

UCD School of History's Syllabus

Welcome to the School of History's Syllabus!

As you will see, the School of History teaches a wide range of modules, from sweeping surveys at level 1 to research-led modules at level 3. The syllabus introduces students to broad overviews and major themes in history before focusing more closely on particular areas of interest. Our teaching covers history from the early middle ages to the late 20th century. Themes and approaches range widely, including modules on political, social, cultural, global, and intellectual history and the history of medicine, science, and sport. We offer modules on the history of Ireland, East Asia, Europe, the Middle East, Russia, and the United States.

This document provides an overview of modules open to students studying history at UCD. Students on the 4 Year BA Humanities pathways take additional core modules. For more details on these pathways and modules, please click here:

<http://www.ucd.ie/history/study/undergraduateprogrammes/>

First Year

History students select from the following modules in first year.

Creating History HIS10390 Autumn/Spring

You will study in a small group with a historian to develop the critical thinking and research skills that are essential to the study and the writing of history. The module will examine the relationship between what happened (or what might have happened) in the past and how we think about it now. We will attempt to look behind the scenes of the history books, articles, documents, films and other sources that you will encounter during the course of your studies and ask how history is written and debated. We will ask what history is, what a historian is, and what exactly historians do.

Modern Europe 1500-2000 HIS10070 Autumn

This module offers a sweeping introduction to some of the momentous changes which have taken place in Europe over the past five hundred years. It explores some of the major landmarks in Europe's social, political, and economic development: the development of European Empires, religious change, witchcraft, the industrial revolution, democratic change, war in the modern world, the Cold War and socio-cultural change since 1945. There will be one lecture every week which will introduce students to these themes, but the heart of the course lies in the seminars. Here, students will be encouraged to challenge interpretations of the past, to debate ideas and to draw on primary evidence.

Ireland's English Centuries HIS10310 Autumn

In 1460 Ireland was a patchwork of lordships including an English Pale, by 1800 the country was poised to enter a United Kingdom with England and Scotland. In 1460, all Irish people shared the common religion of Western Europe, by 1800 three groups – Catholics, Protestants and Dissenters dominated. In 1460, only a tiny number did not speak Irish, by 1800 English was spoken by well over half the population. During these 340 years Ireland experienced massive transfers of land-holding, invasions, bitter civil war and a huge expansion of population. This module explains the complex blend of identities, allegiances and social changes that shaped the past and continue to shape the Irish present.

Radicals & Revolutionaries HIS10450 Autumn

What does the world look like when viewed from the perspective of those who seek to challenge the status quo? How do provocative and disruptive ideas emerge, take root and ultimately re-shape the world around us? And why do others become contested, discredited or otherwise unappealing? Join us on an exploration of key moments in global history where challenges to dominant 'western' ideas, social norms, political hierarchies and cultural behaviours have shaken accepted truths, myths and realities. This course offers an introductory overview to eight critical episodes from the nineteenth to the early twenty-first centuries, travelling around the globe to take in North, South and Latin America, the Middle East, Russia, and Africa. In doing so, we will encounter individuals, groups, communities and states who have sought to confront the mainstream by proposing radical social and political alternatives.

Rome to Renaissance HIS10080 Spring

This module provides an introduction to European history during the middle ages, from the fall of Rome in the fifth century to the Renaissance of the later fourteenth and fifteenth centuries. The middle ages, once dismissed as a time of stagnation and superstition, is now regarded as an exciting period of ferment, innovation and creativity. The social, political and cultural foundations of modern Europe were established in the middle ages, and the modern era cannot be understood without an awareness of this formative millennium. But equally, the study of the middle ages often means encountering the strange and unfamiliar, and this too is an essential part of being a historian. This course will study the period by focusing on a range of significant events which illustrate some of the most important developments of the period. These include the sack of Rome by barbarians, the influence of the Irish on the conversion of Europe to Christianity, the trial of Joan of Arc, and Columbus's 'discovery' of America. By the end of the trimester not only will you have a grounding in medieval history, society and civilisation, but you will have experience of dealing directly with historical evidence, and evaluating and interpreting it in order to reach conclusions about events and people from the past.

The Making of Modern Ireland, 1800-2000 HIS10320 Spring

This course takes students through two centuries of modern Irish history, examining key events, themes and milestones from the Act of Union between Britain and Ireland in 1800 to the collapse of the Irish economy in the early twenty-first century. It covers political, social, economic and cultural dimensions of Irish history during tumultuous times, the experience of Anglo-Irish relations, Catholic emancipation, famine, the evolution of Irish nationalism and unionism, the land war, the revolutionary upheavals of the early twentieth century, the impact of partition, the quest for sovereignty in the Free State, the experience of life in the Republic of Ireland and Northern Ireland, and continuity and change in the latter part of the twentieth century.

The United States, 1776-1991 HIS10440 Spring

This module explores the development of the United States from the founding of the republic to the end of the Cold War, from the creation of a federal government with limits on its powers to the emergence of the United States as a sole superpower. Particular attention is paid to the evolution of government in the United States and the development of distinct ideas about American national identity. Students will explore the issues and ideas that led to the thirteen colonies uniting to form a new country, and they will consider the ways in which expansion westwards impacted American identities and national purpose. The Civil War of 1861-1865—the bloodiest conflict in American history—and its aftermath led to the ending of slavery but did not end racial division and White supremacy. Immigration, economic growth and overseas expansion in the late 19th century began the process of transforming the United States from a regional to a world power, while World War II and the Cold War dramatically altered both government and society. Students will closely examine

one journal article per week to explore questions of government, race relations, political identities, and Americans' engagement with the world over an extended period of time.

