time; an assessment of the different types of evidence they use, and of how reliable the evidence is likely to be; and a preliminary investigation of the differences between primary and secondary sources. This will lead to discussions about some practical aspects of studying History

### Semester 2

*Modern Europe, 1500-2000* (HIS 10070): Dr Sandy Wilkinson, Dr Robert Gerwarth

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.

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

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 Modules**

### Semester 1

*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).

*War & Peace in the twentieth century* (HIS 20560): Dr William Mulligan

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* (5<sup>th</sup> edn, 2006)

### 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 on to 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.

*American History* (HIS 20470): Professor Maurice Bric, Professor David Doyle, Professor Adam Sheingate

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.

### **Level 3 Core 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*, Longman, London, 1995.

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

T. Charles-Edwards, *Early Christian Ireland*, Cambridge University Press, Cambridge, 2000.

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

*The Irish Experience* (HIS 30150): Dr Lindsey Earner-Byrne, Dr Susannah Riordan

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 University Press, 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).

### Semester 2

*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)

*Interwar Europe: a cultural history* (HIS 30620): Dr David Kerr, Dr Judith Devlin

This module explores the cultural politics of the inter-war years, analysing key developments in European society, cultural production and reception. Topics will include the new woman, mass culture and the city, propaganda and mass mobilisation, cinema and society.

### **Bundle 1 (Semester 1)**

*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* (OUP, 2007)

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

*Australia’s Empire* (HIS 20330): Professor Stuart Ward

This course seeks to unravel the enigma of imperialism in Australian history. As the title implies, it raises the fundamental question of empire and historical agency. For over a generation, Australians have become accustomed to thinking of the “British” Empire as something external to Australian historical experience – a passing phase which, although crucial to Australia’s origins,

was primarily driven by impulses and agencies students to consider how “Australia’s Empire” was as much the project of the colony as of the metropole, as much the product of the Australian imagination as of the British Colonial Office. Several key issues will be addressed. Most fundamentally, there is the enduring theme of European culture, material and ideas transmitted to a colonial setting and thereby transformed. The Australian colonies were never mere `repetitions of England; as Anthony Trollope would have it (“English life all over again”), but places with their own internal dynamic and agency. Secondly, “Australia’s Empire” reflects the many ways in which “Empire” meant different things to Australians in comparison with their British (and for that matter, other settler-colonial) counterparts. While settlers inevitably brought metropolitan attitudes and orientations with them, they would nonetheless adopt a conception of Empire and Britishness that was subtly attuned to their colonial coordinates. Thirdly, the course foregrounds the role of originating overseas. This course, however, invites Australians as Empire-builders themselves, not only in asserting their sovereignty over the Australian continent and its Indigenous peoples, but also in promoting an imperial programme of their own in the Pacific.

*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* (Massachusetts, 1997).

*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*, (Yale University Press, 1994)

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

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

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

*Tsarist Russia: the road to revolution* (HIS 20590): Dr Judith Devlin

The course explores key questions in 19th century Russian history, asking whether Russia's collapse into revolution in 1917 was inevitable. Russia's pre-revolutionary rulers (like their Soviet successors) were aware of the need to modernise and reform and twice attempted revolution from above (under Peter the Great and in the later 19th century). We ask if this effort was necessarily doomed to failure and, if so, whether it was the revolutionary intelligentsia that posed the greatest threat to the regime or the forces of modernisation (or of backwardness). Ultimately, we ask why Russia did not follow the path of development in the twentieth century of western Europe and successfully embrace capitalism and democracy. Educated Russians for generations excoriated Tsarist rule, some celebrated revolt or expressed their alienation and criticism in works of literature and art, others plotted revolution. Others rejected these attitudes and imagined other paths of development for Russia. We will examine these debates, using political, literary and artistic sources to explore Russians' own understandings of these questions and the regime's response to them.

