

# 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 20<sup>th</sup> 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.

### **20<sup>th</sup> 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.

## **Fourth Year**

### **Introduction to Public History HIS42310 Autumn**

History is not the property of historians. Historians have a duty to expand public access to historical research, knowledge and sources. This module introduces students to the ways in which historians engage with their audiences; how history is, and can be, disseminated; and the considerations that must be made when bringing history to a wider audience. This module covers the dissemination and presentation of history across broadcast media, print, digital, exhibitions, tours, talks and other media. Students will be given the opportunity to apply their learning across these platforms through practical assessment. Through this the student will gain experience as a practitioner of public history.

### **Practising Public History HIS42350 Autumn**

This is a practical module. Using the unique historyhub.ie resource, it will introduce students to the practice of working with history in a professional capacity and will assist students in developing the practical skills to enable them to build a career in which they can work with history. Students will be introduced to the preparation, recording, editing and dissemination of podcasts, using historyhub.ie. Students will also be guided through the identification, organisation, and contextualisation of archival material, again for dissemination on historyhub.ie. Practical instruction will also be provided on the research, scripting and design of exhibitions – both on- and off-line. Further, students will explore the potential of working with history in radio, TV and on the Internet. On a broader level, this module will encourage students to develop ideas of their own, to imagine the possibilities of the uses to which they can put the history they have studied and, most of all, to be innovative in their thinking. Ultimately, this is a course that will challenge students, improve them and, hopefully, inspire them to think about a career in which history will feature.

### **Public History Internship HIS42360 Spring**

This module centres on a 4- to 8-week internship with an industry partner or UCD Library's Cultural Heritage Collections. The module will enhance core skills, attitudes and competencies that are not only a fundamental feature of the Public History programme, but are also portable and relevant to the workplace and important for active and engaged citizenship. Building on the theoretical and practical public history modules of the first semester, the Internship Programme is designed to allow students gain work experience in using history as part of a career.

A. Internship with repositories within UCD Library's Cultural Heritage Collections. This internship will encompass UCD Archives, UCD Special Collections, and/or the UNESCO

National Folklore Collection. The internship will introduce students to sectoral best practice within the cultural heritage sphere through a structured internship including on-the-job mentoring from staff and engagement with staff working in other UCD Cultural Heritage Collections units including UCD Library, UCD Digital Library, and/or the UCD Library Social Media Team.

B. Internship with an industry partner. This will allow students gain practical work experience in bringing their skills as historians out into the workplace. Internships with industry partners are available on a limited basis in the world of media, politics, communications and in various state institutions. Students, under direction, may also source their own internship. The internship will culminate in the creation of a portfolio, written and curated by the student, drawn from among the following outputs:

1. A 'spotlight' piece of 3,000 words analysing and exploring items or features of interest within a cultural repository for online audiences
2. An 800-word blog post highlighting items or features of interest within a cultural repository. Examples of these kinds of posts can be found on <https://ucdculturalheritagecollections.com/>
3. A social media strategy for rolling out outputs 1 and 2 above
4. Such other material as agreed with the workplace/academic mentors
5. A 1,000-word report

### **Origins of Modern Diplomacy HIS41780 Autumn**

This module investigates, analyses and interprets the development of modern diplomatic practice, protocol and representation in association with the evolution of International Law. The chronological span is from 1500 when the embryonic diplomatic and intelligence services evolved in the Italian States and ideas about International Law and Power-balances first emerged, until 1900 when the impact of the world beyond Europe brought about an entirely new perspective and practice in the conduct of International Relations. Equivalent to: M-07: Migration, International and Transnational Relationships and Europe's Relations with the Wider World

### **Global Revolutions HIS42390 Spring**

This course explores the history of revolution and counter-revolution at the end of the 'long-nineteenth century' from global and comparative perspectives. Its focus is upon anti-colonial revolt, and nationalist and constitutional revolutions from 1895 to 1916. Cases that will be studied in depth include the end of Spanish colonial rule in Cuba and the Philippines; the Russian Revolutions of 1905-06; Iran's constitutional Revolution of 1906; the Ottoman Revolution of 1908; the Mexican Revolution of 1910; and the Chinese Revolution of 1911; as well as the wave of revolutions that occurred in 1916. Students will study each of these cases and pose questions about the nature of the relationship between events that have usually been studied in isolation from one another. Each student will be encouraged to specialize in a single region and to situate its history more broadly within a global framework. This course is closely linked to an ongoing international collaborative research project led by UCD's School of History.