Second Year (Level 2)

In Second Year, students select from the following modules:

History Today HIS21140 Autumn

This is a module that explores the place of history in society. Drawing from podcasts and blogs and news websites as well as from academic histories, it looks at how historians work and how this work fits into the modern world. Historians have adopted a variety of different approaches to their studies and have often disagreed about the causes, meaning and implications of certain historical events. For some, ideas about the past have been shaped by political beliefs, by the application of political ideologies and philosophies, popular culture and by the desire to produce a more inclusive version of history, focusing on the experience of the working classes, women, racial minorities and other groups marginalised in established accounts. This module examines how the writing of history has evolved over time and also assesses how states, nations and institutions use history for their own end. It asks how history is used, and is consumed, by the public. It asks, also, what informs people's attitude to the past? Is it shaped by the history of historians? How and why do we remember the past? When and why do we invoke history? If historical memory evolves, what forces tend to influence it? Ultimately, what is the function of history and historians in wider society today?

Islam & Christianity HIS20460 Autumn

The first part of the module will examine how Muhammad's revolutionary new message gave rise to a vibrant new religion and culture and brought about enormous change in Arabia. The expansion of Islam in the Middle East and North Africa and its impact up to c.750 CE will also be investigated. The second part of the module will consider the continuation of the Arab conquests in the Mediterranean and southern Europe between the 8th and 10th centuries CE, the interaction between Latin Christendom and the Islamic world and the Christian resurgence of the 11th century. Throughout the module students will have the opportunity to read a selection of primary sources including key Arab and Christian narrative histories of the period; religious and legal texts, literature, letters and epigraphy.

Statecraft & Strategy HIS20950 Autumn

Europe or Western Christendom as it was more generally known underwent a major transformation following the fall of Constantinople – the capital of the Byzantine Empire or Eastern Christendom in 1453. It was a crucial time – a life or death moment for Europe. Faced with the real prospect of conquest by the overwhelming power of the Ottomans and their allies, European Society, riven by dissension and crippled by mediocrity faced an existential crisis. Yet against the odds, individual personalities at different times such as, for example, Isabel de Castilla, Pope Julius II, Armand Cardinal Richelieu of France, Friedrich-Wilhelm von Brandenburg, and Maria Theresa and Wenzel von Kaunitz of Austria emerged to give serious leadership in politics, culture, military strategy and diplomacy. The impact of the political and legal ideas of Machiavelli, Vittoria, Erasmus, Hotman de Villiers, Montesquieu, Lipsius and Spinoza for example, upon the exercise of power will be assessed. This module examines who the great personalities of the age were, and who and what formed their mindsets and inspired them to the significant achievements that reversed the rot, rescued their peoples and brought about the rise of the nation-states as great powers with political and cultural influence on the world stage from the sixteenth to the twentieth centuries.

Landscapes Remade HIS21180 Autumn

In Ireland, as internationally, the period from 1500 to 1800 was characterised by major political, economic and social change. Recently, historians have placed increasing emphasis on the impact of early modern environmental and demographic transformation at a time of sustained political upheaval and social reorganisation. In the three centuries between 1500 and 1800, Ireland was subject to a complex process of evolution from an essentially rural island controlled by diverse Gaelic and Anglo-Norman lordships to an island dominated politically by a colonial elite who effectively differed from the native population in terms of ethnicity, language, religion and financial status. This module examines the transformation of Ireland in the period 1500 to 1800 from the perspective of migration and environmental change. In particular, the module considers how changes in demography, land ownership, land management, climate change, urbanisation and commerce significantly reconfigured Ireland's landscape and environment.

Modern China Since 1600 HIS21220 Autumn

This survey course is designed to give students an introduction to the history of modern China from the Qing Dynasty to the end of the twentieth century. It is organised both chronologically and thematically, giving students an understanding of the key forces that have shaped modern China as it has emerged today. The module seeks to help students understand the dramatic changes in modern Chinese history through a critical engagement with a wide variety of visual, documentary, literary, audio and film primary source material. In particular the module highlights key themes in modern Chinese history including: Gender, War and Revolution. We will consider the violence that has characterised modern Chinese history ranging from the Manchu Conquest of 1644 to the Taping Rebellion, the Second Sino-Japanese War and the Chinese Civil War. We will also study reforms and revolutions from the 1911 Revolution which ended the Qing Dynasty to the establishment of the People's Republic of China in 1949, the Cultural Revolution and Reform and Opening from 1978. We will examine the changing position of women from practices of footbinding in Late Imperial China, to the emergence of the 'New Woman' in the early twentieth century, women's status in Mao's China and feminism in modern China today. Throughout the module students will engage with recent debates in the literature and will be asked to think critically about the relationship between Chinese modernity, the 'west' and gender in China's turbulent twentieth century of wars and revolutions.

French Colonial Empire HIS21310 Autumn

This module is a broad survey, examining the political and social history of the French colonial empire in North Africa and Indochina in the nineteenth and twentieth centuries. There will be a particular focus on Algeria and Vietnam, but the lectures will also cover Tunisia, Morocco, Cambodia and Laos, as well as the broader history of the French empire where appropriate.

Was there a French imperial project, one and indivisible? Or did France adapt her colonial policies in response to the different traditional societies and cultures she encountered in Africa and Asia? What were the differences and similarities between the experience of French colonial rule for the peoples of North Africa and Indochina? How did colonial elites negotiate their relationship with French culture? How did France establish and police racial hierarchies? Did French rule produce economic benefits, and if so, for whom? What roles did violence play in French colonial domination and why were the wars of liberation in Vietnam and Algeria so protracted and bloody? What factors lead to the military triumph of the Viet Minh and the Front de Libération Nationale?

To answer these questions, the module is divided into three parts. Part one deals with the creation of the empire, colonial war in the nineteenth century, and the motivations and justifications for colonial expansion. Part two examines in detail the relatively peaceful 'golden age' of empire between the turn of the twentieth century and the outbreak of the Second World War. Part three covers the process of decolonisation from the ruptures caused by the Second World War through the First Indochina War (1946-1954) and the Algerian War (1954-1962). The approach will be comparative throughout. The lectures will provide a chronological framework, a basic political

narrative, and an introduction to the topics in social and cultural history which will be discussed in greater detail in the seminars.

