

# UCD School of History's Undergraduate Syllabus 2022-2023

Welcome to the School of History's Undergraduate Syllabus! There will be a few additional modules available when you come to register in September, but this document provides a comprehensive overview of the School's syllabus for 2022-23.

The [School of History at UCD](#) is the leading centre for historical research in Ireland. Studying History with us provides you with the skills necessary to understand the world we live in. You will explore the past, examining a wide range of periods and topics spanning many parts of the globe. You will study controversies and the different ways that the past can be understood. And you will learn how to research, use evidence, think critically, and develop the transferable skills desired by employers.

The History programme is aimed at anyone who has an interest in history, and no prior qualification in the discipline is required. What we do expect is that students approach the subject in an inquisitive and critical way, and are prepared to consider the history of our shared past from a variety of perspectives.

The syllabus takes in Irish, European and global history from the early middle ages to the late twentieth century. Our modules offer rich chronological, thematic and geographical diversity: you will examine major historical transformations across a wide range of themes, including politics, society, gender and sexuality, economy, ideas, culture, medicine, environment, race, religion, sport and war. You will learn about people - the worlds they lived in, how they made sense of those worlds, and how they sought to adapt to and change them.

Students learn through a combination of lectures, seminars and independent study, working with leading international scholars and interacting with their peers. Our objective is not just to teach you what happened in the past, but to encourage you to learn actively, to pose your own questions, and to develop your own answers based on critical evaluation and analysis of evidence. Assessing information is critical in today's world, from being an informed citizen to embarking on a range of careers. Whatever path you choose to follow, your study of History here at UCD provides you with these key skills.

There are many ways to study History at Undergraduate level to help you develop your knowledge and academic skills. You can choose:

- [BA Joint Honours](#) - 3 years (DN520) or
- [BA Humanities](#) - 4 years: [History](#); [History and Politics](#); [Classics, English and History](#); [European Studies](#); [Global Studies](#) (DN530).
- [BCL \(Bachelor of Civil Law\) with History](#) - 4 years (DN600)
- [BSc Social Sciences](#) – 4 years (DN700)

For more information on this pathway and modules, please click here:

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

“Don’t be left in the present. Come explore the past with us”

First Year (Level 1) modules: pages 3-11

Our first year modules introduce you to the study of history via wide-ranging survey modules that offer an introduction to a broad sweep of Irish, European and global history.

Second Year (Level 2) modules: pages 12-18

Begin to specialise in the areas of history that interest you most, while developing the skills practiced at level 1.

Third Year and Fourth Year (Level 3) modules: pages 19-36

Deepen, refine and expand your knowledge as you choose from an extensive selection of small-group seminars that offer in-depth study of your chosen area.

## First Year (Level 1)

History students can select from the following modules in the first year.

Please note that some modules may be specific to certain degrees.

### Autumn Trimester:

- The Making of Modern Europe 1500-2000 (5 credits) [HIS10070](#)
- The Making of Modern Ireland 1800-2000 (5 credits) [HIS10320](#)
- The United States 1776-1991 (5 credits) [HIS10440](#)
- Creating History (5 credits) [HIS10390](#)
- Elections parliaments and State Formation (5 credits) [HIS10410](#)
- Decoding Atrocity (10 credits) [HIS10480](#)
- Interpreting Evidence (5 credits) [CEH10010](#)
- Approaches to European Studies (5 credits) [EUST10010](#)
- From Micro to Global (5 credits) [GBST10020](#)

### Spring Trimester:

- Rome to Renaissance (5 credits) [HIS10080](#)
- Ireland's English Centuries (5 credits) [HIS10310](#)
- Radicals and Revolutionaries (5 credits) [HIS10450](#)
- Global Environmental History (10 credits) [HIS10500](#)

### Level 1 History Elective Modules:

- War: Ancient and Modern (5 credits, autumn trimester) [DSCY10050](#)
- Animal Histories (5 credits, spring trimester) [HIS10460](#)
- War: Ancient and Modern (5 credits, spring trimester) [DSCY10050](#)
- Control and Contagion (5 credits, spring trimester) [DSCY10120](#)

**Autumn Trimester**

**The Making of Modern Europe: 1500-2000 [HIS10070](#)**

*Autumn (5 credits)*

This module will introduce you to some of the momentous changes which have taken place in Europe over the past five hundred years. We will explore 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. One lecture every week will introduce you to these themes, but the heart of the course lies in the seminars. Here, you will be encouraged to challenge interpretations of the past, to debate ideas and to draw on primary evidence.

**The Making of Modern Ireland: 1800-2000 [HIS10320](#)**

*Autumn (5 credits)*

This module 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](#)**

*Autumn (5 credits)*

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 democracy in the United States and the development of distinct and divergent 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 democracy, race relations, political power and social protest, and Americans' engagement with the world over an extended period of time.

### **Creating History [HIS10390](#)**

Core module for BA Arts Students

*Autumn (5 credits)*

This is a module about the importance of critical thinking to the study and the writing of history. It 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. Also, we will ask what history is, what a historian is, and what exactly historians do.

### **Elections, Parliaments and State Formation [HIS10410](#)**

Core module, only available on BA Humanities History & Politics

*Autumn (5 credits)*

Elections: theory and practice considers political developments on the island of Ireland and Anglo-Irish relations, 1918 and 1922. Using an in-depth case study of the island of Ireland between the General Election of 1918 and the formation of new administrations (Northern Ireland, 1921, and the Irish Free State, 1922), the course considers electoral systems, developments in democracy, comparative state formation, and legislative frameworks.

The course takes an in-depth look at the general elections of 1918 and 1921 in Ireland. The 1918 general election was the only one in Irish political history to be held on an all-island basis and in which (some) women and all men aged over twenty-one could vote. The 1921 election is notable for the fact that no contests were held in the South whereas it established a system of one-party rule in Northern Ireland that persisted until 1972. A second focal point of the course is the Anglo-Irish Treaty which will be examined from multiple angles including how it was received by the three parliaments in Dublin, London, and Belfast.

Taking a North-South as well as an East-West (British-Irish) approach, this module examines key concepts in political science through a historical exploration of a formative phase in the history of modern Ireland and Britain. Upon completion of the modules, students should have an in-depth understanding of the historical foundations for Ireland's two polities, North and South and should also have an appreciation for how historical and political science approaches differ and how they can complement each other.