Suggested readings:

Geoffrey Hosking, *Russia: People and Empire* (1997). For the undaunted and to dip into, the rather wayward Orlando Figes, *Natasha's Dance: a Cultural History of Russia* (2002). Best of all read one of the Russian novels we'll discuss or allude to: Ivan Turgenev, *Fathers and Sons* (1862), Fedor Dostoevsky, *The Demons* (1872) or *Crime and Punishment* (1866). Finally, warmly recommended are the memoirs of Alexander Herzen, translated into English under various titles, most accurately *My Past and Thoughts*.

*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*, Batsford, London, 1973.

Lib. Cat. 941.501/BYR & mult.copy

T. Charles-Edwards, *Early Christian Ireland*, Cambridge University Press, Cambridge, 2000.

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

*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* (2007 edn)

*The emergence of modern Canada* (HIS 20630): Professor Raymond Blake

This is an introductory course to the history of Canada from Confederation in 1867 to the present. It offers a broad survey in the political, economic, and social development of Canada. It will consider how Canada emerged from a British colony to become a sovereign, independent nation. It will examine such topics as Confederation, John A. Macdonald's National Policy, western settlement, the rise of urban, industrial Canada, the impact of World War I, society and politics during the 1920s, the Great Depression, the Second World War, the rise of Quebec, the plight of Canada's indigenous peoples, regionalism, multiculturalism, Canada's relationship with the United States, and Canada's place in the world.

### **Bundle 2 (Semester 1)**

*Biography and autobiography in the Middle Ages* (HIS 30610): Dr Michael Staunton

This course looks at how people in the Middle Ages viewed their lives and those of others, as expressed in their own words. An examination of medieval biography and autobiography reveals a view of the human being which is in many ways radically different to our own, but at the same time shows the roots of modern notions of the individual. Looking at sources from Ireland, England, France and Germany, the course will cover such topics as: royal biography and propaganda; saints and the supernatural; women and society; the 'discovery of the individual'.

Suggested readings:

B. Smalley, *Historians in the Middle Ages* (1974), ch. 5: 'Royal Biographies in the Middle Ages' [GEN 907/SMA]

Gransden, A., *Historical Writing in England c. 550 to C. 1307* (1974) [GEN 907/GRA]

*English Historical Documents, I: 500-1042*, ed. D. Whitelock (1979), *II: 1042-1189*, ed. D. C. Douglas and G. W. Greenaway (1981) [HSM 942.00021/ENG]

*Italian City States* (HIS 30600): Dr Edward Coleman

This module covers the political, social and cultural history of northern Italy between the twelfth and the fourteenth centuries. In this period a distinctive and vibrant urban civilisation developed in Lombardy and Tuscany. Particular attention will be given to the study of major cities such as Florence and Siena. The module will deal with topics such as institutions, government and law, civic religion, family structure, factional conflict and vendetta, education, trade and commerce, public and private space, crime and punishment, class consciousness, material culture and demographic trends. Original sources in translation will be used extensively as study aids.

To gain a flavour of the kind of source material produced during the period see Trevor Dean, ed., 'The towns of Italy in the Later Middle Ages', Manchester, 2000. A short study trip to Florence and Pisa is planned as part of this module. This will be a voluntary activity and will not be assessed for credit. However, all students registered for the module are very strongly encouraged to attend as it will provide an opportunity to actually see many of the locations under study and will significantly enhance understanding and appreciation of the course material.

*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.

*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).

*De Valera's Ireland* (HIS 30820): Professor Diarmaid Ferriter

This course will provide an overview of the social history of Ireland from 1920 to 1970. It will examine social history in the context of the evolution of Irish political culture and the institutions of the independent state, neutrality during the Second World War and the Irish experience of health, welfare, religion, education, emigration, sport, popular culture, and feminism. It will focus on the most up-to-date scholarship on these subjects, the extent to which there was a divergence between rhetoric and reality in the quest for an Irish identity after independence and the implications of the failure to develop a successful economy for much of the period.