Nazi Germany HIS20820 Spring

The course provides an overview over some of the most important aspects of Nazi Germany – covering political, cultural, social and military history. The module provides insights into one of the darkest, most disturbing and most formative periods of modern European history.

The module aims to pay particular attention to different and conflicting interpretations of how the Third Reich came into being and why Hitler's dictatorship proved to be one of the most murderous in history. Particular attention will be paid to racial thinking, the Holocaust and the question of European collaboration with the Nazis. The module aims to improve the students' capacity to engage with historical interpretations and different methodological approaches.

Living Loving & Dying in 19th Century Ireland HIS20960 Spring

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, crime and punishment, 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.

Celts, Romans & Vikings HIS21240 Spring

Early Irish history is often thought of as a Celtic golden age of art and culture, brought to an end by Viking invaders. The reality was very different. Irish identities were formed by contacts with neighbours and newcomers, some peaceful and others violent. This module will examine three core themes. Was Ireland Celtic? How did the Romans influence the peoples of Ireland, their religion and politics? What was the impact of the Vikings? How did they transform Ireland and what were their legacies? The module will offer a fresh way of thinking of the Irish past and will challenge myths of exceptionalism and insularity.

A History of Anti-Immigration HIS21260 Spring

Nativism and anti-immigration (both terms will be used interchangeably) refer to people's opposition and/or hostility to immigration or minorities. These terms have appeared repeatedly in explanations put forward to explain Brexit and Trump's victory. But they have a much longer history. This course will examine nativism since the mid-nineteenth century around the world, starting with the fallout from anti-Chinese protests at goldmines in Australia. We will look at the American anti-Chinese movement, South African efforts to exclude Indian immigrants, moves towards restrictionism in the late nineteenth and early twentieth century United States, anti-Semitism in the inter-war period, and the varying treatment 'postcolonial' migrants, 'guestworker' immigrants and people in search of asylum in Europe received after 1945. The course will try to understand why anti-immigration rhetoric became prominent at certain times. Do people, political parties and certain media outlets communicate hostility towards immigrants and minorities more for economic or cultural (identity) reasons? Is anti-immigration inevitable when extensive immigration takes place? Is nativism bottom-up or top-down – that is, does it come from normal people reacting to economic and societal pressures or is it due to the arrival of charismatic politicians saying things that established parties will not? Why do men tend to vote for anti-immigration parties more so than women? Why do higher educated people vote less frequently for anti-immigration parties? What role has the media, including social media more recently, played in the rise of anti-immigration sentiments?

Northern Ireland, 1920-2010 HIS21120 Spring

This course will chart the history of Northern Ireland from its foundation through state building, war, civil rights, sectarian conflict, and the peace process. Relative to its size, Northern Ireland is arguably the most studied and analysed place on earth in the twentieth century. Partition is by no means a phenomenon unique to Ireland. Germany, India, Korea, and Sudan are among the most prominent examples of a phenomenon that has been a major component of the twentieth century world. The Northern Irish troubles witnessed the deaths of 3,636 people between 1966 and 1999. The conflict has been a defining moment in the modern histories of Northern Ireland, the Republic of Ireland, and Britain. In being a resolved conflict, the solution arrived at in 1998 has become a template for peace processes the world over. 1998 initiated a peace process rather than concluding a peace settlement. That peace has been at times unstable, fragile, and imperfect. This course will progress past the Good Friday Agreement, examining the history of near contemporary Northern Ireland to examine how power sharing, decommissioning, and cultural demobilisation have shaped a new polity, asking what changed and what stayed the same.

Third and Fourth Years (Level 3)

Whether taking the BA Arts (3 years) or BA Humanities (4 years) programmes, students can draw from an extensive range of 5 and 10 Credit Modules.

5 Credit Modules

Revolutionary Russia, 1905-1921 [HIS32310](#) Autumn

In under twenty years, Russia experienced three revolutions, world war, civil war, the collapse of the three-hundred-year-old Romanov dynasty, and the rise of the Soviet state. This course examines the causes and consequences of these tumultuous years from 1905 to 1921, exploring the rich political, social, intellectual and cultural world of revolutionary Russia. It looks at the challenges of reform and modernisation in late imperial Russia, the rise of revolutionary politics, the impact of the First World War and the immediate events of 1917 leading to the establishment of Bolshevik power, before assessing the Red victory in the civil war, revolutionary and utopian cultures, and the consolidation of the early Soviet state. In doing so, the course focuses on the centres of power in Moscow and Petersburg and their key actors, but also ventures into provinces and countryside to assess the ways in which political and social change unfolded elsewhere. We will also engage with critical debates in the historiography of the period on the 'inevitable' fall of the Romanov dynasty, continuities between the late imperial and early Soviet systems, and the relationship between state, society and the individual before and after the 1917 revolution.

Conquering Ireland, 1579-1691 [HIS32460](#) Autumn

In the period examined by this course, Ireland became the subject of three major military conquests, each of which resulted in significant bloodshed and political and social dislocation. This module examines the expansion of English state authority in late Tudor Ireland, in its first section focusing in particular on the Desmond Rebellion, the Munster Plantation and the Nine years War seeking to understand why conflict became so endemic and widespread in the island during this period. The course moves on to examine the genesis of the rebellion of 1641, which followed a period of substantial peace, the Confederate wars and the Cromwellian conquest of Ireland. The final section of the module analyses the causes, progress and consequences of the Williamite wars. The course seeks to place the analysis of military violence in Ireland in its wider international context, both with regard to the Wars of Religion in continental Europe and the Civil Wars in Britain and in colonial contexts in America.