### **Decoding Atrocity [HIS10480](#)**

Core Module, only available to BA Humanities History

*Autumn (10 credits)*

An African American is murdered by the police in the United States, causing a statue in England to be pulled down and thrown into the harbour. An airdropped crate of canned goods falls in Oceania during the Second World War, turning a man into a god and altering global health. A bicycle simultaneously facilitates racialised atrocities and gendered liberation. How does this happen? What conditions allow some small moments to become larger, whilst others are turning points that fail to turn? This module explores specific moments, materials, and ideas in order to understand their global repercussions. It tracks how the local becomes global.

In this module we use a multidisciplinary framing, drawing upon global humanities methodologies, to investigate boundaries and connections. Students will be exposed to and engage with theories and practices taken from History, Literature, Drama, Film, Material Culture, Art, Anthropology, and Archaeology. We will investigate a wide range of conventional and unconventional source materials,

seeking connections and collisions in our weekly seminar discussions. This module draws upon the global studies structure to provide texture and materiality of microhistories within a global perspective.

Note: All teaching and discussions will be in English, however, students are encouraged to use their own linguistic skills and training to enhance their understanding and use non-Anglophone examples in their assessments.

### **Interpreting Evidence [CEH10010](#)**

Core module, only available on BA Humanities Classics, English and History

This module provides an introduction to some of the basic concepts, approaches and methodologies commonly utilized in academic study within the disciplines of Classics, English and History. It examines a series of case-studies designed to illustrate the types of evidence on which interpretations are based, and also how this evidence may be subjected to critical analysis. Students will also be introduced to some of the wider theoretical frameworks that underlie such analysis. Each of the module's case-studies will consider the inter-relationship between events, concepts and texts relevant to the module theme. In 2020-21 the module theme will be 'Republic and Empire'. From the Ancient world of Greece and Rome up until modern times Republic and Empire have embodied alternative solutions to the issue of how society may be best organised and governed. These alternatives have preoccupied political theorists and historians, as well as playwrights, poets and artists. Several issues have recurred in discussions and representations of Republic and Empire throughout the centuries, including the question of legitimacy, the source of authority, the struggle for power and the projection of imagery. Such concerns retain their relevance today. Modern western democracy traces its roots to Classical Antiquity, whilst the notion of empire and the figure of an emperor - or at least a single, undisputed leader - continues to exercise appeal.

### **Approaches to European Studies [EUST10010](#)**

Core module, only available on BA Humanities European Studies

*Autumn (5 credits)*

For 2022-2023, we will take as our broad theme The Massacre of St Bartholomew's Day, August 1572. With its mix of political intrigue, political and popular violence, and religious conflict, not to mention the body of cultural products it inspired such as dramas, poetry, novels and films, the Massacre is a topic that lends itself particularly well to exploration through different disciplinary lenses. To help us in our investigation, we will hear from specialists from across the College of Arts in UCD, who will speak to us about their own research and the methodologies they employ. As a group, we will then attempt to see if / to what extent we can make use of or apply any of these approaches to our own case study (1572). The sixteenth century represents the beginning of modern European history; the Massacre will showcase many of its most salient features.

### **From Micro to Global [GBST10020](#)**

Core module, only available to BA Humanities Global Studies

*Autumn (5 credits)*

An African American is murdered by the police in the United States, causing a statue in England to be pulled down and thrown into the harbour. An airdropped crate of canned goods falls in Oceania during the Second World War, turning a man into a god and altering global health. A bicycle simultaneously facilitates racialised atrocities and gendered liberation. How does this happen? What conditions allow some small moments to become larger, whilst others are turning points that fail to turn? This module explores specific moments, materials, and ideas in order to understand their global repercussions. It tracks how the local becomes global.

In this module we use a multidisciplinary framing, drawing upon global humanities methodologies, to investigate boundaries and connections. Students will be exposed to and engage with theories and practices taken from History, Literature, Drama, Film, Material Culture, Art, Anthropology, and Archaeology. We will investigate a wide range of conventional and unconventional source materials, seeking connections and collisions in our weekly seminar discussions. This module draws upon the global studies structure to provide texture and materiality of microhistories within a global perspective.

Note: All teaching and discussions will be in English, however, students are encouraged to use their own linguistic skills and training to enhance their understanding and use non-Anglophone examples in their assessments.

### **Spring Trimester**

#### **Rome to Renaissance [HIS10080](#)**

*Spring (5 credits)*

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.

#### **Ireland's English Centuries [HIS10310](#)**

*Spring (5 credits)*

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 and Revolutionaries [HIS10450](#)**

*Spring (5 credits)*

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.



**Global Environmental History [HIS10500](#)**

Core module, only available on BA Humanities History

*Spring (10 credits)*

This module is the spring trimester core for the Single Subject History pathway. It is taught as a weekly two-hour workshop, which combines short mini-lectures with student-led discussion and activities. As the module progresses, we will focus on testing new ideas in conversation, collaboratively reading and analysing secondary and primary sources, and gaining skills and confidence in the classroom. Collectively, we will explore how history works at a global scale, using the environment as our focus of analysis. We will think about humankind's relationship with the planet across time, and assess how environmental history adds to our understanding of more 'conventional' histories of communities, societies, nations, empires and continents. How have humans interacted with nature, both physically and intellectually, and in turn, how have climate, animals, plants and landscape impacted human activity in ways that very often transcend national boundaries? How have states and populations sought at different times to exploit resources, land, water, commodities and energy? And how has this human-nature relationship contributed to broader social, political, economic and intellectual developments? Beginning in the late fifteenth century with the Columbian Exchange, but focusing for the most part on the nineteenth and twentieth centuries, we will critically examine the global expansion of empires, the development of resource frontiers, economic growth and the shift to fossil fuels, the impact of urbanisation and the role of the environment in modern warfare. The final part of the course considers the period of the 'Great Acceleration' in the second half of the twentieth century, focusing on rapid population growth, political ideology, environmentalism, climate change and the perils of capitalism. In doing so, we will explore some of the key themes in our shared past: empire, race, industrialisation, labour, warfare, totalitarianism, revolution and decolonisation, and consider the ecological roots of the modern world.

## Level 1 History Elective Modules

### **War: Ancient and modern [DSCY10050](#)**

*Autumn and Spring (5 credits)*

Wars and armed conflicts remain a subject of great topicality. From the Middle East to Africa conflicts of different sizes and levels of intensity continue, while in Eastern Europe, the possibility of war remains a permanent threat.

