

# SECOND YEAR COURSE DESCRIPTIONS

## ACADEMIC YEAR 2024-25

### SEMESTER 1

#### LECTURE MODULES (5 ECTS)

Choose **THREE** Lecture modules

#### **HI2150: Europe, 1918-49 – Dr Gearóid Barry**

This is a survey lecture module about politics and society across Europe in the thirty-year period from the end of the First World War to the aftermath of the Second World War. The revolutionary turmoil that grips the Russian empire from 1917 forms the first act of this module, setting the scene for what would become by the 1930s Europe's 'age of dictatorships'. We learn how the uneasy and violent 'peace' of 1919 was a deeply ambiguous one, at one and the same time recognising the democratic nation-state as the normative unit of European politics just at the moment when new modes of politics (embodied by Lenin's Communists and Mussolini's fascists) mobilised Europeans with quite different sacred causes. All the same, what we call interwar Europe (1919-39) was not on a predetermined path to the Second World War. Choices made by leaders (such as Hitler and Stalin, to take the most dramatic examples) and specific events – such as, for example, the course and nature of the Spanish Civil War (1936-39)- mattered immensely to the shape of political outcomes in Europe as a whole. World War II itself forms the crux of the European twentieth century. Its utter destruction made for a political aftermath in 1945-49 quite different from that of 1919 in that dominant superpowers were able to impose peace but at the cost of a divided Europe.

#### ***Introductory Reading:***

Ian Kershaw, *To Hell and Back. Europe, 1914-1949* (London 2016)

David G. Williamson, *The age of the dictators: a study of the European dictatorships 1918-53* (London 2013)

Conan Fischer, *Europe between democracy and dictatorship, 1900-1945* (Chichester 2011)

#### **HI2155: Cultural Heritage & Public History – David Doolin**

'Cultural heritage' and 'Public history' covers a broad range of knowledge and scholarship and, as such, offers a pertinent opportunity to foster collaborative, transdisciplinary teaching and learning. This module will introduce undergraduate students to the concepts of cultural heritage and ask them to engage with public history, in the multiple ways it exists today. The ideas of conservation, presentation and communication of Irish physical or natural heritage, built Heritage and cultural heritage, will be explored in theory and in practice. And history and heritage through popular medias' depictions will be critically assessed to offer a broad range of topics and case studies that will offer students an opportunity to study various public history

constructions and cultural heritage conservations. In this module, students will further engage questions that speak to the ways we learn about who we are and what it means to have a particular national and/or ethnic identity, via the world we traverse. In learning how public history comes into existence, students will learn to critically assess how histories are created for and presented to the public, engaging with contested interpretations and meanings, as well as the decisions and presentations of particular stories about the past. Students will be taught to engage with public history as commemoration, as well as thinking about what's not commemorated, the silences and empty spaces, and to understand other 'sites of memory' in the public domain. The module will also engage with history and heritage as it is presented in museums and galleries. To achieve the learning outcomes this module starts by answering the basic questions, what is cultural heritage and what is public history? The module will direct students to engage with theory and with presentation, by providing an overview of the many practical aspects of, and trends in public history (e.g., the economic, social and cultural constraints involved). It will also examine the debates on public history. Students will have an opportunity to critically assess a variety of cultural heritage paradigms (e.g., our built heritage, natural heritage, cultural heritage) as well as public history sites, including film, museums, monuments, buildings and public artefacts, history on radio and television, documentaries, and digital history. Finally, learners will also explore opportunities for making and/or critiquing public history, through a practical project, producing a tangible outcome.

### ***Introductory Reading:***

Denise D. Meringolo (ed.), *Radical Roots: Public History and a tradition of social justice activism* (Amherst, MA 2021)

Moira G. Simpson, *Making representations: museums in the post-colonial era*, Revised edition (London 2001)

Paula Hamilton, Linda Shopes, *Oral history and public memories* (Philadelphia 2008)

Gary B. Nash, Charlotte Crabtree, Ross E. Dunn, *History on Trial: Culture Wars and the Teaching of the Past* (New York 2000)

Laurajane Smith, *The Uses of Heritage* (London 2006)

Roman Krznaric, *The Good Ancestor: How to think long term in a short-term world* (London 2021)