20th Century Genocide & Mass Violence [HIS32380](#) Spring

Was the twentieth century uniquely violent? If so, why? This course explores the question of genocide and mass violence in the twentieth-century world. In this class, we will engage with theories of genocide and political violence, and also examine the validity of these explanations for the causes and consequences of mass violence by examining four case studies in depth. Looking at Armenians in the Ottoman Empire in the period of the First World War, Jews on the Eastern Front during the Second World War, Cambodia under the Khmer Rouge in the 1970s, and Rwanda in 1994, this class will ask: what is the context for these acts of mass violence? Who were the perpetrators of these acts? Who were the victims? Why did they happen at this time and in this place, and not at another time? What was the tipping point between persecution or repression and mass murder? What was the role of belief or ideology? Did the geopolitical situation in each time and place matter? What were the roles of individuals, groups, and the state? Students will engage with the historiography of twentieth-century genocide, political violence, warfare and civil war, as well as reading and viewing a range of primary sources including victim and perpetrator testimonies, trial records, and documentary film.

Digital Revolutions [HIS32700](#) Spring

The aim of the module is to provide a history of the current and emerging media technologies and their impact on exchange of information in contemporary society. The Digital Revolution refers to the advancement of technology from analog electronic and mechanical devices to the digital technology available today; that is, in its simplest terms, we're interested in where this technology, which is now part of our everyday lives, came from; in the evolution of the various uses of technology; AND in its development, growth and prevalence and what that has done to the world we live in today. The current radical transformations in communications technologies will be discussed against the background of the history of the development of digital technology, mass media and telecommunications, with emphasis on the Internet as the most widespread, and equally democratic as well as problematic, communication technology to date. In a school of history context, the module should culminate in a practical effort to explore a digital history project.

10 Credit Modules

Modern Japan [HIS31280](#) Autumn

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 Japanese History that contributed to its rise and to its role as a major power on the global stage.

The Irish Revolution [HIS31320](#) Autumn

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. The significance of the Decade of Commemoration associated with this period will be explored. Sources from this period will be discussed in detail in the seminars, 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.

Irish Foreign Policy, 1919-73 [HIS31760](#) Autumn

This module explores the development of Irish foreign policy from the efforts of the First Dáil to gain international recognition of Irish independence to the year in which Ireland joined the EEC. The pursuit of sovereignty, the conduct of Anglo-Irish relations, and the decision to remain neutral during World War II are important parts of this story, but only parts. The module examines a variety of bilateral, and multilateral, relationships, especially Ireland's membership of the League of Nations and the United Nations. The module raises questions such as: What did Irish policy-makers understand as 'the national interest' and how did they pursue it? How did Ireland come to 'punch above its weight' on the international stage? Was Irish foreign policy idealistic – and if so, what informed those ideals?

Slavery and the New World [HIS3186](#) Autumn

It is estimated that between the mid-fifteenth century and towards the end of the nineteenth century, more than 12 million people from Africa were enslaved and forcefully transported to the Americas. Of these 12 million, it is believed that approximately 11 million Africans survived often terrible and harrowing Atlantic voyages. Such was the scale of the Atlantic slave trade that until the 1820s more Africans crossed the Atlantic than Europeans. The produce of enslaved labour in the form of tobacco, rice, sugar and cotton transformed European economies and habits and arguably laid the basis for globalised capitalism. All major European maritime powers were involved in the slave while more than 90% of slaves shipped across the Atlantic were supplied by African traders. Many key features of the modern world have roots which can be traced to slavery: demography of the Americas; poverty in sub-Saharan Africa and food-ways of the world. While this module will examine early modern and modern slavery from its Portuguese beginnings down to its final abolition in Brazil in 1888, it will concentrate in particular on slavery in Britain's seventeenth-century Atlantic territories and colonial America in the eighteenth century.

Persecution and Migration [HIS32250](#) Autumn

This course examines the linked phenomena of Early Modern religious persecution and migration. Prior to the Reformation four major religious groupings, Catholic and Orthodox Christians, Muslims and Jews, together with some more minor groupings, were present in the continent of Europe. The Reformation vastly complicated the confessional mosaic of Europe with the emergence of many different forms of Protestantism. In the same timeframe, large swathes of the Northern Balkans came under Turkish control. Over the course of two centuries many different forms of religious persecution ensued which resulted in considerable mobility as individuals and communities left their homelands in search of more congenial societies. The first part of this course examines the emergence of the new confessional map of Europe between 1517 and 1650 and considers why most of the states of Europe were consciously repressive of religious difference while a minority, such as Poland and Transylvania, were markedly more willing to accept religious heterogeneity. The course will then examine the phenomenon of Confessional mobility in sixteenth century Europe establishing what type of people were pushed to leave their homelands and the role that religion played in influencing their choices. The last part of the course examines a number of largescale migrations, from the Habsburg lands in the first half of the seventeenth century, the expulsion of the Moriscos in

Spain, population transfer in Ireland and finally the expulsion of the Huguenots from France in the last decades of the seventeenth century.

Florence 1200 - 1400 [HIS32430](#) Autumn

Florence rose from being a relatively unimportant regional town in 1200 to become one of the greatest cities in Europe over the course of the next two centuries. Its growth in size, wealth, power and prestige was both rapid and remarkable. It was based on a thriving economy dominated by the textile industry, commerce and banking. By the early fourteenth century Florence had a population of around 100,000 and lay at the centre of a vast international web of trade and finance which stretched from the British Isles to the Holy Land. The political and social life of the city was dominated by great noble families and the city's leading trade and craft guilds who vied with each other for power and influence in the Commune - the name for the collective civic government in which all citizens could participate. However, in 1348, Florence was devastated by the Black Death. Up to 60% - or 2 in 3 - of the population perished. This led to severe economic contraction and social dislocation culminating in a popular uprising in 1378 which briefly threatened city's stability. Despite these turbulent times Florence, unlike many other Italian city-states which came to be dominated by a single powerful family during this period, resisted the drift towards urban lordship ('signoria'). For this reason Florentines came to imagine their city as the successor of the ancient Roman republic, a beacon of republican freedom surrounded by hostile cities ruled by 'tyrants'. This self-image was connected with a revival of interest in all aspects of Classical culture (philosophy, literature, history, art and architecture). This cultural movement became known as Humanism and was profoundly influential. The Florentines fought a series of wars against neighbouring towns and cities in Tuscany during the thirteenth and fourteenth centuries - especially Siena, Pisa and Lucca - and as a result achieved a measure of dominance over the region. Florence has an extremely rich legacy of written sources from this period which form the basis of the material studied on this module. These include chronicles, government records, personal memoirs, letters and legal documents. Major themes that will be covered include politics, war, commerce, religion, history and literature, art, architecture and urban development.