War has shaped much of the past and present but it has changed its character over time. This module will introduce students to the changing character of war from ancient times to the present, highlighting the latest research results on a large variety of conflicts and themes: wars, piracy and civil wars in the ancient world, the Viking conquests in Europe, the Crusades, the Wars of Religion, the Napoleonic Wars of the 19th century, the total wars of the 20th century and the current crisis in the Middle East. The module combines insights from history, classics, politics, medicine and sociology. Together, faculty from these diverse disciplines will introduce some of the latest research on the topic, including aspects of violence and gender, medical responses to the outbreaks of war and the new wars on terror in today's Middle East.

### **Animal Histories [HIS10460](#)**

*Spring (5 credits)*

This module examines the history of animals from the earliest human civilisations to the present. In spite of their crucial role in human history, animals have not traditionally been portrayed as central historical actors. This module argues for the importance of animals in the history of human society and culture. It examines the evolution of human and animal relationships, the role of animals in agriculture and society, animals in war, conquest, and empire, and the interconnected histories of human, animal and environmental health. It analyses the historical construction of the categories of 'human' and 'animal', and its implications for medicine, science, and animal rights. Some of the themes examined include a history of domestication, animals as vectors of illness and plague in the Middle Ages, the Scientific Revolution and animal experimentation, the discovery of America and the Columbian Exchange, the emergence of animal rights in the 19th century, and animals, extinction and climate change in the 20th and 21st centuries. It also examines the problems associated with reconstructing the voice of the animal in historical sources. This module incorporates cultural, social, and intellectual histories, as well as the history of science.

### **Contagion and Control [DSCY10120](#)**

*Spring (5 credits)*

The explosive outbreak of COVID-19 has transformed the world we inhabit. Within months of its first report in late December 2019, SARS-CoV-2 infected hundreds of millions of bodies, triggered quarantine of billions of people, and wiped out trillions of dollars of market value. Like perhaps no other disease, COVID-19 has highlighted both the interconnectivity of global environments and societies and the fragility of the health systems we have put in place to control emerging disease. But were we always so vulnerable to disease? And how did previous generations deal with emerging and existing health challenges? Contagion & Control draws on new research from across the medical humanities and sciences to introduce students to over 200 years of disease control efforts, the effects of globalisation in spreading disease landscapes and health systems across the world, and the conflicting pressures shaping current global health.

Students will learn how crises like COVID-19 are rooted in the dramatic changes that global disease environments and the way humans manage their health underwent over the past 200 years. During this time, population growth, mass migration, climate change, and ever faster travel connected and transformed once distinct disease environments. Biologically, once local diseases like cholera and HIV spread around the globe. Culturally, the rise of medical science in the nineteenth century replaced older humoral understandings of illness. Politically, these changes were closely associated with the rise of powerful industrialised nation states and colonial empires, which depended on new forms of medicine to secure their hold on power. Biomedical interventions like vaccines against smallpox, typhoid, rinderpest, and other diseases, improved sanitation, and drug treatments like antibiotics played an important role in improving human and animal health. Yet the health systems these medical interventions were embedded in, such as the socialist systems of the communist sphere or the semi-private systems in the Americas, as well as the increasing international coordination of health politics, enabled unprecedented levels of centralised control over individuals' lives. Resulting tensions between the desire to implement uniform top-down health policies and calls for more nuanced, culturally-attuned policies, which co-rely on local actors like traditional healers, persist to this day – as do tensions between strengthening basic health care and prioritizing more targeted technological interventions like vaccines. Understanding these tensions as part of the broader mutual evolution of societies, disease, environments, and health systems improves our knowledge of the past and provides valuable insights for the global health challenges of the present.

## Second Year (Level 2)

History students can select from the following modules in the second year.

Please note that some modules may be specific to certain degrees.

### Autumn Trimester:

- History Today (5 credits) [HIS21140](#)
- Islam and Christianity in the Middle Ages (5 credits) [HIS20460](#)
- European Statecraft Strategy & Culture c. 1470-c.1770: Personalities & Power (5 credits) [HIS20950](#)
- Living Loving & Dying in 19th Century Ireland (5 credits) [HIS20960](#)
- Sport and the Modern World (5 credits) [HIS21320](#)
- Medicine, Culture and Society (10 credits) [HIS31460](#)

### Spring Trimester:

- Nazi Germany (5 credits) [HIS20820](#)
- Northern Ireland 1920-2010: from Partition to Paisley (5 credits) [HIS21120](#)
- The Making of the Middle East (5 credits) [HIS21170](#)
- Celts, Romans and Vikings: The Formation of Early Ireland (5 credits) [HIS21240](#)
- From the Goldmines to Trump: A global history of nativism and anti-immigration since the mid-19th Century (5 credits) [HIS21260](#)
- Global Asia (5 credits) [HIS21330](#)
- Marathon (10 credits) [HIS21300](#)

### Level 2 History Elective Modules:

- History of Science (5 credits, autumn trimester) [HIS20780](#)
- A History of Ireland: Culture and Society (5 credits, autumn trimester) [HIS21100](#)
- Spanish Civil War (5 credits, autumn trimester) [HIS21210](#)
- History of Science (5 credits, spring trimester) [HIS20780](#)

**Autumn Trimester**

**History Today [HIS21140](#)**

Core Module

*Autumn (5 credits)*

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 and Christianity in the Middle Ages [HIS20460](#)**

*Autumn (5 credits)*

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.

**European Statecraft, Strategy and Culture: c1470 - c1770 – Personalities and Power [HIS20950](#)**

*Autumn (5 credits)*

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.

### **Living Loving and Dying in the 19<sup>th</sup> Century Ireland [HIS20960](#)**

*Autumn (5 credits)*

What was it like to live in nineteenth-century Ireland? How can we retrieve the histories and stories of ordinary people and the experiences of love and marriage, birth and death, crime and punishment, earning of living and of sickness and health. What forms of leisure did people pursue and enjoy? How important were issues like class, gender, religion and 'respectability' to the lived experiences? Was Ireland a 'modern' country when it entered the twentieth century, and if so, how did this effect the fabric of people's lives? This module explores these questions and the forces which shaped people's lives during a period when Ireland was part of the British Empire. It examines the impact of forces of modernity on Irish society and encourages students to question the framing of Ireland as a social and political entity with a unique history. The Irish case will be situated within broader European and British trends.