### **HI2146: The Making & Breaking of Britain - Dr Tomás Finn**

This module asks what it means to be British. The twentieth century ended with the opening of the National Assembly of Wales and a parliament in Scotland. These were in many ways unexpected and unlikely events. It was Scotland's first parliament for 300 years and the first in Wales for almost 600 years. This module considers the factors that led to their establishment and may in turn lead to the break-up of Britain, along with the ties that continue to unite the country. It examines not just the question of national identity especially for the Scots and

Welsh, but also the phenomenon of English nationalism. Topics include the impact of two world wars, the decline of the British Empire, economic challenges, the European Union and the evolution of public policy and public opinion. By considering the long and short term factors that led to devolution, this module helps us to understand what it is to be English, Welsh and Scottish within a British context.

***Introductory Reading:***

Colley, Linda, *Acts of Union and Disunion* (2014)

Alexander Grant and Keith J. Stringer (eds.), *Uniting the Kingdom?: The making of British History* (London 1995)

Robbins, Keith, *Great Britain: Identities, Institutions and the Idea of Britishness* (London 1998)

**HI2157: The Reformation: Tolerance and Intolerance in Early European Society – Prof Alison Forrestal**

At the beginning of the sixteenth century, western Europeans shared a common religious identity as members of the Catholic church. By the early seventeenth century, European society had altered irrevocably, with this unity replaced by an array of conflicting denominations, churches and sects. This period, commonly known as the Reformation, was an era of unprecedented unrest and change in European history, with enormous and enduring significance for the political and cultural development of Europe.

This module focuses on the political and socio-cultural impact of the Reformation. It will trace its beginnings in 1517, when the scholarly monk Martin Luther defied pope and emperor by refusing to retract his criticisms of catholic doctrines and devotions, such as indulgences. It will examine the origins of the protest, asking what longer term political, cultural and social trends contributed to its outbreak, and transformed an isolated intellectual debate into a revolution. It will also trace the rapid growth of support for dissent and reform, followed by the radicalisation and fragmentation of the new movement as it spread across the German lands, and into Switzerland, France, and the Low Countries. The political and social implications of the Reformation were thrashed out in revolts and wars, such as the Peasants' Revolt (1524), the French civil wars (1562), and the Dutch Revolt (1567), which will form case studies in the module. Other topics of study will include the impact of the Reformation on attitudes towards gender, sexuality, ethnicity and the position of minorities within European society.

D. MacCulloch, *Reformation: Europe's House Divided, 1490-1700*

P. Marshall, *The Reformation: A Very Short Introduction*

U. Rublack, *Reformation Europe*

### **HI2160: Ireland Since Independence – Dr Shannon Devlin**

This survey lecture module charts the principal developments in twentieth-century Irish social, political, and economic history. It will begin by examining the struggle for Irish independence, the partition of the island, and development of government in both sides of the border. We will then contemplate the social and political developments during WWII/the Emergency, post-war relations between ‘the Two Irelands’, and the return to political violence in Northern Ireland. The module will finish considering the changing economic landscape at the end of the twentieth century and the road to the ‘Celtic Tiger’. By balancing both the political and the social, this module will explore themes of gender, religion, Irish pop culture, leisure, poverty, and excess to determine what it was like to live in twentieth century Ireland.

#### ***Introductory reading:***

##### ***Politics:***

Thomas Bartlett (ed.) *The Cambridge History of Ireland, 1880 to the present*, vol. 4 – Part II, chapters 9, 10, 11, 12, (Cambridge, 2018)

Alvin Jackson, *Ireland, 1798-1998*, chs 6, 7, 8. (Blackwell, Oxford, 1999)

##### ***Society:***

Eugenio F. Biagini and Mary E. Daly (eds), *The Cambridge Social History of Modern Ireland*, chs 8, 9, 10, 11, (Cambridge, 2017)

### **HI2158: Global History and Modern Capitalism:1400-1820 – Professor James Livesey**

In the last twenty years the history of capitalism has been one of the most important themes in Global History. In this lecture course students will be introduced to the key debates in this area. The course will begin with an introductory topic that will enable students to differentiate capitalism from other kinds of economic organisation, principally Thompson's idea of the moral economy. We will also engage with the periodisation for capitalism.