### **War, Peace, and Globalisation HIS42480 Autumn**

Does globalisation sustain international peace? Or does globalisation contribute to escalating international tensions, leading to conflict? This issue, of major contemporary

importance, has a long history. That history is the subject of this module, which examines the relationship between commercial integration of states and societies and international politics between the 18th century and the end of the Cold War. We will analyse the ebb and flow of economic interdependence, political perspectives, the impact on grand strategy, and intellectual engagement with this question.

### **A Global history of Refugees since 1945 HIS42620 Autumn**

The central research question framing this course is: what has been the experience and reception of refugees across time and space since 1945? A related sub-question is how did notions of sanctuary, sovereignty and solidarity play out in refugee experiences, policy responses and societal debates? By providing a global history of refugees, this course intends to answer these crucial questions, which have real resonance for Irish, European and global society. In contrast to most state-centric views, this course will try to give a prominent voice to the experience of refugees and non-state actors, such as NGOs, smugglers and the public. After introducing the subject and outlining some of the main theories relating to these questions in the first weeks (such as why do people flee from their homes, who is a refugee, how do states and societies respond to the appearance of refugees?), we will then investigate and hear about what online, oral and physical sources are available. Subsequently we will concentrate on empirical case studies, including the plight facing Jewish refugees after the Second World War, Palestinian refugees' encounters in the Middle East, Vietnamese boat people's search for asylum in the 1970s and 1980s, the contrasting situations of Cubans and Haitians trying to reach the United States in the 1980s and 1990s, refugees from the Horn of Africa since the 1990s, the experiences of refugees in Ireland in recent decades and the refugee 'crisis' in Europe and the Middle East since 2015. Students will be expected to work with relevant primary sources (e.g. interviews, archival sources, memoirs, refugee art, etc.) for their research projects.

### **Modern China's Global History HIS42700 Spring**

This module will introduce students to key themes in Modern China's Global History from the sixteenth century to the present. China's extraordinary rise to the second largest economy in the world in the past four decades has profoundly shifted the international balance of power. Although traditionally portrayed as 'closed off' from the wider world at certain points of its history, China has always been engaging with the world. This module historicizes the rise of modern China as a global superpower. It is organized both chronologically and thematically. We will look at how China has engaged with the world from the scientific exchange between Jesuit missionaries and the Imperial court in the Ming and Qing, its rise as a center of global manufacturing and its forcible opening to western trade by foreign imperialism in the nineteenth century. We will explore how religion, race and culture played a role at key flashpoints in the wars, reforms and revolutions that marked China's twentieth century. We will consider how these revolutions interacted with globally circulating ideas about environment, health and medicine to irrecoverably re-shape China's urban and rural landscapes into the twenty-first century. Throughout the course we will engage in shifting interpretations in the historiography and critically examine the role of the 'West' in Modern Chinese history. Students will also have the chance to engage with material culture from China's global history by utilizing the collections held at the Chester Beatty Museum in Dublin.

### **Colonial Violence HIS42740**

How was violence performed in colonial settings? What is the cultural history of violence and how does violence differ when examined under a colonial lens? And in what ways are collective memory and narratives around episodes of violence further performances for present audiences? In this module, we will analyse colonial violence across the long twentieth century (1887 to 2021) to unpack case studies of 'extra-lethal violence'. We will explore colonial violence ranging from European punitive expeditions and colonial rule in Africa to the American wars in Vietnam and Iraq. We will examine racialised and gendered elements of violence. We will seek contrasting and contradictory perspectives in order to complicate narratives and accounts of the past. Using global microhistory and multidisciplinary methodologies, we will investigate the materiality of violence: from trophy taking and looting, to monuments and memorials. Using visual texts, we will investigate issues of display. For example we will assess the role of photography and through it, its expansion in creating global 'witnesses'. Similarly, we will use memoirs, films, and novels to analyse the limits of veracity and a restaging in narration to make fiction 'more real' than reality.