### **Sport and the Modern World [HIS21320](#)**

*Autumn (5 credits)*

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 chose 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.

### **Medicine, Culture and Society [HIS31460](#)**

Core module, only available on BA Humanities History

*Autumn (10 credits)*

Why and when did Western governments intervene in the health of populations, including their reproductive and sexual health? What form did these interventions take in colonial contexts? How did medical and scientific concepts of health, ill-health, and susceptibility to disease differ according to gender, race, ethnicity and class? How did different social, political and professional groups respond to the enhanced power of medical science and professions? Did they embrace new public health regimes and medical institutions with enthusiasm or were they viewed with suspicion, opposition and resistance?

Examining Britain and Ireland (1750-1950), this module explores the development of medical innovations and institutions - vaccination, contraception, antiseptic techniques, hospitals, and new sciences such as microbiology. We assess social and political responses to the rise of medical power including anti-vaccination movements, the impact of eugenic ideas on medical practice, and the rise of state medical education for men and women. Why and how did the mainly male medical profession oppose women becoming doctors? Were early 20th century feminist campaigns for greater access to contraception shaped by eugenic theories? How were medical science, institutions, ideas, and services shaped by classism, racism and conceptions of gender in the 19th and 20th centuries? And why and how were these medical institutions and sets of practices transplanted across the British Empire, often supplanting existing complex medical cultures?

The course draws on British and Irish sources and introduces students to a selection of primary source material, including patients' narratives, film and pictorial sources.

**Spring Trimester**

**Nazi Germany [HIS20820](#)**

*Spring (5 credits)*

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.

**Northern Ireland: 1920-2010 – from Partition to Paisley [HIS21120](#)**

*Spring (5 credits)*

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.

**The Making of the Middle East [HIS21170](#)**

*Spring (5 credits)*

The region known as the Middle East is almost synonymous, in the eyes of its foreign observers, with the idea of violence. From Napoleon's short-lived occupation of Egypt to the Iranian Revolution of 1979 to 9/11, Euro-American imaginaries were saturated with fantasies and fears of Muslim violence. Islam, the dominant religion of the people of the Middle East, has been regarded as a particularly or uniquely bellicose. Words like jihad and caliph struck terror in the minds of colonial officials and thinktank pundits who shaped entire policies around the idea of containing what they believed to be divinely-inspired violence. For the powers that were and still be, political movements and revolutions in the Middle East were evidence of an innate fanaticism—a failure of modernity itself to tame the passions and the furies of the peoples it left behind. In this lecture and module we examine a number of myths around the relationship between religion and violence in the Modern Middle East. In this module, we critically interrogate the most central cornerstones—sectarianism, artificial borders, for example—of the myth of 'Muslim rage' and come to understand how such ideas have shaped imperial and neo-imperial policy in the region from the nineteenth century to the present.

**Celts, Romans and Vikings – The Formation of Early Ireland [HIS21240](#)**

*Spring (5 credits)*

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.

Please note that the current plan is to give this module in-person, depending upon public health guidelines.

**From the Goldmines to Trump – A Global History of Nativism and Anti-Immigration since the mid 19<sup>th</sup> Century [HIS21260](#)**

*Spring (5 credits)*

Nativism and anti-immigration (both terms will be used interchangeably throughout the course) 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 also 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? Most readings will take the form of journal articles, but primary sources will be provided most weeks to enable us to examine the rhetoric used by prominent anti-immigrant voices in the past.

**Global Asia [HIS21330](#)**

*Spring (5 credits)*

This course introduces Asia's quest for nation-building and global modernity to students without prior knowledge of the region and its people. How did Asia since the late nineteenth and twentieth centuries pursue modernity on national and global levels? How and why did those pursuits connect Asian societies and states to the wider world?

What motivated Asians to situate themselves within worlds beyond than the family, the village, the city, the nation, the empire or the region? What were the professional channels that connected the emergence of modern Asia to developments overseas?

Themes involve systematic comparisons of a wide array of nation-building programs in China, Japan, Korea, Singapore, Hong Kong, Vietnam, Malaysia, Indonesia, the Philippines, Thailand and India. Case studies include how Asian pioneers such as Sun Yat-sen, Ho Chi Minh and many others embraced global connections as a necessity for their professional work, their personal identities and their political causes. Thinking through global Asia since the 1870s ranges across social history, cultural history,



political history, economic history, the history of religions, the history of mobility, institutional history and global history. The course will feature classic readings on these topics as well as brand new publications of 2022.

**Marathon [HIS21300](#)**

Core module, only available on BA Humanities History

*Spring (10 credits)*

This module is designed to get students using their historical imagination, by placing themselves in the role of a historical character or a participant in a controversial historical event. It is a small-group, seminar-based module and at the end of the semester it includes a day-long seminar where students present their own, originally composed document.

## Level 2 History Elective Modules

### **History of Science [HIS20780](#)**

*Autumn and Spring (5 credits)*

This module provides a broad outline of the history of science, from ancient times to the present, and incorporates a number of fields of study that we today consider to be 'scientific'. It traces a line from the earliest conceptions of the universe to the evolving views of mankind's relationship with his world, through the Scientific Revolution to current and emerging scientific theories that challenge our very notions of reality itself. The course addresses the question of what counts as science, and whether this has changed over time. What, for example, would the idea of 'science' or 'scientific endeavour' have meant to the earliest geographers, zoologists or mathematicians? What is a 'scientific revolution'? How does the history of science confirm or challenge our ideas of historical narratives?

The module covers the history of several areas of science, including: Natural Philosophy, Astronomy, Botany, Zoology, Medicine, Anatomy & Dissection, Physiology, Animal Science & Veterinary Medicine, Alchemy, Chemistry, Biology, Physics, Atomic Theory & Quantum Mechanics, Geology, Evolution, Genetics, Environmental Science, Climatology, Philosophy of Science.

### **A History of Ireland – Culture and Society [HIS21100](#)**

*Autumn (5 credits)*

History has shaped modern Irish life in ways that are many and complex. This course opens with an exploration of Irish culture and society in a new millennium. What is it about Ireland that is unique? And what is it, instead, that is part of a shared human experience that transcends borders, whether political or geographic? The course examines how millennia of history have shaped life on the island from the arrival of the first humans, through the Irish experience within the British Empire, and on to a partitioned island which is organized into two states: Northern Ireland and the Republic of Ireland. The course will also assess how Ireland has been shaped by emigration, by Famine, and by media, among other forces. Woven through the course will be an appraisal of continuity and change in political, social, economic and cultural dimensions of Irish history.