This introduction will be the basis on which will develop our thinking on the relative importance of international trade and domestic institutions in the development of the modern economy. In this section we will look at work by O'Rourke and Williamson and contrast that with Robert Brenner's arguments for the agrarian roots of capitalism. The central section of the course will be taken up with the debates around consumption, slavery, and empire. Core reading in this section will include the classic Williams thesis, and its development in the literature on the relationship between cotton and chattel slavery in the group around Rockman and Beckert.

We will extend this debate by looking at very new work by colleagues such as Elizabeth Cross and Felicia Gottmann on chartered companies. The penultimate section will address the history of finance capitalism, looking at the inflationary effects of silver supply from the Americas in the early period, the era of financial experimentation in the seventeenth and eighteenth centuries, and the eventual emergence of a recognisable world of international finance around the Gold Standard in the early nineteenth century. We will conclude with a consideration of Pomeranz's "Great Divergence" between Atlantic and Asian economies.

***Introductory Reading:***

James Livesey, "An Alternative Genealogy for Global Capitalism: The Rhine Becomes an Inland Sea, 1792-1815", *Critical Historical Studies*, Vol. 6, No. 2 (2019)

Orlando Patterson, *Slavery and Social Death: A Comparative Study*, Cambridge Mass., 1982

Karl Polanyi, *The Great Transformation: The Political and Economic Origins of our Time*, Boston: Beacon 1957

## **SECOND YEAR COURSE DESCRIPTIONS**

### **ACADEMIC YEAR 2024-25**

#### **SEMESTER 2**

#### **COLLOQUIA (10 ECTS)**

**Choose ONE Colloquium**

#### **HI431: French Mobilisation and the Great War, 1914-1924 – Dr Gearóid Barry**

This colloquium focuses on French society and politics and their relationship to the military in a system long based on military conscription and the French Revolution's idea of the 'citizen-soldier'. We shall examine this from about 1900 up to the outbreak of War in 1914 through to the period of demobilization in the early 1920s. The weekly lecture is meant to help provide you with context for the informed interrogation of primary documents in the group sessions. As four elements are indispensable to any national study of the First World War -namely the military, political, social and cultural aspects - this module is informed by the 'new' cultural history of the First World War, exemplified by the book by Stéphane Audoin-Rouzeau, Annette Becker & Leonard V. Smith, *France and the Great War* (Cambridge, 2003). Using concepts of 'war culture' and 'cultural mobilization,' we shall analyse how French society responded to the trauma of military invasion and the need to defend the 'fatherland' patrie. Pre-war political and religious struggles had been muted but not resolved by the call to arms. While society and culture are examined, we also give attention to the chief, decisive

military such as the two battles of the Marne (1914 & 1918), Verdun (1916), Chemin des Dames (1917) and the nearly-successful German Spring Offensive of 1918.

***Introductory Reading:***

Audoin-Rouzeau, Stéphane, Annette Becker & Leonard V. Smith, *France and the Great War 1914-1918* (Cambridge 2003)

Elizabeth Greenhalgh, *The French Army and the First World War* (Cambridge 2014)

**HI166: Ireland in the 1950s – Dr Tomás Finn**

This colloquium examines perceptions of the 1950s in Ireland as a lost decade. It considers the economic stagnation and the emigration from which the country suffered but also looks at the emergence of a culture of inquiry and many of the policies that shaped contemporary Ireland. Huge numbers of men and women for a variety of reasons left Ireland in the immediate post WWII period while at the same time this crisis provoked a reassessment of the policies and ideas that dominated Ireland. The conservative consensus between church and state that governed the country since independence breakdown in this decade with it being challenged by a culture of inquiry which saw many new ideas and policies that are still central to how Ireland functions emerge during this period. How true this is of the two Irelands is examined in this course where Northern Ireland once witnessed an active IRA which in itself provoked a reassessment of the nationalist approach to partition while divisions within Unionism in Northern Ireland raised questions as to the nature and viability of the Northern state. While this decade witnessed a movement away from constitutional and political questions to social and economic issues this was experienced in different ways in the two states. The Republic of Ireland Act and the implications thereof is one example of the divergent paths the two Irelands were on during this period. Yet, for both, change and the impetus for change in part emerged due to the post WWII crisis but also a new generation born since independence and an international climate where many governments developed economic infrastructure and invested in health, housing and education. Questions as to the extent society supported or resisted reforms in these areas are highlighted by the Mother and Child health crisis, while state and church and public opinion informed areas such as health, the economy, education and censorship in various and often surprising ways.

