

List 1 Modules

Weighting: 20 ECTS

Assessment: 40% Essay, 60% Exam

Duration: All Year

Contact Hours: 3 hours per week

HIU34001: Ireland in the 1920's and 1930's

Module Coordinator: Dr Anne Dolan

The module revolves around a central question, posed by W.T. Cosgrave in February 1931, but still apposite and challenging to any interpretation of these years: 'what has the average man in the street got out of his independence and self-government?' It is the purpose of this module to encourage students to explore the range and variety of possible answers, and to prompt them to ask a whole series of questions of their own. The module also concentrates on a number of the questions that have been emerging in the recent historiography of this period. Was there a counter-revolution in the first years of the state? To what extent had there been a revolution at all? What were the consequences of the years of violence, and the impact of the civil war on the political culture that followed? Did independent Ireland become indelibly shaped by the nature of its foundation? What defined relations with the Northern State? What did people aspire to and what were they afraid of? Popular politics and dissent in the state, from Sinn Féin to the army mutineers to the Blueshirts and beyond, will be looked at through the prism of these and other questions. This module draws on a wide variety of primary source materials, and a range of sources are provided for seminars each week. However, from government files to cabinet minutes, from private papers to Oireachtas debates, from films and novels and women's magazines, from jazz records to diocesan archives, and anything and everything in between, students are expected to conduct their own primary research in the various archival repositories in Dublin.

HIU34002: The French Revolution, 1789 – 1799

Module Coordinator: Professor Joseph Clarke

Why did it take place? What was the nature of the new régime that emerged in 1789, why did it become so much more radical in the years that followed and how did that process change the lives of ordinary French men and women? Why ultimately did the Revolution lead to Terror and end in dictatorship? In this module, students will be encouraged to address these and other questions by examining different interpretations of the Revolution and through their own research in primary sources. While a selection of core documents will be supplied in translation, students will also be expected to undertake their own research in the extensive collections of prints, pamphlets and periodicals that are available in various libraries across Dublin and on the internet.

HIU34003: Europe Reformed 1540 – 1600**Module Organiser: Dr Graeme Murdock**

This module examines the impact of ideas about religious reform on sixteenth-century politics, society and culture. It seeks to understand how the Reformation changed European societies by examining the development of Reformed religion between 1540 and 1600. Classes look at the key ideas of Calvinism, its Genevan origins, and its spread across the Continent. Using a range of contemporary texts, this module analyses the impact of ideas which lay at the heart of this movement about God, politics and morality. Did Calvinists think that they alone were predestined to go to heaven? Calvinists often took part in rebellions against royal power, but is an image of Calvinist republicanism justified? Why and how did Calvinists try to tame European society; to stop people swearing in Hungary, ban dancing in France, and curb excessive drinking in Dutch towns? This module will consider whether indeed Calvinism produced a new sort of European citizen, dedicated to hard work and personal discipline, thereby promoting the spirit of modern capitalism.

HIU34004: Ireland, Britain and America during the Cold War and beyond, 1948-1998**Module Coordinator: Professor Eunan O'Halpin**

This course explores the development of Irish foreign policy in the five decades after departure from the British Commonwealth.

The starting point is 1949, the year in which the Irish government explicitly grounded its refusal to join the new North Atlantic Treaty Organisation (NATO) because of partition. The end date is 1998, the year of the Good Friday Agreement.

The course explores official and popular attitudes towards key policy issues including European integration, the role of the United Nations, Irish engagement with developing states, and the Northern Ireland issue, within the frameworks of Anglo-Irish, Irish-American, Anglo-American relations, and Cold War geopolitics.