### **Spanish Civil War [HIS21210](#)**

*Autumn (5 credits)*

This module examines the economic, social, political, cultural and religious roots of the Spanish Civil War (1936-39) and places them within the wider international historical context. The domestic causes of the military coup in July 1936 will be explored in conjunction with a focus on ideals and ideologies and other key factors that favoured its internationalisation and ultimately led to foreign intervention (Fascist Italy, Nazi Germany and the Soviet Union) and "malevolent neutrality" (Great Britain, France and the United States). The violence and hatred between Nationalists and Republicans that were unleashed in this conflict will be analysed as part of a broader discussion of the highly polarised rhetoric that inspired it. The war's dual nature, revolutionary and reactionary, and the short and long-term repression that it triggered, will be examined by drawing on a wide selection of primary and secondary sources, such as archival records, propaganda posters and cartoons, newspapers, photography, literature, memoirs, film, graphic novels and art. Interpretative categories that have attracted increasing attention in recent historiography, such as gender and race, will also be discussed.

## Third Year and Fourth Year (Level 3)

History students can select from the following modules in the third year and fourth year.

Please note that some modules may be specific to certain degrees.

### Autumn Trimester:

- Research Skills Seminar (5 credits) [HIS30550](#)
- Rise Fall Rise of Modern Japan (10 credits) [HIS31280](#)
- The Irish Revolution 1910-1923 (10 credits) [HIS31320](#)
- Past, Present and Future in Medieval England (10 credits) [HIS31500](#)
- Contested Histories in Australia (10 credits) [HIS31850](#)
- Roads to Heaven & Hell (10 credits) [HIS31900](#)
- Florence 1200-1400 (10 credits) [HIS32430](#)
- Conquering Ireland 1579-1691 (5 credits) [HIS32460](#)
- US Pivots To Asia 1890s-1950s (10 credits) [HIS32620](#)
- Manufacturing Truth in the Modern World (10 credits) [HIS32710](#)
- Frontiers of Empire Ireland and the Roman World, 100-600 AD (10 credits) [HIS32720](#)
- The Digital Humanities (10 credits) [HIS32730](#)
- Settler Colonialism (10 credits) [HIS32850](#)
- Jonathan Swift and Ireland (10 credits) [HIS32860](#)
- Questions in History (5 credits) [HIS32900](#)
- The 1641 Rebellion (10 credits) [HIS32970](#)

### Spring Trimester:

- Conference (5 credits) [HIS31340](#)
- Revolutionary Russia 1905-1921 (5 credits) [HIS32310](#)
- Genocide & Mass Violence in the Twentieth Century (5 credits) [HIS32380](#)
- Madness and Civilisation (10 credits) [HIS31310](#)
- Alcohol, Drugs & Society (10 credits) [HIS32350](#)
- British Atlantic History 1607-1776 (10 credits) [HIS31400](#)
- Irish Foreign Policy 1919-73: A Place Among the Nations (10 credits) [HIS31760](#)
- Roads to Heaven & Hell (10 credits) [HIS31900](#)
- Biography and History (10 credits) [HIS32230](#)
- A History of Decadence: Sex Spectacle and Corruption in Eighteenth-Century Venice (10 credits) [HIS32330](#)
- Florence 1400-1530 (10 credits) [HIS32440](#)
- Anticolonial Thought in the Twentieth Century (10 credits) [HIS32480](#)

- Migration Nation: The Irish Migration Experience since 1945 (10 credits) [HIS32650](#)
- Conservative Political Activism in the United States 1960-1980 (10 credits) [HIS32660](#)
- Manufacturing Truth in the Modern World (10 credits) [HIS32710](#)
- History from below: Rural life in the middle ages (10 credits) [HIS32800](#)
- Settler Colonialism (10 credits) [HIS32850](#)
- Spectacle and the Modern World (10 credits) [HIS32870](#)
- Sexuality and Society (10 credits) [HIS32880](#)
- Britain in the Islamic World: Themes of empire, religion and resistance 1800-1950 (10credits) [HIS32920](#)
- Devolution, Dominion, Democracy: Ireland's constitutional history north and south, 1870-2007 (10 credits) [HIS32920](#)
- Pills, Patents & Policies (10 credits) [HIS32940](#)

Level 3 History Dissertation Modules:

- SSH Dissertation 2 Trimester Duration - Autumn and Spring (20 credits) [HIS32890](#)
- Dissertation Spring (15 credits) [HIS32840](#)
- Dissertation Spring (15 credits) [CEH30020](#)

### **Autumn Trimester**

#### **Research Skills Seminar [HIS30550](#)**

Only available on BA Humanities degrees

*Autumn (5 credits)*

The prime objective of this module is to prepare students to write a dissertation. Students will be required as part of the module to arrange three meetings with their dissertation supervisor during the trimester, each one tied to the three assessments required on the module. The module will focus on three areas of dissertation preparation: 1: the dissertation Proposal; 2: the survey of secondary source literature; and 3: the identification of the key primary source material for the topic. Every student needs to identify a topic, and then focus that topic so that it is coherent and workable. Likewise, every student needs to identify and analyse primary source materials, work with secondary literature, and develop a methodology. In this module, students will begin this process by working as a group and with their individual supervisors.

#### **Rise, Fall, Rise of Modern Japan [HIS31280](#)**

*Autumn (10 credits)*

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 1910-1923 [HIS31320](#)**

*Autumn (10 credits)*

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.

**Past, Present and Future in Medieval England [HIS31500](#)**

*Autumn (10 credits)*

How did people in the middle ages think about their past, present and future? How did they explain the fortunes of individuals and the rise and fall of empires? How did they discuss authority and resistance, religious conflict, the natural and the supernatural world? This course looks at how a talented and original group of writers in England in the high middle ages tried to make sense of the remarkable times in which they lived. Combining history, prophesy, poetry and political commentary, their works address not only the dramatic events of the time – the murder of Thomas Becket, the rebellion of Eleanor of Aquitaine, the crusade of Richard the Lionheart – but a range of other topics, from the character of the Irish to the nature of werewolves. Students will gain both an insight into a formative period in English history and an appreciation how historical interpretation has changed over time.