***Introductory Reading:***

Finn, Tomás, *Tuairim, intellectual debate and policy formulation: Rethinking Ireland, 1954-75* (Manchester 2012)

Murphy, Gary, *In search of the Promised Land: The politics of post-war Ireland* (Cork 2009)

Keogh, Dermot, O'Shea, Finbarr, and Quinlan, Carmel, (eds.), *The Lost Decade: Ireland in the 1950's* (Cork 2004)

### **HI2103: Monarchy and Society in Early 17<sup>th</sup> Century France - Professor Alison Forrestal**

The beginning of the seventeenth century heralded a new era for the kingdom of France: after four decades of civil war a new dynasty of Bourbon kings took power, and wielded it until the French Revolution. This module examines the reigns of Louis XVI's predecessors, Louis XIII and his son Louis XIV (the 'Sun King of Versailles') from 1610 to 1661. It focuses on the political and social challenges involved in asserting the 'absolute' authority of the new regime, and examines the claim that the political and social roots of the French Revolution lay in these periods of rule. Knowledge of the French language is not required, since readings (documents and secondary sources) on the workings of the royal court, popular revolts, noble faction and rebellion, etc. will be provided in translation.

#### ***Recommended Reading:***

Yves-Marie Bercé, *The Birth of Absolutism. A History of France, 1598-1661*, Palgrave  
Alan James, *The Birth of Absolutism* (Routledge, 2016)  
Robin Briggs, *Early Modern France, 1560-1715*, (Oxford University Press, 1998)

### **HI494: British Social Movements Since 1945: Sex, Colour, Peace and Power – Dr Sarah-Anne Buckley**

From 1945, Britain's political and cultural landscape has been changed by social movements campaigning on issues of gender, race, disability, sexuality, the environment, and peace. This colloquium will address these movements, while also assessing the extent to which they resulted in political, social and economic change. From early attempts to decriminalize gay sex to the movement against globalization, this course will look at a range of topics previously neglected by historians of post-war Britain. In doing so, it will question not only the radicalism of individual movements, but how they fragmented in the 1980s and the extent to which they affected the political agenda.

#### ***Recommended Reading:***

Adam Lent, *British social movements since 1945: Sex, Colour, Peace and Power*, (Palgrave Macmillan, 2001)

## **HI2159: Land and Revolution in Ireland, 1879-1922 – Dr Laurence Marley**

This colloquium will examine the role of land conflict in the shaping of modern Ireland. During the Land War of 1879-82, led by Charles Stewart Parnell and Michael Davitt, the land question and the question of Ireland's national independence became inextricably linked, forcing a direct response from the Liberal government of William Gladstone in the form of historic land legislation. The collective protest of the Irish peasantry had been so strong by the end of 1880 that the London Times suggested the Land League would only have to print its own currency in order to gain control of the country. However, complex class forces were at play in this wave of agrarian agitation, and also in successive land wars in the later nineteenth and early twentieth centuries, so that areas of conflict - not only between landlords and tenants but also between larger farmers and tenants, farmers and labourers, graziers and small farmers, and shopkeepers and farmers - continued to present serious challenges (and sometimes opportunities) to British politicians, the landed ascendancy in Ireland, and indeed the leadership of the Irish revolutionary movement from 1916. An examination of the land wars in this period will aid a greater understanding of the complexity of Irish politics and society in the run up to the foundation of the independent Irish state in 1922.

### ***Recommended Reading:***

Philip Bull, *Land, Politics and Nationalism: A Study of the Irish Land Question* (Dublin, 1996)

Fergus Campbell, *Land and Revolution* (Oxford, 2005)

Fergus Campbell & Tony Varley (eds.), *Land Questions in Modern Ireland* (Manchester, 2013)