HIU34005: Ireland, Modernity, and Empire**Module Coordinator: Dr Ciaran O'Neill**

Did Ireland have an Empire? Was Ireland a colonial force and did it play a part in the exploitation of other peoples through the British Empire? Were they foot-soldiers or leaders? To what extent did Irish religious missionaries exploit the opportunities afforded by Imperial expansion? This list I module will look at the Irish role in this period of European-wide Imperial expansion, from about 1880 to about 1950. In addition to tracking Irish entrepreneurs, soldiers, missionaries and colonists across the 'settler colonies' such as South Africa, Australia and New Zealand it will look at the Irish in India, West Africa, Argentina, and the West Indies. Drawing on a growing scholarship in the area we will decide whether the Empire was utilised mainly by people from one particular class, or from all. Did the people who left home believe they were part of a progressive or evangelical mission of 'improvement' or were they just out for themselves?

HIU34006: From Kingdom to Colony: Ireland in the Twelfth Century

Module Coordinator: Professor Seán Duffy

This module examines Ireland's transformation in the twelfth century, with conquest by the Anglo-Norman king of England and the island's forcible introduction into Henry II's Angevin Empire. Irish kingship had been evolving into something close to monarchy since the days of Brian Boru, but when Henry made himself lord of Ireland provincial kings instead sought to fend off expropriation and conquest. This module asks what Ireland was like on the eve of Anglo-Norman intervention. How was power exercised? What kings and dynasties dominated? Was it cut off from the European mainstream or an integral part of it? What forces combined to facilitate Anglo-Norman involvement? Did the Irish embrace or reject the lordship of the English crown? Was a conquest inevitable? How traumatic was it? What was the physical imprint of Anglo-Norman colonization on the landscape of Ireland? And what has been the lasting legacy of the conquest?

The aim of this module is to conduct an intensive study of twelfth-century Ireland, especially through the medium of primary sources.

HIU34011: Power and People: War and Society in Eighteenth-Century Ireland

Module Coordinator: Dr Patrick Walsh

Bandits, bounty hunters and barrack masters, crowds, customs officers and clergymen, excisemen, estate owners and executioners, peasants, priests and poteen makers, smugglers, sailors and soldiers, Whigs, watchmen and Whiteboys. These are just some of the people you will meet in this module as we trace the making of the Irish state in the eighteenth century. Central to our explorations will be the ways in which men and women adapted to, made accommodations with, negotiated with and resisted the emerging fiscal, military and political institutions at local, national and imperial levels. Taking a thematic approach, students on this module will investigate how international war – a constant feature of this period – shaped Irish society, creating opportunities for some, causing divisions for others and helping to foster new forms of patriotism and national identity. Drawing on a diverse range of printed, manuscript and visual primary sources as well as key sites in Dublin's built environment, students will be able to research how contested attitudes, opinions and ideologies emerged, how officials and officers of state shaped and were shaped by the society around them and how Ireland played a vital role in the emergence of an imperial fiscal-military state in this period.

HIU34007: Medieval Marriage

Module Coordinator: Professor Ruth Karras

This module looks at the origins of modern systems of family formation in the Middle Ages and, at the same time, at the differences between medieval ideas of marriage and modern ones.

By reading a variety of medieval sources—religious texts like theological treatises and mystical works on the symbolism of marriage, legal texts like the “barbarian” law codes and canon law, court records both secular and ecclesiastical, letters, books of advice, imaginative literature, saints’ lives, and autobiography—the module will build a comprehensive picture.

Among other topics it will address the interplay of economic, social, and spiritual reasons for marrying; the degree of marital choice available to individuals (as opposed to families); the role of various authorities in deciding who can and cannot marry; the reasons why indissoluble monogamy became the Christian ideal; non-marital unions; and the prohibition of certain marriages, including those of the clergy; gender roles within the conjugal unit; the permissibility of sexual pleasure within marriage; and the role of reproduction. Students will gain skill in identifying what questions can be answered by close readings of different kinds of sources, as well as better understanding an institution that has shaped global culture.

HIU34010: The Secret Police in Communist Europe, 1917-1989

Module Coordinator: Dr. Molly Pucci

In this module, we trace the role of secret police forces in communist states and societies through the rise and fall of communism in twentieth century Europe. Who were the secret police? How did this institution change over the course of the twentieth century? How did secret police officials impact intellectual thought and everyday life in communist societies?