**Contested Histories in Australia [HIS31850](#)**

*Autumn (10 credits)*

This module surveys important controversies and defining national moments in Australian history, and invites students to situate these within a comparative context of historical contestations in other western democracies, particularly Ireland. Through a case study approach, students will engage debates about the place of history in the production of national identity, and undertake guided research and analysis of a chosen topic. Topics for consideration include: national commemorations and the statue wars; colonial rebellion and relationship to empire; war and nation-building; indigenous rights; access to citizenship.

**Roads to Heaven and Hell [HIS31900](#)**

*Autumn (10 credits)*

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.

**Florence 1200-1400 [HIS32430](#)**

*Autumn (10 credits)*

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 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.

### **Conquering Ireland 1579-1691 [HIS32460](#)**

*Autumn (5 credits)*

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.

### **US Pivots to Asia 1890s-1950s [HIS32620](#)**

*Autumn (10 credits)*

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. In terms of ideology, this period saw a stronger, if intermittent, support for 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.

### **Manufacturing Truth in the Modern World [HIS32710](#)**

*Autumn (10 Credits)*

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.

### **Frontiers of Empire: Ireland and the Roman World, 100-600 AD [HIS32720](#)**

*Autumn (10 credits)*

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.

### **The Digital Humanities [HIS32730](#)**

*Autumn (10 credits)*

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.



### **Settler Colonialism [HIS32850](#)**

*Autumn (10 credits)*

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.

### **Jonathan Swift and Ireland [HIS32860](#)**

*Autumn (10 credits)*

This module examines the history of Ireland during the lifetime of Jonathan Swift. Most famous as the author of *Gulliver's Travels*, Swift is often deemed the greatest satirist in the English Language. As a commentator on both Irish and English religion, politics and society more generally, his writings have been assessed and reassessed by generation after generation of scholars and academics. Yet there continues to be much disagreement as to the contemporary significance of his writings and their wider impact during his lifetime. This module looks to locate Swift's writings relating to Ireland within their wider historical context and to consider the factors that drove Swift to produce such works. In so doing, it will consider historical contexts relating to Swift as a member of the Church of Ireland clergy, his attitude towards Irish Catholics and Protestant Dissenters, his political outlook and beliefs with regard to Ireland's constitutional connection with England and the presence of a permanent professional army in Ireland, his understanding of emerging modern financial practices, and his engagement with contemporary understandings of societal structures relating to poverty, commerce, social distinction, gender, and other such concerns.

### **Questions in History [HIS32900](#)**

*Autumn (5 credits)*

This module, as the title suggests, revolves around questions: questions that historians have asked about historical events and phenomena, questions that historians have asked about the aims of their own research, and questions that others have asked—and keep asking—about the work that historians do. Such questions range from abstract musings about the purpose of history-writing to practical questions, like choosing the best methods for researching particular themes. The lectures will draw on examples from different periods—antique, medieval, early modern, and modern—and our discussions will stretch across periods and geographical boundaries. We will of course examine what approaches historians applied to investigating various questions but we will also invite students to raise their own questions and to engage in what historians sometimes call 'problematism', or the practice of challenging received narratives and accepted conventions. We will be asking whether history is a science, how historical periods are constructed (periodisation), whether we can learn from history, to what extent events and phenomena are comparable across places, whether men have a different history from women, how historians work with other disciplines, how scientific the discipline of history is, who owns history, and why should we study history in the first place. Whatever your interest in history is, the

module will give you a deeper insight into the historian's craft and enrich your understanding of the approaches and methods that you may wish to apply. This module significantly reinforces work done in level 3 10-credit modules and dissertations, and also provides a valuable springboard to postgraduate study.

### **1641 Rebellion [HIS32970](#)**

*Autumn (10 credits)*

The 1641 rebellion was one of the hinge points in Irish History. Following a failed strike to seize Dublin Castle and some limited success in occupying fortresses in Ulster, the rebellion gradually spread throughout most of the island with a pattern of violence which involved attacks against the Protestant population which saw them plundered, often stripped, expelled from their homes, and sometimes becoming the victims of even worse violence, including many deaths, either directly at the hands their attackers or more commonly from exposure during a very cold winter. In turn, the essentially settler population responded with often savage reprisals and their capacity to inflict casualties was increased in areas where they were supported by organized military forces, and then vastly expanded by the gradual arrival of armies from England and Scotland to repress the rebellion. The constitutional crisis in England which ultimately led to the outbreak of Civil War in August 1642 meant that rather than being quelled the rebellion instead gave birth to an oath-bound association, the Confederate Catholics of Ireland, which attempted to both restrain the social disorder which had engulfed the island and to organize to protect the Catholic community from the expected retribution for the rebellion from Britain. Much of the island came under the control of this Catholic proto-state which only dissolved itself in 1649 as the bulk of its organization made peace with a Royalist party also engaged in war with the regicidal English parliament. It was this Interregnum regime which conquered Ireland between 1649 and 1653, resulting in a profound demographic catastrophe and what proved an enduring shift in the confessional division of land ownership and urban government. Part of the motivation for the conquest and the punitive settlement derived from the desire to settle accounts for the 1641 rebellion which was widely believed to have caused a greatly inflated number of casualties, and for which most of the Catholic population was assigned responsibility in different measures. Protestant memory of the 1641 rebellion which tended to exaggerate the number of deaths, the brutality and malevolence of the violence, the responsibility of the Catholic clergy and the role Protestant negligence had played in allowing their community to become victims in such a harrowing fashion, meant that it subsequently became a central reference point of Protestant identity in the island. In a cognate fashion, the savagery of the Cromwellian conquest and its attendant demographic disaster, intensified by changes in landownership and the exile of key military, mercantile and clerical elites, helped to unify a narrative memory of Catholic Irish as victims of state and sectarian violence.

**Spring Trimester**

**Conference [HIS31340](#)**

Core module, only available on BA Humanities History

*Spring (5 credits)*

On this module students will organise a one-day conference to be held in the School of History. The class will have collective responsibility for the planning, scheduling and publicity of the event. Each student will make an individual contribution consisting of a presentation which will be closely related to the subject of their dissertation. The presentations will be then be written up as essays.

**Revolutionary Russia 1905-1921 [HIS32310](#)**

*Spring (5 credits)*

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.

**Genocide and Mass Violence in the Twentieth Century [HIS32380](#)**

*Spring (5 credits)*

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.

### **Madness and Civilisation [HIS31310](#)**

*Spring (10 credits)*

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.