### **America in the World: Society and Writing of U.S. Foreign Relations History HIS42710 Spring**

The United States has influenced, at times dominated, international relations and international society since the end of the Second World War. It has shaped international coalitions, intervened via varied military and diplomatic means to change the governments of other states, directly engaged in military conflict, championed and diminished human rights laws, and its cultural, philosophical and economic perspectives permeated globally throughout much of the 20th century. Yet, there are no simple explanations for US power projection and scholars disagree about the nature and motivation for US global engagement. This module examines the revolution that has occurred over the last twenty years in historians' approach to the study of 'America in the World.' Students will consider how the 'cultural turn' of the early 1990s built on developments in social and political history and transformed the ways in which scholars working in the field of diplomatic history approached their work. By considering how domestic politics, race, religion, emotion, and ideology influenced Americans' ideas about the world, students will gain insights into the multifaceted determinants of United States foreign policies, and clearer understandings of the fierce historiographical debates related to this field.

### **Globalising the U.S. Civil War HIS42720 Spring**

The Global American Civil War: This course asks students to analyze the US Civil War (1861-1865) in the context of other civil, national, and imperial conflicts in the mid-nineteenth century. Our initial focus will be on the history of the American conflict, in particular the ways that global struggles over abolition, capital, and territorial expansion shaped the coming of the war. We will analyze the nature of the conflict – the degree to which participants observed international laws of war and the changing political goals of each side – and explore the extent to which foreign intervention and concurrent conflicts affected the war. Finally, we will consider the immediate outcomes and longer legacies of the war, for the US as well as the world. Part of our study will be devoted to parallel wars or insurgencies – in India, China, Mexico, Poland, Ireland and elsewhere. Students will be encouraged to research and introduce histories of these simultaneous conflicts to the class. We will jointly

investigate the degree to which civil conflicts in the nineteenth century drew from common causes and assumed similar shapes or remained distinct and separate events.

### **Pop culture in modern Ireland HIS42460 Autumn**

This module will explore popular culture in Ireland between the Great Famine and today. The history of Irish popular culture (including music, drink, dance, fashion, cinema, television, sport, media and more) is shaped by multiple influences, local, national and international. Using readings, podcasts, film and a range of primary sources, this module will offer an insight into the nature of popular culture in Ireland and will examine the many and complex forces that have shaped it. The module will examine how divides over politics and identity have been influential, and will also examine the conflict, both real and imagined, between 'tradition' and 'modernity' in the evolution of popular culture. The module will further explore how Irish popular culture has been shaped by urbanization, religion, the spread of associational culture, the rise of youth culture, the media, technological change, the growth of disposable income and globalization. Throughout the module students will also be introduced to themes and approaches to the study of popular culture and its meanings.

### **Landscape and Environment in Ireland, 1500-1800 HIS42490 Spring**

This module addresses the impact and influence of environment and landscape on the peoples and societies of Ireland from 1500 to 1800. The module considers how human settlement changed rural and urban landscapes and it reviews how the island's inhabitants interpreted landscape and environment in the same period. Increasingly, historians have recognised that landscapes are a cultural construction which are reflective of a diverse amalgam of ideologies and iconographies. Within the context of early modern environmental change, landscapes were informed and determined by social and political processes and as such are indicative of a diversity of economic, political and cultural influences. Ireland was transformed socially, culturally and politically during the three centuries from 1500 to 1800. In this regard, Ireland's rich history in the early modern period offers an ideal case study from which to assess and understand the impact of environmental change and related developments on rural and urban landscapes. In particular, the module considers the environmental and landscape impact of political and social transformation in the context of Ireland's economic and demographic incorporation within a broader European and Atlantic context.

### **De Valera's Ireland: 1922-72 HIS42500 Spring**

This course will provide a thematic assessment of the political, social, economic and cultural history of the first fifty years of Irish independence in the 26 counties of the Irish Free State (which became a republic in 1949) and the extent to which there was a divergence between rhetoric and reality in the quest for an Irish identity after independence. It will examine the evolution of Irish political culture and the institutions of the independent state, neutrality during the Second World War and the southern Irish experience of health, welfare, religion, education, emigration, sport and popular culture, and feminism. The course will also explore the notion of "De Valera's Ireland" as a distinct era of Irish history and a period stamped indelibly with the mark of the most dominant politician of twentieth century Ireland: Eamon de Valera. The course will focus closely on contemporary documents and the most up-to-date scholarship on these subjects.