### **Bundle 3 (Semester 2)**

*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)

*Politics of health care in 20<sup>th</sup> century Ireland and Britain* (HIS 20640): Dr Tom Feeney

This module explores the origin and development of state healthcare provision in twentieth century Britain and Ireland. It will examine sickness, disease and the provision of care in a broad social, economic, political and cultural context through analysis of early examples of state welfare and changes in healthcare provision. It will consider state healthcare from the creation of the poor law and assess the impact of voluntarism, changing patterns of disease, war, urban growth, social legislation and advances in medical science. It will consider the evolving relationships between local and central government as well as the interaction between doctors and patients with the attendant issues of poverty, class, gender and ethnicity. Finally, it will consider the changing priorities of political elites in relation to public health provision and in this context it will examine how the independent Irish state legislated for the health of the nation after 1922.

Suggested readings:

Barrington, Ruth, *Health, Medicine and Politics in Ireland 1900-1970* (Dublin, 1987)

Berrios and Freeman (eds), *150 years of British Psychiatry, Vol II: the aftermath* (London, 1996)

Porter, Dorothy, *Health, Civilisation and the state: A History of Public Health from Ancient to Modern Times* (London, 1999)

Robins, Joseph, *Fools and Mad: A history of the insane in Ireland* (Dublin, 1986)

*The Church in Reformation Ireland* (HIS 20620): Dr John McCafferty

'Ireland is riven by sectarian hatred.' Behind this simple, and simplistic, assertion lie many centuries of engagement with Christianity and Christian churches. This course examines religious change and belief in the late middle ages and the early modern period from the standpoint of the believer. Why did people believe in God? How did they communicate with God? How did they attempt to save their souls? How did they come to believe that their salvation also meant the damnation of others? In Ireland in 1500 all of the people of the island were of one faith. By 1641 some were prepared to kill those who weren't of the same confession. This course examines the way in which people came to take up the sword to preach their version of the gospel.

Suggested reading:

J.A. Watt, *The church in medieval Ireland* (2nd ed., 1998)

*The American Presidency* (HIS 30850): Professor Adam Sheingate

This course is an introduction to the study of the American presidency. It assumes a basic understanding of the American political system. The course is divided into three parts. In the first part of the course, we explore the evolution of the modern presidency. In particular, we examine how the office of the presidency became the central focus of the American political system. We will also pay attention to how the presidency developed various resources beyond the formal constitutional powers of the office such as party leadership, control of the executive, and relations with the public. In the second part of the course, we examine the operation of the presidency since 1945 in greater detail. In particular, this section explores how presidents have dealt with conflicting roles and responsibilities such as head of party, head of state, and head of government, as legislative leader, chief executive, and commander in chief. In the third part of the course, we will explore the sources of successful presidential leadership. In particular, we will examine whether presidential leadership hinges on constitutional authority, personal skill, or an incumbent's position within a larger partisan context of American politics. We will apply these competing explanations of presidential leadership to recent American presidents. We will conclude with a consideration of presidential "greatness" and ask whether such a goal is

attainable (or desirable) given the complex institutional and political environment contemporary presidents must confront.

*The Third Reich* (HIS 30860): Dr Robert Gerwarth

This course explores the political and cultural history of Nazi Germany. It will focus on 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.