### **Alcohol, Drugs and Society [HIS22350](#)**

*Spring (10 credits)*

This module will explore the history of alcohol and drugs in Ireland, Britain and America from the late eighteenth century to present day. From US prohibition to smoking bans; opium dens to heroin addiction; the gin craze to binge-drinking, a long, historical perspective is essential to framing debates about drugs and alcohol today. The course will follow a broadly chronological format, beginning with the evolution of the 'disease model' of addiction from the 1770s and tracing contrasting state, voluntary and medical approaches to stemming the tide of substance misuse. These include the rise of the temperance movement, prohibition and the origins of 'rehab'. Attention will be paid to how restrictive legislation, recreational norms/subcultures and drug classification have been shaped by discrete sets of social, cultural and political ideas in historical contexts. The course will also examine how attitudes towards drugs and alcohol lend insight into wider cultures and societies at specific historical moments. Throughout, the importance of class, gender and ethnicity will be assessed. The rise of the medical profession and the growing influence of medical knowledge will also form a central theme. The course will engage with a blend of secondary readings and primary source material, to include audio-visual clips, patient testimony and pamphlets.

### **British Atlantic History 1607-1776 [HIS31400](#)**

*Spring (10 credits)*

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.

**Irish Foreign Policy 1919-73 A Place Among the Nations [HIS31760](#)**

*Spring (10 credits)*

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?

**Roads to Heaven and Hell [HIS31900](#)**

*Spring (10 credits)*

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.

**Biography and History [HIS32230](#)**

*Spring (10 credits)*

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.

**A History of Decadence: Sex, Spectacle and Corruption in Eighteenth Century Venice [HIS32330](#)**

*Spring (10 credits)*

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 (10 credits)*

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 during 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.

### **Anticolonial Thought in the Twentieth Century [HIS32480](#)**

*Spring (10 credits)*

Though empires have been the dominant form of state organization for much of human history, it was only in the late nineteenth century that the concept and critique of imperial-ism as a structure and as a totalizing system, began to be formulated. From that point onward and for much of the twentieth century, political thinkers and activists have asked: A) What is imperialism as a global system? B) What is morally wrong with it? C) How could and should it be dismantled? And D) what forms of more just political organisation might replace it?

**Migration Nation: The Irish Migration Experience since 1945 [HIS32650](#)**

*Spring (10 credits)*

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.

**Conservative Political Activism in the United States 1960-1980 [HIS32660](#)**

*Spring (10 credits)*

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.

**Manufacturing Truth in the Modern World [HIS32710](#)**

*Spring (10 credits)*

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.

**History from below: Rural Life in the Middle Ages [HIS32800](#)**

*Spring (10 credits)*

That 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.

**Settler Colonialism [HIS32850](#)**

*Spring (10 credits)*

Created in mid-nineteenth-century Europe, World Exhibitions were timekeepers of modern Western civilisation progress. In an international setting, the bourgeois imaginary portrayed the outside world according to its universalistic dimension. Some decades later, in the fin de siècle, members of European aristocracy revived the Olympics through a Janus-faced narrative connecting classical, modern, and upcoming eras. This module examines how the founding discourses that originated Universal Expositions, Olympic Games and FIFA World Cups modelled the societal representations presented within these mega-events. We will evaluate how new media possibilities and economic interests have created lavish spectacles of global reach, in which teleological narratives become accessible alternatives among competing accounts of reality. We will thus assess why certain political myths are selected by the host countries to be part of national narratives while other events of historical importance are avoided or trivialised. We will also analyse how modern social developments and challenges - such as the advent of a multipolar world, the twenty-first-century climate crisis, increasing socioeconomic disparities as well as the struggle for ethnic minorities' participatory rights and gender equality - have created tendencies in how we remember, imagine, and represent modernity.

**Spectacle and the Modern World [HIS32870](#)**

*Spring (10 credits)*

Created in mid-nineteenth-century Europe, World Exhibitions were timekeepers of modern Western civilisation progress. In an international setting, the bourgeois imaginary portrayed the outside world according to its universalistic dimension. Some decades later, in the fin de siècle, members of European aristocracy revived the Olympics through a Janus-faced narrative connecting classical, modern, and upcoming eras. This module examines how the founding discourses that originated Universal Expositions, Olympic Games and FIFA World Cups modelled the societal representations presented within these mega-events. We will evaluate how new media possibilities and economic interests have created lavish spectacles of global reach, in which teleological narratives become accessible alternatives among competing accounts of reality. We will thus assess why certain political myths are selected by the host countries to be part of national narratives while other events of historical importance are avoided or trivialised. We will also analyse how modern social developments and challenges - such as the advent of a multipolar world, the twenty-first-century climate crisis, increasing socioeconomic disparities as well as the struggle for ethnic minorities' participatory rights and gender equality - have created tendencies in how we remember, imagine, and represent modernity.



### **Sexuality and Society [HIS32880](#)**

*Spring (10 credits)*

This module will explore the profound impact of the organisation of sexuality, gender and biology in early Mediterranean and European societies. It will begin by examining Classical legacies and their appropriation and assimilation by expanding Christianities. It will show how these informed societies ranging from the late Roman Empire to the realms of the Franks, English and Irish. From Beowulf to Cú Chulainn, from Brigit to Brunhild, assumptions around gender and identity shaped early medieval worlds and their organisation of power. Topics covered will include sexuality and biology in the Roman Empire, gender in early Christianity, biology and law in early Ireland and the depiction of masculinities and femininities among the Irish, Franks and English. The complex attitudes towards biology and identity will be a major theme for discussion throughout the module.

### **Britain in the Islamic World: Themes of empire, religion, and resistance 1800-1950 [HIS32920](#)**

*Spring (10 credits)*

At its height, British imperial authority extended over hundreds of millions of Muslim subjects from the Straits of Malacca to the Niger basin and beyond. While a diverse cadre of British soldiers, policy-makers, census enumerators, intelligence agents, missionaries, writers, scholars, and explorers divided these subjects along lines of sect, race, caste, tribe, and nation, collectively they were conceived of as comprising one coherent civilization, an "Islamic world". This course will explore the engagement of the British Empire with this world through the nineteenth and twentieth centuries. We will examine the imperial impulse which drove British expansion into the heartland of territories long held by the great Islamic powers of the early modern age, with a special emphasis on the Indian subcontinent and the Arab Middle East. Particular attention will be given to the ways in which British authorities came to categorize and "know" their Muslim subjects, and the impact that this process of colonial knowledge building had in shaping the modern identities of Muslims across the empire. As the period under review incorporates the birth of a truly global, pan-Islamic Muslim consciousness, we will engage with the efforts of key Muslim thinkers and movements to make sense of their place and prospects in a world dominated by European imperialism. Finally, we will consider the challenge and nuances of nationalism and the formal end of empire, and its legacy in terms of contemporary life in South Asia, the Middle East, and Britain.