Learning outcomes: On completion of this module, students should be able to: (1)

Demonstrate knowledge and critical understanding of southern Ireland from the 1920s to the

1970s and debates about de Valera and his legacy (2) Assess the historiography of this period of twentieth century Irish history; (3) Present aspects of the historical debate on Irish history orally and engage in discussions; (4) Be familiar with key documents and primary sources and how to analyse them; (5) Complete a comprehensive research paper based on original research.

Outlines of the main themes and historical debates as well as key primary sources from this period will be discussed in detail in the weekly two hour seminar, 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. A selection of relevant source material will be posted on Blackboard each week. Students should consult this site regularly so that they will have the necessary information and material for participation in the seminars.

A small-group seminar based module, taught through a weekly 2 hour seminar, focusing on key historical events, debates and documents and involving debates, discussion, document analysis, presentations and a research paper.

### **Dangerous and Deviant: Medicine and the Marginalised in the Modern World HIS42580 Spring**

This module analyses historic perspectives on concepts of 'deviance' and difference in relation to mental health, gender, sexuality, and race and ethnicity in the nineteenth and twentieth centuries. How did medicine, law, criminology, and penology conceptualise individuals, ideas, and practices deemed errant or dangerous? What mechanisms of criticism, comment, control, and protest were developed? Which groups and individuals were most vulnerable and viewed with disquiet or distrust?

This module delves into the history of medicine, forensic psychiatry, gender, and criminal justice to explore these questions. We will investigate a range of topics including contagion, degeneracy, changing medico-legal practices and attitudes towards sex and health, infanticide, 'criminal lunacy' and 'lunatic criminals', kleptomania, discourses on homosexuality in medical and penal settings, and juvenile delinquency. Drawing on case studies from Ireland and the wider world, the module allows students to gain a critical understanding of the key theoretical, methodological and conceptual issues underlying the study of the definition and control of 'deviance' in the modern period.

### **Keeping the home fires burning: Women and war in Ireland and Britain, 1914-1945 HIS42630 Autumn**

This module explores the experience of women in Ireland and Britain during the First World War and the Second World War. Taking a comparative approach, it examines the involvement of women in the war effort in both countries and the impact of conflict on gender roles in society and women's lived experience. Central to the course is a 'history from below' perspective, moving away from a political or military history of war to focus on the ordinary everyday experience of war for women. The module will examine the main historiographical trends within the field assessing their impact upon our understanding of gender and war in the twentieth century. Key themes include the interaction between gender and class, and the intervention of the state into domestic spaces.

There is a strong focus on the concept of 'everyday life' and the experiences of 'ordinary people'. Together with diaries and memoirs, the module will introduce students to oral history testimonies and the Mass Observation project in the United Kingdom. Specific topics for seminars will include mobilisation for the war effort; work and the labour movement; family

and domestic life; social morality; women's experiences of bombardment; demobilisation; memory and commemoration. Students will be encouraged to pursue their own archival research.

### **Historiography and Historical Debate in 20th Century Ireland HIS42660 Autumn**

This module aims to introduce unfamiliar students to historiography (the study of the writing of history and of written histories); to enhance all students' understanding of the key developments in the historiography of modern Ireland, and to develop the historiographical skills essential to the successful completion of postgraduate research in modern Irish history. The module will explore key developments (and lacunae) in the writing of the history of political, social and cultural history, including the Irish revolution, emigration and the diaspora, religion and gender. and social and cultural history. It will examine the evolution of emphasis, source identification, methodologies and chronologies. Particular attention will be paid to debates on the writing of Irish history from the revisionist controversy of the 1980s and 1990s to the twenty-first century 'history wars' surrounding the War of Independence.

### **Delving into the Archives HIS42690 Autumn**

Why do we have a National Archives of Ireland? And why are certain archival collections prioritised for preservation in national archives? How does an archivist mediate the record to users through decisions around preservation, digitization, cataloguing and access? How does archival practice reflect broader power structures around gender, race, ethnicity, and class? How do these practices impact the type of histories we write and whose history is told? If repositories prioritise textual sources, how can we access the histories of people with dominant oral traditions and cultures? And how can we access the voices and histories of the marginalized, peoples whose histories are usually mediated through official/state sources? In exploring these questions, students will examine the critical theories and ideas around archival construction and the materials that we use for historical research. They will work with specific collections in UCD Archives and RCPI. This module will be of particular relevance to students taking the MA in Irish History and the MA in History of Health and Welfare in Society.