*Irish Foreign Policy* (HIS 30790): Professor Michael Kennedy

Using the primary source documents of the first three volumes of the Documents on Irish Foreign Policy Series available online on [www.difp.ie](http://www.difp.ie) this module will examine the foreign policies of the Sinn Féin and Cumann na nGaedheal governments. It will focus on issues and themes such as: 1: The structure and nature of the Department of Foreign/External Affairs 1919-1932; 2: 'A place amongst the nations': the foreign policy of Dáil Éireann; 3: Negotiating the 1921 Anglo-Irish Treaty; 4: The foreign policy of the civil war. 5: The role and value of the League of Nations in Irish foreign policy: 1923-1932; 6: The Commonwealth and Dominion status; 7: Bilateral relations: The Holy See; 8: Bilateral relations: The United States; 9: Bilateral relations: Weimar Germany; 10: 'de Valera's inheritance': the scope and achievements of Irish foreign policy by 1932. Students taking this module MUST have a wireless enabled laptop which they can bring to and use in seminars. While a detailed reading list will be provided at a later stage, the short historical introductions to volumes I, II and III of DIFP (not available online - hard copy volumes only) will more than suffice by way of introductory reading.

Suggested readings:

Ronan Fanning et al, *Documents on Irish Foreign Policy*, volumes I, II, III introductions.

Michael Kennedy and J.M. Skelly (Eds), *Irish Foreign Policy (1919-66)* chapters 1-3

Dermot Keogh, *Ireland and Europe, 1919-89*, chapter 1

Michael Kennedy, *Ireland and the League of Nations 1919-46*, chapter 1 to 6.

David Harkness, *The Restless Dominion*.

#### **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)

*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.

*Money, manias, and madness: financial speculation in the 17/18<sup>th</sup> centuries* (HIS 30830): Dr Patrick Walsh

The history of financial speculation in late seventeenth and early eighteenth century Ireland, Britain and Europe. This module will investigate the wave of financial crashes and speculative manias that swept through Western Europe in the period c.1630-c.1720. Included will be in-depth analyses of the tulip mania that gripped the Dutch Republic in the 1630s, the Scots' attempt to establish a colony in Panama in the 1690s, and the infamous Mississippi and South Sea schemes of 1720-21. Particular attention will be paid to establishing the context for these manias and bubbles, locating them in the broader context of a European financial revolution, and the emergent international capitalist system. The wider role of investment, consumption, stock jobbing etc in contemporary society, particularly in Britain and Ireland will also be examined. Responses to these often dramatic rises and falls in fiction and art will also be examined, through the medium of such figures as Daniel Defoe, Jonathan Swift, and William Hogarth.

Suggested reading:

Mackay, Charles, *Extraordinary Popular Delusions and the Madness of Crowds* (Wordsworth ed. 1995)

Henry Roseveare, *The financial revolution 1660-1760* (London, 1991).

Charles P. Kindleberger, *A financial history of western Europe* (2nd ed. Oxford, 1993).

*Madness and Civilisation* (HIS 30400): TBC

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 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 American Civil War* (HIS 30230): Professor David Doyle

Many Americans see the Civil War (1861-65) as the central event of their history. Unlike the French, British, and Mexicans before them, the USA could not peacefully restrict or eliminate slavery, partly because of their very democracy and the Federal system of dispersed power. The ensuing war re-defined American nationality, streamlined federalism and the party system,

modernised war-making, set the country on the path to a real civil service and to a professional peacetime army and navy, and cleared the way to great power status. It cost around 660,000 lives and freed four million slaves and their descendants. The purposes of the course are to study the failure of peace between 1850-61, and to analyse the patterns of the war and the causes of Union victory, 1861-65. One half of the course is given to each part.

Suggested reading:

Those who have no previous exposure to 19<sup>th</sup> c. America should begin with a clear text-book structure around which to build their future reading. The shorter chapters in Maldwyn A. Jones, *The Limits of Liberty*, 10 through 13 or in Alan Brinkley's *Unfinished Nation*; and the fuller treatment in Bernard Bailyn, *Great Republic*, v. 1, chapters 14, and 16 through 21 or Paul S. Boyer *et al.*, *The Enduring Vision*, 5<sup>th</sup> ed., chapters 12 through 16.

Few scholars write will of both the pre-war politics and also on the war itself, in clear and short compass. Gabor S. Boritt, ed., *Why the War Came* (1996) and Brooks D. Simpson, *America's Civil War* (latest ed. is 2009) stimulate on these topics.