We place the history of the secret police in the context of state surveillance and political violence in the Russian revolution, the Stalinist era, the Second World War, and the Cold War, drawing on comparative cases from Poland, Czechoslovakia, Yugoslavia, Hungary, Bulgaria, the Soviet Union, Romania, and East Germany. To examine these periods, we study a variety of primary sources, including interviews with secret police officials, court records, dissidents’ writings, photographs taken with hidden cameras, victims’ memoirs, films, and poetry. We discuss the identities of secret police officials, the nature of resistance to communist dictatorships, interrogations, foreign espionage, and the technology of surveillance. We end by reflecting on contemporary discussions about the history of communism in Europe.

HIU34008: Kingship, Tyranny and Revolution: the Age of Richard II**Module Coordinator: Dr Peter Crooks**

This module explores the 'Age of Richard II' (1377-99) as revealed in an exceptionally rich corpus of primary sources. Richard's was a tumultuous reign. To many contemporaries it seemed as if the world was turning upside down as those who traditionally wielded power in English society - the king, the church and the aristocracy - faced unprecedented challenges to their authority.

Through weekly seminar discussions, members of the class will learn to assess the significance of the reign based a close reading of selected texts. We will also explore a range of other records and narratives, as well as the verse of some of England's most famous medieval poets, many of whom (notably Geoffrey Chaucer) were closely connected to the court of Richard II. The module falls into two parts. Part 1 investigates political developments from the dying days of Edward III through the Peasant's revolt (1381) to Richard II's final years of 'tyranny' (1397-9). Part 2 adopts a thematic approach. Topics here include parliament, political society, heresy, the war with France, chivalry, and courtliness. We conclude by examining the revolution of 1399, which resulted in the Richard II's deposition and death, and the succession of Henry Bolingbroke as the first of the Lancastrian kings.

HIU34012: Poverty in Modern Ireland**Module coordinator: Dr. Carole Holohan**

For the policy-makers, sociologists, politicians and commentators involved, defining poverty and identifying the best ways to eradicate it are key questions. Historians, however, have different concerns. We are often more interested in the problematisation of poverty? How was its meaning and social significance constructed? What was the nature of poverty? When and why did it become an urgent public issue? When does what has hitherto been considered an acceptable level of poverty become unacceptable? And who determines this shift? And does this affect responses to poverty? In this module we will examine the way issues around poverty and welfare have been formulated and reformulated during the nineteenth and twentieth centuries in Ireland. Official responses to poverty (the Poor Law; Congested Districts Board; institutionalization) will be examined, as will private responses (charity; philanthropy). We will examine the extent to which international, political and religious ideas framed ideas about poverty and welfare in Ireland. We will study the existing historiography and primary source material in order to assess how historians have written the history of poverty and welfare in Ireland, and we will develop questions that still need to be addressed.

WSU34001: Sexuality and Gender in England, 1885-1967**Module Coordinator: Dr. Clare Tebbutt**

This module examines how modern concepts of gender and sexuality impacted individual lives and communities in modern England, especially for those who transgressed sexual and gendered norms. The course is informed by queer theory and feminist theory and by research being done in the history of sexuality and gender more broadly. Students have the opportunity to take these theoretical approaches to topics such as 'the birth of the homosexual', 'the invention of heterosexuality', gender fluidity, changing ideas of masculinity and women's emancipation, and explore these ideas through diverse case studies. The module begins with the Criminal Law Amendment Act of 1885 and ends with 1967's (partial) decriminalisation of sex between men in England and Wales. The focus of the module is predominantly on social and cultural histories, but the ramifications of political and legal decisions will also be explored. Where possible, the perspectives of those being discussed will be brought to the fore, and students will have the chance to engage with sources including newspaper articles, court transcripts, novels, oral history interviews, activist manifestos and photographs. This is a history of shifting ideas of gender and sexuality, but also of the changing face of England, necessarily involving discussion of migration, race, class, power and activism.