China: Gender, War and Memory [HIS32550](#) Autumn

This course is designed to allow students to gain an understanding of the key debates in late nineteenth and early twentieth century Chinese history with a focus on gender, memory and the Second World War in East Asia. Starting from the position of women in Late Imperial China, we will consider how women's bodies were used in discourses of self-strengthening and resisting imperialism during the reform movements at the end of the Qing. We will explore women's entry into the public sphere, with new educational opportunities opening to women after the 1911 revolution, and the debates surrounding the 'New Woman' and 'Modern Girl' of the May Fourth Era. We will explore how the long-standing trope of 'Good Wives and Wise mothers' was deployed by different political regimes during Second-Sino Japanese war in attempts to create a 'Greater East Asian Co-prosperity Sphere.' Drawing on primary sources from my own research, students will be asked to probe the disjuncture between these images of women produced by wartime states and the lived realities for women in Wartime East Asia. We will also consider how and why notorious incidents such as the Nanjing Massacre and the use of comfort women have become politicised in historical writing about the War and the continuing relevance of Gender as a lens through which the war is memorialised in East Asia today.

Migration Nation [HIS32650](#) Autumn

Modern Irish society has been shaped by migration more than any other country in Europe. This is reflected in the fact that among OECD countries, Ireland has the highest percentage of its citizens living abroad. At the same time, over 17% of the Irish population today was born elsewhere. Since 1945, Ireland has transformed from a country of emigration with a largely homogenous, insular,

conservative and underdeveloped rural economy into a country of immigration that is heterogeneous, global in outlook, (relatively) progressive and boasts a successful post-industrial economy. This course will tell the Irish story through the prism of migration, focusing in particular on people who left (emigration), came back (return migration) and new people arriving (immigration). How did Irish politicians and society explain why so many people still felt inclined to leave the country after 1945? How has Ireland adapted to its increasingly multicultural society? How do Ireland's emigration and immigration experiences compare to its European neighbours? Various primary and secondary sources will be utilised, as well as more mainstream mediums, such as video clips, radio documentaries, novels, memoirs, songs and plays, will also be used throughout.

Vietnam [HIS32690](#) Autumn

How did a small, impoverished Asian nation survive and prevail in the most destructive conflict of the twentieth century? This module will look to explain Vietnam's extraordinary resilience through fifty years of warfare and occupation through an examination of its social and cultural history. Major themes will be: the impact of French colonialism on Vietnam; the invention of traditional and modern Vietnamese identities in the earlier twentieth century; the nature of the Vietnamese revolution and Vietnamese nationalism; the experience of war and its impact on Vietnamese society, north and south. Students will be assigned readings in advance of the seminars. Most of the readings are drawn from recent Vietnamese literature, and are presented in translation. In addition, students will be given a large selection of historical texts on each week's topic and a recorded guide to the readings. Assessment will be by means of a term paper due at the end of the semester, weekly learning journals that record the student's response to the week's readings (not only the seminar texts), and attendance and participation at the seminars.

No previous knowledge of Vietnamese or Asian will be assumed or required.

Manufacturing Truth [HIS32710](#) Autumn

False information proliferates in the modern world. Words are used to confuse, mislead and deceive. Images are manipulated to shift their meaning. Statistics are misused to lie in support of agendas and causes. From propaganda to click-bait, from satire to conspiracy theory, from pseudoscience to partisan reporting, from stories describing events that actually never happened to unintentional errors of fact, false information is everywhere. The ubiquity of social media has radically redrawn the manner in which information is shared, but false information is not a product of the age of the Internet; it is something that has run through modern history. Using a series of case studies, this module will examine the history of misinformation, or 'mistakes'; disinformation, or 'lies' and 'hoaxes', which are false and spread deliberately to deceive; and malinformation, or 'gossip', which may perhaps be correct but is used to harm. In some case studies, all three categories are interwoven in the story. Ultimately, this is a module about the primacy of analyzing evidence: it seeks to develop an understanding of how to assess evidence in all its aspects and how to use it. It is further concerned with critical thinking, as an essential tool for every historian and for every citizen in the modern world.

The Digital Humanities [HIS32730](#) Autumn

The digital humanities are powering huge transformations in the way history is explored. Vast mountains of data can now be mined in ways previously unimaginable. This course offers a hands-on introduction to a range of core techniques employed in the field. The class will be taught through short presentations by the module coordinator, but more especially practicals which will lead you step by step through areas such as: data harvesting (extracting information from the catalogue of the Imperial War Museum), relational databases (slave trade), visualization techniques, deep learning, text analysis/mining, and using Python (a simple but incredibly powerful code). Through these eye-opening introductory sessions, together with the final individually-tailored research project you will work on, we hope to build your confidence in the field. More broadly, the course will

help improve your awareness of what is possible in your future research or indeed to real-world scenarios, helping to draw your attention both to the opportunities as well as the limitations of technology-driven research approaches.

The Viking Age (LB) HIS32780 Autumn

It is difficult to find nuance in popular perception of the Vikings, which either maligns them as bloodthirsty savages or glorifies them as free-spirited warriors. Who were the Vikings in reality, and what was their impact on early medieval history? The actions of these raiders and traders had significant consequences for Europe in the early Middle Ages, causing devastating amounts of damage but also opening up new avenues of trade and communication. In this module, we will undertake an in-depth examination of the Viking Age and its aftermath across the early medieval world. We will study the background behind the rise of the Vikings and the effects of their raiding on the North Atlantic region. We will also examine the political and cultural repercussions of the Viking Age, from its impact on European politics (including an extended study of Viking-Age Dublin) to the influence of Scandinavian art, archaeology, and mythology. The module will conclude with a look at how the Viking Age was remembered across Europe in chronicles, annals, and sagas from the twelfth century onwards.