### **Devolution, Dominion, Democracy: Ireland's constitutional history north and south, 1870-2007 [HIS32920](#)**

*Spring (10 credits)*

Devolution, dominion, democracy explores the evolution of ideas for the establishment of parliaments and legislative assemblies on the island of Ireland from the 1870s through to the twenty-first century. The concept of Home Rule foresaw a devolved parliament for Ireland. This was ultimately realised for Northern Ireland only in 1921. That same year, dominion status based on the model of Canada was offered to a new and sovereign Irish Free State. In the years that followed, Ireland developed its nascent democracy in an era when new states were being formed both in Europe and elsewhere. In many cases, new states either failed or succumbed to totalitarianism. In 1973, the devolved powers of the Northern Irish government were revoked. It would take until 1998 to agree a functioning model for devolved powers in Northern Ireland and this new arrangement would not be without its challenges and interruptions.

Beginning with the Home Rule movement, which was founded by Isaac Butt in the wake of the Fenian uprising of 1867, the module will explore concepts originating on the island of Ireland, in Britain and further afield for the devolution of powers to representative bodies, first of Irish men and ultimately of all Irish people. The module will explore the partition on Ireland, the formation of devolved, revolutionary, and dominion parliaments established during the island's 'revolutionary decade' before going on to look at the structures of governance articulated in the constitutions of 1922 and 1937, the revocation of devolved power from Stormont in 1973 and the attempts to find a workable mode of power-sharing in the decades that followed, a process that continues in a dynamic peace process. Along this path, the module will also

touch upon supra-national layers of representation and association to include Ireland and the United Kingdom's associations with the European community.

**Pills, Patents & Policies [HIS32940](#)**

*Spring (10 credits)*

Over the past 140 years, a pharmaceutical revolution has transformed our lives. Across the world, billions of people have used sophisticated technologies ranging from vaccines to antibiotics to combat once-lethal diseases. Many others rely on regular access to insulin, statins, and hormones to manage their health and bodies. Meanwhile, increasingly fine-grained diagnostics allow us to identify various risk factors long before any actual disease manifests. But access to these breakthroughs has never been even. While Western healthcare systems spend an ever-greater part of their income on pharmaceuticals and big companies earn record profits, large parts of the world's population still have uneven or no access to lifesaving drugs. This is despite a long history of therapeutic experimentation on non-European bodies and the increased outsourcing of often highly polluting pharmaceutical manufacturing to the Global South.

Pills, patents, and policies lift the veil on triumphs, challenges, and failures of the biomedical revolution. Focusing on the long 20th century (ca. 1880 to COVID-19), the course introduces students to the dynamic world of public and commercial research, intellectual property, and global supply chains that made the pharmaceutical revolution possible. Students will learn how the early 19th century saw a new mode of systematised biomedical research, global bioprospecting, and industrial production and marketing lay the groundwork for a steady stream of pharmaceutical breakthroughs. They will also explore how resulting fallout such as fatalities resulting from contaminated products or unexpected adverse effects laid the ground for a new system of safeguards like clinical trials and regulatory agencies that we still rely on. Focusing on the evolution of pharmaceutical innovation and marketing, students will also study how the 20th century saw new forms of venture capitalism, molecular innovation, and global supply chains require different approaches protecting intellectual property – and how resulting legal frameworks helped cement health inequalities in poorer parts of the world.

**Level 3 History Dissertation Modules:**

**SSH Dissertation [HIS32890](#)**

Core module, only available on BA Humanities History

*Autumn and Spring (20 credits)*

The Dissertation is an exercise in independent historical research. Students are required to choose a topic for the Dissertation, identify key research questions, consult relevant primary and secondary sources, and present an analysis of their findings in a scholarly manner.

In the early summer prior to the final year of study the School will hold an information session for all students. Students will be allocated a supervisor by the School over the summer vacation. In the Autumn, the Research Skills course will provide guidance in how to identify and focus on a topic, locate and work with primary sources, and move from a research topic to a written analysis. The course will also provide advice on issues such as research methodology and scholarly conventions. Students should initiate contact with potential supervisors within the first two weeks of trimester. By Week 3 at the latest, each student should have identified a coherent topic. Normally a student will have three formal meetings with the supervisor in each trimester. During these meetings, the supervisor will provide guidance on the topic and on relevant primary and secondary material, as well as feedback on drafts. Students may also consult other members of staff with relevant expertise.

**Dissertation [HIS32840](#)**

Available only on BA Humanities History & Politics

*Spring (15 credits)*

The dissertation forms the capstone of the History and Politics degree. Building upon the skills, knowledge and methods that have been developed over the course of the programme, students will work directly with academic supervisor within the School of History to create an independently researched dissertation. Having proposed a topic and developed it in the Autumn trimester in the research skills seminar (HIS30550), students will work with primary and secondary sources, and develop and articulate an argument in a substantial piece of polished writing (8000 words).

**Dissertation [CEH30020](#)**

Available only on BA Humanities Classics, English, History

*Spring (15 credits)*

The dissertation forms the capstone of the degree in Classics, English and History. Building upon the skills, knowledge, and methods that have been developed over the course of the programme, students will work directly with an academic supervisor to create an independently researched dissertation. Students will propose a topic, work with primary and secondary sources, and develop and articulate an argument in a substantial piece of polished writing (8000 words).

## **Contact Us**

The School of History Office team are happy to help during our business hours 08:00 - 16:00.

You can contact us by email, phone or in person.

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Speak to us: +353 (0)1 716 8375

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School Office Opening Hours:

Monday to Friday

10:00 – 12:00 and

14:00 – 16:00

Outside of these hours, please email us and we reply during our business hours (08:00 – 16:00).

We are located in the Newman Building on the Belfield Campus. The School of History occupies the C, J and K corridors on the first floor (upstairs). The School Office is located in the K corridor. We look forward to meeting you.