*Australians at War* (HIS 30780): Professor Katie Holmes

This subject will focus on Australia's involvement in the major wars of the 20th century: WWI, WWII, Vietnam, and end with Australia's involvement in the Gulf war and its developing role as "peacekeepers" in conflict zones, most notably in East Timor. It will ask why Australia has become involved in the major wars, the changing nature of the relationship with Britain and the US, and the impact Australia's position in Asia has had on its military engagements. The subject will look at the ways war has been remembered in Australia and how it has shaped Australian society. It will connect with the substantial Irish literature on war memory and national identity, and will explore the relationships between gender, race, war and nationalism.

*The Irish Revolution* (HIS 30120): Professor Michael Laffan

The module examines the interaction of different groups (in particular unionists, moderate and radical nationalists, and the British), the causes and impact of events (such as the Home Rule Crisis, the Easter Rising, and the Treaty), and patterns of continuity and discontinuity in the period spanning the First World War. Students will become familiar with the complexity of the issues involved and with the range of interpretations.

*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*

*Mussolini and Fascist Italy* (HIS 30690): Dr David Kerr

Through lectures and student led seminar debates this module will examine the history of Fascism in Italy, its impact on Italian society, and the ways in which it has been remembered in Italy since 1945. Seminars will be devoted to the discussion of conflicting interpretations of the origins of Fascism, its political development and ideology, its social and economic policies and their

impacts, the question of Fascist culture, Fascist foreign policy, the Italian experience in the Second World War, the collapse of Fascism and the 'civil war', 1943-1945.

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

This course examines the Russian revolution not merely as a political revolution but as a longer-term social and cultural revolution. The revolutionaries hoped to transform human nature and relations, culture and thought. We will explore how they attempted to realise their goals and the impact of their ideas on Soviet Russia. Topics will include Soviet propaganda and mythologies of power, cinema and visual culture, the position of women and the intelligentsia, Stalinism and the Stalin revolution, the Terror and the Gulag, 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).

*The birth and death of Yugoslavia* (HIS 30800): Dr Paul Newman

This module gives you the chance to study one of the twentieth century's most fascinating state-experiments and account for its ultimate failure. The course analyses the state of Yugoslavia from its creation in 1918 (including pre-war and war-time precedents) to its breakup in the Yugoslav civil wars of the 1990s. The main peoples, their historical traditions and their perceptions, are introduced: Serbs, Croats, Slovenes, Montenegrins, and Muslims, as a way of understanding the difficulties and the circumstances which galvanised them into one entity at the end of the First World War. After this, the module is split into two main parts which study Yugoslavia in its two incarnations in the twentieth century: the interwar parliamentary kingdom and the post-1945 socialist state. In the first part, we will assess how Yugoslavia was created, efforts to stabilize the interwar state, and the descent into civil war and ethnic cleansing from 1941-1945. The second part will study Tito's Yugoslavia, its position in Cold War politics, ideological and economic experiments, the re-emergence of nationalism, and the splintering of the state in the Serbo-Croat, Bosnian, and Kosovo wars of the 1990s. Due attention is given to assessing the wars which ended the century, and you will study them in the context of long-term memories held by those who lived in the former Yugoslavia. By the end of the course, you will have been introduced to the key arguments and debates surrounding the history of Yugoslavia. You will have a good understanding of the key issues concerning twentieth century nation-building in a multi-ethnic context, and you will have considered the roles played by historical memory, violence, and ethnic cleansing in the region.

*Nationalism and identity in modern Canada* (HIS 30810): Professor Raymond Blake

This purpose of this course is to consider how Canada struggled to develop a sense of nationalism and identity given its close ties to both Great Britain and the United States. Canada began as a colony of European nations and continued to live in the shadow of the British Empire/Commonwealth until well into the 20th Century. As the British influence declined, the influence of the United States increased. This module will examine Canada's struggle for political and cultural independence since it became a nation in 1867. It will also consider the plight of Canada's First Nations and the province of Quebec for greater autonomy in a predominately English and British society, and examine how Canada has dealt with seriously regional, ethnic, and linguistic differences.