Measuring the world HIS32820 Autumn

Empires have long tried to define the shape of the world in order to control it. Measuring and quantification were both implicitly and explicitly tools of imperial governance. In this module, we will examine a range of imperial attempts to regulate space, time and people, and the ways that these were resisted. Taking examples from Europe, Africa, the Middle East, Asia and the Americas, we will analyse how new scientific instruments, mapping techniques, and statistical methods were used to impose new shapes, relationships and configurations on the globe. Key examples will also come from contested cases of universalisation, including the establishment of time zones and the question of the world's highest mountain, as well as from the dubious histories of phrenology and anthropology. In taking a global approach to the histories of science, empire, environment and geography, we will examine the various ways that the globe and its inhabitants were imagined and reimagined, especially from the early modern period to the early twentieth century, and consider the ongoing consequences of these reconfigurations in our postcolonial and globalised present. This will involve looking at a wide range of historical sources, including maps, atlases, instruments and drawings, as well as the accounts of the diverse actors who attempted to map and measure, but also contest and resist, the reduction of the world to numbers on a page. Ultimately, we will reflect on the supposedly universal – and now often taken-for-granted – geographical categories that continue to shape our maps and our imaginations today.

History of the American south HIS32830 Autumn

This course introduces students to the history of the American South after the Civil War. A central focus of the course will be the development and changes in southerners' thinking about race and racial difference. We will also consider other ways that southerners identified and organized themselves – by gender, class, religious beliefs, political ideologies, and residence. Of central importance will be the social and economic changes in the twentieth century, including the increasing industrialization and urbanization of the region. Students will be encouraged to think about how they understand the meaning of the South today; we will explore the roots of common stereotypes and popular images of the region. In order to construct a rigorous historical understanding of the recent South, students will

read a wide array of material. We will watch movies and documentaries and listen to a variety of music from different parts of the South over the twentieth century. From these sources, students will develop their own explanations of how southerners built and sustained their communities and of the place of the South within the United States.

Roads to Heaven & Hell [HIS31900](#) Autumn/Spring

In 1500, everyone who lived on the island of Ireland was a member of a single Christian church in communion with Rome. Belief in God and in the afterlife was universal and affected many aspects of daily life. By 1650 Ireland had been riven by sectarian violence and war carried out in the name of various religious denominations. People were prepared to shed blood in the name of a version of God that they believed to be the correct one. Variety in religion also opened up the frightening prospect of making the wrong choice – taking the wrong path into the afterlife. This course looks at a series of events that fractured and marked Irish society and which became tangled up in a century and a half of war and persecution. The emergence of Roman Catholic, Church of Ireland and Presbyterian identities would create a fusion of ethnic and religious thinking that would go on to dominate the island for more than three centuries. It is a story which takes students into the most intimate lives of the past inhabitants of Ireland.

US Pivots To Asia, 1890s-1950s [HIS32620](#) Autumn/Spring

U.S. overseas expansion than ever before (in the Philippines, Japan, China and elsewhere). In economic respect, U.S. business capital followed and penetrated increasingly global, Asian markets. In diplomacy, Washington became morally and strategically entangled with new enemies, competitors and partners in Asia and elsewhere. In none of these developments did the U.S. act alone or necessarily act first. All across, the global dimension of U.S.-Asian interactions carried lessons and warnings of history. Our discussions and analyses will incorporate that on any issue, at least two possible perspectives could clash. We will juxtapose the perspectives, interests, actions and arguments of U.S. and Asian actors to understand social, political and cultural counterparts. The course will be sensitive to U.S.-Asian configurations that paralleled developments in the Pacific and Europe. This module charts in 11 weeks the history of U.S.-Asian relations from the U.S. entrance into Asia as a colonial power to the legacy of the Second World War. It engages with comparisons and connections across a broad variety of U.S.-Asian relationships: their cultural, economic, social and political aspects. It asks how transnational and international forces between U.S. and Asian societies and governments shaped key dynamics of the global twentieth century. Giving attention to the social basis of transnational and international relations, we will examine how and why U.S. and Asian migrants, lobbyists, NGOs and other private actors developed a sustained impact on global politics.

Frontiers of Empire [HIS32720](#) Autumn/Spring

The Roman Empire stretched from the Mediterranean to the Atlantic West in the early centuries AD, a period known as Late Antiquity. Ireland's geography made the island a frontier of this great empire. Late Antiquity was also a time of profound change. During the fourth and fifth centuries Roman political influence declined in parts of the West, leading to new opportunities and challenges. Events shaped and reshaped the Roman frontiers, including Ireland, ultimately giving rise to the peoples and identities that transformed European and Middle Eastern histories. This module will examine these transitions in Ireland. It will consider the island's status as a Roman frontier, placing this in the wider contexts of the Empire as a whole. We will explore a range of sources from this era, including material evidence and texts. We will ask questions. How was Ireland shaped by the Roman frontier? How did writing first reach the island? In what ways did elites respond to Roman influences? What role did changing patterns of religious belief play? Did distinctively Irish identities emerge by the end of Late Antiquity? When this module is complete, students will have a new

understanding of the origins of Irish history and of the important role of contact with the Roman Empire.

Settler Colonialism [HIS32850](#) Autumn/Spring

Settler colonialism is the history of expansion, occupation, elimination, and commemoration. This module is an investigation of those currents, using case studies from Africa, Oceania, North America, the Middle East, and Europe. The creation of frontiers and the expansion into peripheries focus us on the occupation of 'space' that underpins settlement. Encounters with Indigenous peoples created colonial binaries of 'civilised' and 'savage' in order to justify racially motivated violence, removal, and extermination. Issues of sovereignty were enshrined in material and cultural markers, from statutes to statues.