## **SEMESTER 2 LECTURE (5 ECTS)**

**Choose ONE Lecture module**

## **HI292: Central Europe, 1867-1918 – Dr Róisín Healy**

Definitions of Central Europe vary, but for the purposes of this course the term refers to the German and Austro-Hungarian Empires. Together these empires covered vast territories from the Baltic Sea in the north to the Adriatic in the south and included many cities, such as Prague, Budapest and Ljubljana, which are now capitals of independent states that entered the EU in 2004. In the late nineteenth and early twentieth centuries the German and Austro-Hungarian empires experienced similar tensions to states in western Europe, for instance, over the relationship between church and state, the social consequences of industrialization, and the acquisition of colonies. Their ethnic heterogeneity, however, gave rise to other, more serious divisions. German nationalism clashed with the nationalisms of Poles, Czechs, Magyars and others, fuelling arguments



about language, self-government and regional development. This course examines both the 'normal' problems of Central Europeans at this time and those that derived from the clash of nationalisms in these two empires. It begins with the restructuring of the Habsburg Empire to allow more self-government for Hungary and ends with the defeat and dissolution of both empires in World War One. Figures familiar to western Europeans, such as Bismarck, William II and Francis Joseph I, all make appearances, as do others who are better known to central Europeans, such as Józef Piłsudski, Tomas Masaryk and Rosa Luxemburg. Introductory Reading: James Retallack, ed., *Imperial Germany, 1871-1918* (Oxford 2008) Pieter M. Judson, *Guardians of the nation* (Cambridge, Mass. 2006) Nancy M. Wingfield, *Creating the Other: Ethnic Conflict and Nationalism in the Habsburg Central Europe* (New York 2003)

Definitions of Central Europe vary, but for the purposes of this course, the term refers to the German and Austro-Hungarian Empires. Together these two empires covered vast territories from the Baltic Sea in the north to the Adriatic in the south, from which many of the recent EU-accession states emerged. These empires experienced similar tensions to states in western Europe, for instance, over the relationship between church and state, the social consequences of industrialization, and the acquisition of overseas colonies. Their ethnic heterogeneity, however, gave rise to other, more serious divisions. German nationalism clashed with the nationalisms of Poles, Slovaks, Magyars and others. This course examines both the 'normal' problems of Central Europeans at this time and those that derived from the clash of nationalisms in these two empires.

Figures familiar to western Europeans, such as Bismarck, William II and Francis Joseph I, all make appearances, as do others who are better known to central Europeans, such as Józef Piłsudski, Tomas Masaryk, and Rosa Luxemburg.

### ***Introductory Reading:***

James Retallack, ed., *Imperial Germany, 1871-1918* (Oxford 2008)

Pieter M. Judson, *Guardians of the nation* (Cambridge, Mass. 2006)

Nancy M. Wingfield, *Creating the Other: Ethnic Conflict and Nationalism in the Habsburg Central Europe* (New York 2003)

### **HI2151: Europe since 1950 - Dr Gearóid Barry**

This is a survey lecture module about politics and society in Europe, east and west, from the height of the Cold War in 1950 through to the expansion of the European Union into eastern Europe in the first decade of the twenty-first century. The focus of the first section of the module is the parallel path of development followed by European nations on either side of the Iron Curtain in the 1950s and 1960s, with the contrasting experiences of Communist domination in the eastern bloc allied to the Soviet Union and a simultaneous Western European 'democratic age' of prosperity and European integration. Stalinism, de-Stalinization and the politics of the nuclear threat form key themes in the case of eastern Europe. The module also explores social change, as the

youth revolts in French and German societies around 1968 showed it could also be inflected by new attitudes to authority, family, religion and sexuality which made the personal political. A third presiding concern of the module is to understand the unravelling of the eastern bloc and of Communism itself during the Gorbachev years of 1985-91 and what followed. The 'post-war' period after 1989 brought some echoes of the Second World War with return of ethnic conflict to Europe in the Yugoslav wars of the 1990s. We also consider the scarring experience of democracy and diminished circumstances of Russians are also addressed as well, as finally, a consideration of Europe c. 2005, a moment with the eastwards expansion of the EU and the beginnings of a more assertive and possibly revanchist Russian posture on the European stage.

***Introductory Reading:***

Ian Kershaw, *Roller-Coaster: Europe, 1950-2017* (London 2019)

Asa Briggs & Patricia Clavin 2013, *Modern Europe, 1789 to the present*, 2nd Ed. (London 2013), chapters 10-12

Tony Judt, *Postwar: a history of Europe since 1945* (London 2005)