## **Singles Subject History**

### Level 1, Semester 1

*Introduction to Historiography* (HIS 10090): Dr John McCafferty

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.

Suggested reading:

Richard Evans, *In defence of history* (1997)

### Semester 1, Joint Level 2/3 modules

*Visual sources for historians* (HIS 30660): Professor Edward James

This module will introduce Single Subject History students at Level 2 and Level 3 to the different ways in which historians can utilise visual and material culture to help them understand the period in which they are interested. Individual seminars will be offered by members of the School of History and Archives, and by some outside the School, on such types of evidence as film, maps, paintings, works of architecture, archaeological artefacts, and so on. There will be at least two site visits during the semester, to places such as the National Museum and the Chester Beatty Library.

Suggested readings:

Sarah Barber and Corinna Peniston-Bird, eds, *History Beyond the Text* (Routledge Guides to Using Historical Sources, 2009)

Karen Harvey, ed., *History and Material Culture* (Routledge Guides to Using Historical Sources, 2009)

*Revolutions* (HIS 30720): Dr David Kerr

Focusing essentially on Modern Europe, this module will analyse the modes in which historians, helped and hindered by sociologists and political scientists, have approached the phenomenon of revolution. Themes selected will include: the social and economic origins of revolution; the role of revolutionary parties; revolutionary violence; revolutions, constitutions and the concept of rights. All seminars will be student-led. The class will be divided into groups and asked to prepare weekly presentations on case studies or seminal texts.

### 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 other 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

*Dissertation* (HIS 30260/30270): Professor Edward James

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

## **Evening Arts**

### Semester 1

*The origins of the First World War* (HIS 3008E): Dr William Mulligan

The American diplomat and historian, George Kennan, once described the First World War as the seminal catastrophe of the twentieth century. Why war broke out in 1914 is one of the most debated questions in modern history. This course will explore the development of international relations before 1914, examining the geopolitical rivalries between the great powers, the military preparations for war, the influence of public opinion, and the emergence of a global economy. The course will assess the recent controversies over the origins of the war, asking whether war was the probable outcome of developments in international politics in the early twentieth century.

Suggested reading:

James Joll, *The origins of the First World War* (3 edn, 2007)

*The Irish Revolution* (HIS 3009E): Professor Michael Laffan

The module examines the interaction of different groups (in particular unionists, moderate and radical nationalists, and the British), the causes and impact of events (such as the Home Rule Crisis, the Easter Rising, and the Treaty), and patterns of continuity and discontinuity in the period spanning the First World War. Students will become familiar with the complexity of the issues involved and with the range of interpretations.

### Semester 2

*Tudor England* (HIS 3010E): Dr Ivar McGrath

This is a general survey module aimed at providing students with a good understanding of Tudor England. Commencing with the accession of the first of the Tudor monarchs, Henry VII, in 1485, the module follows a traditional chronological approach, examining the reigns of Henry VIII, Edward VI, Mary and Philip, and Elizabeth. Central topics are examined within that framework, such as the Henrician Reformation, the Marian Reaction, the Counter-Reformation, the Elizabethan Reformation, and the Union of the Crowns. Relevant primary source documents, images and paintings will be studied throughout the module, covering topics such as public protest, riot and rebellion; the Reformation; literature; theatre; and art and architecture.

Suggested readings;

Bucholz, R. & Key, N., *Early Modern England 1485-1714: A Narrative History* (2004).

Elton, G. R., *England under the Tudors* (1955; 1991).

Guy, J. A., *Tudor England* (1988).

*The Third Reich* (HIS 3007E): Dr Robert Gerwarth

This course explores the political and cultural history of Nazi Germany. It will focus on 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.