In this module we will engage with the historiography of settler colonialism studies and primary source materials. Moving beyond written texts, we will also examine illustrations, songs, films, and memes. Beginning with a theoretical overview, we will seek to uncover the ways settler colonialism differs from imperialism. We will then blur these distinctions using specific source materials in order to view colonialism from a range of perspectives. We will explore settler colonial policies and the technologies of governance. We will engage in issues of belonging, assimilation, and collaboration. Finally, we will explore past and contemporary resistance movements to settler colonialism. We will ask if settler colonialism ever ends, and explore the ways in which settler societies can decolonise.

Old Germany [HIS31250](#) Spring

It is not without significance that after 1945 the founding fathers of the movement for European Union looked to the supra-national federative structures and institutions of the Holy Roman Empire of the German Nation for inspiration as a role model or precursor. This module will examine the constitutional, political and cultural natures of the Empire and the historiographical debates concerning its viability. Within this context, the module will analyse the rise of 'imperial patriotism' and early German national consciousness, the emergence of the 'balance of power' in International Relations after 1648, the German Enlightenment and Cultural Renaissance in the princely courts, the rise of Brandenburg-Prussia, the evolution of Austro-Prussian Dualism and the bi-polarisation of the German world between Vienna and Berlin.

Madness and Civilisation [HIS31310](#) Spring

The module 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 early-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, cultural representations 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.

History of British Atlantic [HIS31400](#) Spring

This module centres on British expansion and settlement into the Atlantic world during the seventeenth and eighteenth centuries. From the establishment of Jamestown in 1607 until the late nineteenth-century, the British were the most numerous of all European migrants who crossed the Atlantic. The British Atlantic was at its most vibrant, dynamic, and creative in the two centuries before the American Revolution. The British Atlantic was a world in motion between the British Isles and the Americas. This module will examine themes such as colonial settlement in North America and the West Indies, cultural encounters between native Americans and newcomers, Irish settlement in the Atlantic world, issues of religion, economy, migration, slavery and science in the British Atlantic.

Biography and History [HIS32230](#) Spring

There are few more fascinating subjects than the lives of others, and biography has never been as popular among the public, yet the study of individual lives remains curiously underappreciated by historians. In this course we will read biographies from a historical perspective, and examine what they can tell us about individuals, about society, and about our changing perceptions of the human experience. We will look at the methods used, the role of politics, psychology and culture, how people have addressed the different stages of life and common experiences, and the factors that have influenced the representation of people at different times. Readings will encompass the ancient, medieval and modern worlds, and will focus on biographical subjects ranging from Leonardo da Vinci to Haile Selassie, from Charlemagne to Mary Wollstonecraft, and from St Brigid of Kildare to Donald Trump.

Weaponizing the Word [HIS32300](#) Spring

'Printing is the ultimate gift of God and the greatest one', so said Martin Luther. He understood the power of print in pre-Industrial Europe. Over the course of this module, we will look at a series of cataclysmic case studies: how Martin Luther spearheaded a mass movement by mobilising the printing presses into the service of the German Reformation; at how Catholics responded to this onslaught; at how pamphlets and other forms of print were employed by various factions during the bitter and protracted French Wars of Religion; and, finally, at the English Civil War. You will deepen your awareness of print culture in sixteenth and seventeenth-century Europe, and how this can be investigated. You will be introduced to established and new research tools and techniques, and gain insight into how these are transforming our understanding of the role and place of print in early-modern society.

Modern Venice [HIS32330](#) Spring

The modern myth of Venice is a composite of two powerful images: Venice as the city of pleasure and Venice as the city of death. This course will cover both.

Venice as the world centre of overpowering luxury, all-pervasive spectacle, frivolous self-indulgence and sexual licence will be examined through the accounts of eighteenth century Venetians (Casanova, Goldoni and Gozzi) and travellers from Britain, France and Germany (including, amongst others, Addison, Rousseau and Goethe). Together, they portray Venetian life in the century before the fall of the Republic in 1797 as a curiously modern combination of political and sexual intrigue in a gossip obsessed city of cafés, theatres, casinos and brothels.

Venice as the city of decadence, exquisite beauty and moral decay, sexual ambiguity and physical corruption, will be examined through her representation in British, French, German and Italian literature from Byron (in the 1810s) to Proust (in the 1920s). Writers covered will include Fenimore Cooper and Monk Lewis (on Gothic horror), Ruskin (on Gothic revivals), Dickens and George Sand (on the romance of the ghostly), Theophile Gautier (on orientalism and antisemitism) and Thomas Mann and Baron Corvo (on homosexuality and death). All texts will be read in English translation.

Students will be asked to write two essays, a midterm essay (3000 words) on an aspect of eighteenth century Venetian society or culture, and a term paper (4000 words) on an aspect of the memory and myth of Venice, chosen by them in consultation with the module coordinator.

Florence 1400-1530 [HIS32440](#) Spring

Florence is one Europe's greatest cities and the birthplace of the artistic and cultural movement known as the Renaissance. Although a relatively unimportant centre until the thirteenth century it thereafter grew rapidly in size, wealth, power and prestige. This expansion was based on a thriving economy dominated by the textile industry, commerce and banking. Despite a decline following the devastating Black Death (1348) by the early fifteenth century Florence had become one of the leading city-states in the politics of the Italian peninsula together with other large states such as Milan, Venice, Naples and the Papacy. At this time one of the city's great banking families - the Medici - became rulers of the city in all but name, firstly under Cosimo il Vecchio (1434-64), and then his son Piero (1464-69) and grandson Lorenzo (1469-92). Art and architecture flourished under Medici patronage and Florence became the leading centre of the Italian Renaissance. However, following French and Spanish invasions of Italy in the late fifteenth and early sixteenth centuries, the political importance of the city declined. The Medici were expelled and papal Rome surpassed Florence as cultural and artistic centre. The republic was revived episodically between 1494 and 1512, an era associated with such famous figures as Savonarola and Machiavelli, and again more briefly in the late 1520s before the Medici returned to rule as Dukes of Tuscany. The module will study Florence in its heyday, paying particular attention to themes such as changes in social structure and class consciousness; families, factionalism and conflict; territorial expansion and municipal patriotism; guilds, trade and banking; civic humanism and education; the writing of history and the shaping of the past; ecclesiastical organization and popular piety; trends and symbols in the private and public patronage of art, architecture and literature.