### **Approaches to the Middle Ages 1 HIS41840 Autumn**

In this module students are introduced to the broad range of primary source material utilised by medieval historians and the different skills required to analyse them. Classes will be dedicated to such themes as the study of chronicles and annals, saints lives, charters, law and patristics, and literary sources. Attention will also be paid to the evidence of visual and material culture and the range of electronic resources available for the study of Medieval History.

### **Approaches to the Middle Ages 2 HIS41850 Spring**

The purpose of this module is to introduce graduates to the rich histories, cultures and literatures of early medieval Ireland and Britain. It will use focused seminars to examine the sources, deepening our understanding of the relationships which joined together the peoples and cultures of the islands. It will also examine scholarly approaches and historical debates, enabling the graduate to ground their own research in a practical way.

### **Dangerous and Deviant: Medicine and the Marginalised in the Modern World HIS42580 Spring**



This module analyses historic perspectives on concepts of 'deviance' and difference in relation to mental health, gender, sexuality, and race and ethnicity in the nineteenth and twentieth centuries. How did medicine, law, criminology, and penology conceptualise individuals, ideas, and practices deemed errant or dangerous? What mechanisms of criticism, comment, control, and protest were developed? Which groups and individuals were most vulnerable and viewed with disquiet or distrust?

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### **Archives and their Users: Advocacy and the Archives Gateway ARCV40040 Spring**

This module focuses on how archives are used, experienced and made available, and how the archivist engages with this process, from the provision of access to archive collections to proactive and innovative outreach activities. It examines the main ways in which archives are used and experienced: in the research room, physical and virtual exhibitions, websites, social media and educational projects. The module considers the impact of new technologies in transforming the ways in which archives can be communicated to, and enjoyed by, wider audiences. It also considers the evolving dynamic between archivist and user, with an increasing emphasis on community engagement, user participation and concepts such as the 'citizen archivist'. It highlights the need for policies, standards and evaluation in the interaction between the archivist and the user and introduces some of the theoretical discussions around access and use, including concepts such as archival intelligence.

### **Managing Records & Information in Public & Private Organisations ARCV40070 Autumn**

This module considers the management of current records and information, increasingly in a predominantly digital form, in public and private sector organisations. These information assets are crucial for organisational governance and accountability as well as the rights of the individual and wider societal memory. Records professionals are core participants in their management and occupy a defining role whether as records or information managers, in roles encompassing combined archival and records management responsibilities, as members of a multi-disciplinary information governance team, or in a consultancy role. While the module considers the management of records and information, it addresses the defining characteristics of records, the scope of records management as a discipline and as a profession, and the challenges it faces. It addresses the principle issues which impact on the management and keeping of records, the theories, laws and standards which underpin these processes, the nature of records, the key aspects of developing records management programmes, electronic records and the options available for their management, and the implementation of effective retention strategies. The module also considers the value of records management to wider organisational governance, including business continuity and risk management strategies. Throughout the module there is emphasis on the need for records professionals to be cognizant of (and responsive to) the key factors which significantly shape records and information creation and management, including people, organisational cultures, information cultures, and technology trends in the workplace.