US Conservative Politics [HIS32660](#) Spring

This module explores conservative political activism in the post-war period, with particular focus on the turbulent years of the 1960s and 1970s. Historians once conveyed shock at Ronald Reagan's election to the presidency in 1980, and asserted that his success rested on white working class backlash against Democratic liberal reform and civil rights, and pervasive fears of economic decline. Recent scholarship has revealed, however, the emergence of grassroots conservative political activism in the 1940s and 1950s, which was predicated on resistance to the New Deal and staunch opposition to communism. From the 1960s, conservatives developed political networks, established organisations and journals, and sponsored single issue campaigns that reached far beyond their ideological base. As the nation grappled with the social and cultural consequences of the rights revolutions that emerged during this period, conservative activists helped shape a new narrative relating to American identity that further divided the American people. Demographic shifts and the emergence of a new suburban culture enhanced the political strength of traditionally conservative areas of the country. The history of modern American conservatism reflects diverse goals and ideological division, but it also tells the story of coalition building and unanticipated political dominance.

Medieval Myth and History [HIS32680](#) Spring

From a modern perspective, we are confident in our ability to distinguish between myth, legend, and historical fact. Yet the line between these genres was often blurred for medieval chroniclers and historians. A comet could predict the loss of a major battle; the miracles of a saint could lead to the foundation of an abbey; and a heroic ancestor could slay giants and begin a dynasty. This course examines a wide range of pseudohistorical material from the Middle Ages in its historical context, exploring the many ways in which medieval authors used religious miracles, folklore, encounters with the supernatural, mythical creatures, and legends such as that of King Arthur in the writing of

'real' history. As we do so, we will both interrogate our modern definition of a 'historical' source and gain an appreciation of how that definition has changed over time.

Great Famine: Global Perspective [HIS32760](#) Spring

How does the Irish experience of famine compare with that of other modern societies? Where does Ireland fit into this bigger picture? Can we draw meaningful parallels or contrasts – and if so, how might these change the way we think about the Irish experience? This course explores these questions by examining An Górt Mor or the Great Famine (1845-52) with a comparative lens, drawing on scholarship from across the field of international famine studies. Key topics include areas which have generated significant debate in the Irish context with familiar echoes elsewhere – that of colonialism and capitalism in nineteenth-century India and across the British Empire; the 'politics' of famine in places like the Soviet Union in the 1930s or China in the 1960s; dislocation, migration and the creation of famine refugees in camps such as Dadaab in Kenya since the 1990s; or the role of conflict and humanitarianism in responding to victims of conflict such that currently ongoing in Yemen today. In other areas, such as gender, technology, memory and ecology, the course aims to explore relatively understudied aspects of the Irish experience by drawing on a much wider set of scholarly literatures relating to nineteenth and twentieth century Europe, south and east Asia, Africa and the Middle East.

Sport: A Modern History [HIS32790](#) Spring

Sport is central to life in the modern world. Why do people play sport, watch sport, talk about sport, dream about sport? And why do they choose the sports that they choose? This module examines the modern passion for sport and seeks to explain this passion. It assesses to what extent the straightforward pursuit of pleasure overwhelms everything else when people choose to engage with sport. But it also looks at how such choices are defined (or refined) by the influence of ideology and tradition, class and gender, commerce and geography, education and employment. From the colosseums of the Roman Empire to the stadia of the twenty-first century, this module will consider the creation of the modern sporting world and will analyse the place of sport within the context of social, cultural, political and economic change.

History from below: Rural life [HIS32800](#) Spring

The lives of the ordinary women and men, who comprised the bulk of early medieval society, are not as well represented in the contemporary sources or in the academic literature as the lives of those who belonged to political or ecclesiastical elites. These ordinary 'peasants', as they are often called in the historiographical jargon, nevertheless played an important part in driving economies and shaping identities in Europe and around the Mediterranean. This module will examine the evidence, mainly written but also archaeological, for peasant communities and their lived reality. The perspective will alternate between the macro and the micro: between grand narratives of servile emancipation in the late Roman Empire and the more focused day-to-day realities of peasant life. We will learn about freedom and servitude, living conditions, climate, public health, social and economic obligations, social mobility, gender roles, and historiographical interpretations. The module will be divided thematically as well as regionally, concentrating on different parts of Europe and the Mediterranean, from Ireland, through Spain and the Carolingian empire to Egypt.

Europe's age of immigration [HIS32810](#) Spring

Between the mid-nineteenth century and the outbreak of the First World War, 55 million Europeans left the continent. The booming guns of war brought an end to a period of largely unregulated emigration from Europe, with the United States leading the way in subsequently introducing immigration restrictions. This meant that Europe no longer had a safety valve for its more vulnerable populations, such as those fleeing famines, poverty, or pogroms. Europe had previously provided huge swathes of immigrants to large parts of the world through colonisation, settlement, and labour

migration but it had never received large numbers of immigrants from outside the continent. By providing a chronological overview of Europe's migration history since 1919, this course will demonstrate that Europe has slowly transformed from a continent of emigration into a continent of immigration over the last 100 years. How did it cope with such a transition?

The course will be divided into three distinct phases:

- 1) The 'age of refugees' from the First World War to the 1951 Refugee Convention, when millions became displaced as a result of the fallout from the two world wars, the collapse of various empires within Europe (e.g. Austro-Hungarian Empire), and the rise of totalitarian regimes.
- 2) The 'age of global immigration' from 1945 to the 1990s, when extensive post-colonial immigration took place from (former) European colonies in Asia and Africa, guest worker schemes saw millions of people moving from southern Europe, Turkey, and northern Africa to west Europe, and increasing number of people outside Europe arrived in search of asylum.
- 3) The 'Europeanization of immigration' since the 1990s, as 'Fortress Europe' developed, the enlargement of the EU took place, and support for radical right-wing anti-immigration parties grew.