### **Record Keeping Theory & Principles ARCV40340 Autumn**

The ability to reflect on the key theoretical ideas that have informed the discipline of archivistics and to apply these ideas to a research project is a vital element of the training of the contemporary records professional. This module introduces students to the different understandings of the archive and the record that have informed practice since the emergence of the modern profession in the nineteenth century. Focusing on the area of appraisal, i.e. the process of deciding which records have continuing value, the module explores the paradigm of archives as evidence as it is revealed in the Dutch Manual and the works of Hilary Jenkinson. It then moves then to examine the approach to appraisal adopted by Theodore Schellenberg, that, reflecting a change in theoretical values and practical realities, gave a more active role to the profession in deciding which records were of continuing value. How this professional role was understood in the light of social change and postmodernism is explored by examining the approaches to appraisal developed by Terry Cook, Helen Samuels and others. The final theoretical part of the module discusses the significance of more recent ideas of Flinn, Gilliland, Caswell, Douglas and others, around the meaning of records to both the community and the individual and assesses their impact on deciding what becomes the archives of the future. Moving from the discussion of the main ideas informing the profession, the second part of this module explores how to design archives and records management research, providing practical assistance on how to identify a topic suitable for a postgraduate thesis. The module provides guidance on how to find and synthesize literature relevant to a research topic and how to deal with the issue of research ethics. It outlines the range of methods and techniques that can be used to conduct research and introduces students to the components of a dissertation. The module combines lectures and seminars with presentations by current and former MA and doctoral students about conducting research projects in archivistics.

### **Introduction to Palaeography: Medieval and Early Modern Scripts ARCV41330 Autumn**

This module provides an introduction to medieval and early modern palaeography. Using mainly Irish and British manuscripts and archives as case studies, students will learn how to identify, describe and transcribe a series of medieval and early modern scripts. These scripts include Insular majuscule and minuscule, Gothic textura, anglicana and secretary. The module sets the development of handwriting in the context of broader social and political change within Ireland and Great Britain and explores how scripts were influenced by European scribal traditions. It outlines the basic principles and the key practices of editing a medieval text and introduces students to the diplomatic tools, which assist the understanding of a range of medieval and early modern archives.

### **Archival Representation - Arranging and Describing Archives ARCV41340 Autumn**

One of the key tasks of the archivist is to create a series of finding aids to allow for the professional management of archives and for their discovery by users. This module introduces students to the theory and practice of archival representation, the way in which the archivist establishes physical and intellectual control over collections. It provides a practical introduction to the method for describing and arranging traditional textual archives in line with current Irish and international standards, in particular the International Standard for Archival Description (General) and Encoded Archival Description. The module explores the applicability of ISAD(G) / EAD to the representation of born digital archives. It examines the description and arrangement of non-textual material such as photographs, maps, sound recordings and film. In doing this the module situates the key standards for archival description in the context of the broader metadata environment and introduces a range of other relevant descriptive standards. The module explores ways of maximizing the discovery of archives, particularly focusing on the role of indexing and the creation of archival authority records in line with the International Standard for Archival Authority Records. It introduces the software options available for cataloguing archival collections, covering proprietary and open source systems such as CALM and ICA Atom. The module explores the theory of archival representation, introducing the key concepts of provenance and original order and examining the extent to which the archivist mediates between the user and the record. It also explores ideas about the revisiting of collections and examines the significance of approaches like More Product Less Process to address practical issues of backlog and time management.

### **Record Keeping: Principles & Practice ARCV41470 Spring**

This module supports students in making the transition from student to new professional and aims to raise students' awareness of the role of professionalism as an element in their training and their future careers, framed through the lens of the relationship between theory and practice. It explores the hallmarks of the work of a professional record-keeper including awareness of ethical codes, commitment to continuing professional development, the ability to strategically manage a service, the development of leadership skills, the ability to write policies and fundraise, and to advocate for a higher profile for their service and for the profession more widely. In-class discussions are supplemented by visits to relevant archives services or talks by practitioners. The module links the requirements of the MA programme with the world of the records professional by providing students with the opportunity to undertake a short placement in an archives service in Ireland or abroad and to work as part of a group to list a fonds.

### **Archives preservation ARCV41480 Spring**

Using international standards and best practice, the module considers the preservation of archives and special collections, in both analogue and digital forms. It introduces students to the nature and characteristics of different formats, as well as the immediate and longer-term threats to their ongoing preservation and access. Being able to identify risks to collections and assess organisational preservation capabilities, in order to prioritise, plan for and manage preservation activities, are emphasised as key aspects of professional work. The module will provide students with an overview of the practical approaches that can be taken to mitigate preservation risks as well the importance of operating under the guiding framework of a preservation policy. The module also introduces the frameworks the profession uses to facilitate the acquisition of archives in terms of collecting and acquisition policies and donor agreements. It covers the practical issues that can arise when acquiring archives, discusses the role of legislation and introduces the processes of accessioning and deaccessioning collections.