

## List 2, Hilary Term Modules

Weighting: 10 ECTS

Assessment: 40% Essay, 60% Exam

Duration: Michaelmas Term

Contact Hours: 2 hours per week

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### **HIU34508: The Troubles, 1968-1998: From Civil Rights to the Good Friday Agreement**

**Module Coordinator: Professor Micheál Ó Siochrú**

It is over 20 years since the signing of the Good Friday Peace Agreement and the end of the war in Ireland. Commentators increasingly make the argument that the conflict is now moving from the realm of memory to history. The current shambles, however, over Brexit and arguments about the possible reintroduction of a hard border on the island of Ireland suggests otherwise. Partition and the future of Northern Ireland is once again dominating the British political agenda and causing deep unease in the Republic of Ireland. This module examines competing political and historical interpretations (Unionist/Loyalist, Nationalist/Republican, Marxist etc.) of developments in Ireland, both north and south of the border, from the outbreak of the Troubles in 1968 until the peace agreement of 1998. Apart from a number of introductory historical lectures, the focus will be on the writings of key political commentators and players, as well as academic historians. The module also concentrates on how different communities have responded to the Troubles, focusing on the use (and abuse) of history as a representational strategy, identity and gender politics, memoir and the role of the media. This module requires plenty of reading, and so the sooner you can start engaging with the extensive literature on the topic the better.

### **HIU34518: Histories of Transylvania: Blood and Soil**

**Module Coordinator: Dr Graeme Murdock**

This module engages with a range of narratives about the cultural and political history of Transylvania. It also uses Transylvania as a test case to examine a range of profound processes that have shaped the histories of many regions of Europe. It ranges from the medieval period to the present day. The module will cover historical and political debates over the origins of Transylvania's peoples, medieval myth-making and Vlad Dracul, Transylvania on the border between the Christian and Muslim worlds, Transylvania as a haven of religious tolerance, the role of minorities including German-speakers and Jewish communities in Transylvanian society, Transylvania's place within the Habsburg monarchy, and the impact of liberalism, nationalism, fascism and socialism on modern Transylvanian politics and society. We will also consider travellers' accounts, literature and films about Transylvania and its history, and examine how this land acquired a particular place in Western imagination.

### **HIU34511: Christians and Jews in the Middle Ages**

**Module Coordinator: Professor Ruth Karras**

The Jews lived within medieval Christian Europe as separate communities under their own law, but there was also quite considerable economic, social, and even theological exchange between Christians and Jews. This module approaches intercommunal relations from a variety of perspectives. One has to do with everyday life, as Christian wet nurses cared for Jewish children, Jewish merchants sold wine to Christian customers, rabbis advised court intellectual circles on Biblical interpretation, and periodic bursts of ritualized violence punctuated the liturgical year. The second deals with polemic: both groups wrote vehement attacks on each other and their beliefs and practices, but these attacks had different effects on the two groups because Christians dominated the society. A third discusses the use of the Jews as a symbol for Christians: the Old Testament as prefiguration of the New, the Jews as part of salvation history. The fourth deals with moments of extraordinary tension: the Rhineland massacres during the First Crusade, accusations of ritual murder and host desecration, condemnations and burnings of Jewish holy books, and the expulsion of the Jews from various western European countries culminating with Spain in 1492.

### **HIU34512: Global Crises: Environmental Disasters in World History**

**Module Coordinator: Dr. Francis Ludlow**

This module will survey world history from the ancient era to the 21st Century to examine environmental crises and natural disasters. Our goal will be to understand how societies have been impacted by these events, and to understand the range and effectiveness of the strategies they adopted to cope with these impacts. To this end, we will study events including: the outbreak of a smallpox epidemic in 5th Century BCE Athens, revolt and environmentally destructive warfare in Ancient Egypt and the Near East, mass human and animal mortality associated with extreme weather in medieval Ireland, the Great European Famine of 1314-1315 and subsequent Black Death in Europe, the "collapse" of medieval Chinese dynasties following major climate-altering volcanic eruptions, instances in which harvest failures transitioned into famines in Tokugawa Japan (1603-1868), the responses of Native North Americans and Central American Mayan civilizations to demographic, environmental and military pressures in the first and second millennia CE, the experiences of European settlers in the new environment of North America (New England) during the 16th and 17th centuries, the contributions and consequences of the "forgotten" European subsistence crisis of 1740/1741, the 1930s US dustbowl, the 1986 Chernobyl and 2011 Fukushima nuclear disasters, and the 20th and 21st century shrinking of the Aral Sea (Kazakhstan and Uzbekistan) and Lake Poopó (Bolivia). Key challenges such as avoiding overly simplistic (environmentally deterministic) interpretations of these events will be discussed, and we will identify both the unique and common features of each event, examining how societies often played their own part in creating apparently "natural" disasters, whether deliberately or inadvertently. Such understandings are critical at a time when human impacts on the environment (such as pollution, degradation of natural resources and human-driven global climate change) are becoming increasingly evident and projected to worsen in coming decades.

### **HIU34513: The Great Awakening': 18<sup>th</sup> Century Transatlantic Evangelicalism**

**Module Coordinator: Dr. Simon Lewis**

The religious revivals of the mid-eighteenth century in America, Britain, Ireland, and parts of continental Europe constitute one of the great turning points in Protestant history, giving birth to the populist religious movement known as 'evangelicalism'. But what was 'evangelicalism'? What did it mean to be 'born again'? One crucial dimension we will address is that of gender. To what extent did evangelicalism provide women with greater opportunities to communicate their religious experiences? We will also address evangelicalism's relationship with print culture. How did preachers, such as John Wesley and George Whitefield, utilise and manipulate print? How did print enable evangelicals to forge transatlantic connections? We will also explore the seemingly disparate themes of 'enthusiasm' and 'Enlightenment'. By trusting feelings and alleged miracles, revivalists were often labelled as 'enthusiasts'. But what was 'enthusiasm'? To what extent did allegations of 'enthusiasm' render evangelicalism a 'counter-Enlightenment' movement? We will also discuss evangelicalism's interactions with politics. To what extent did evangelicalism fuel radical/revolutionary sentiments? What was evangelicalism's relationship with slavery/abolitionism? By addressing these questions, this module will not only enhance our understanding of transatlantic Protestant communities, but also the ways in which social, political and intellectual tensions played out in various religious establishments.

### **HIU34529: The Republic of Ireland and the Sixties**

**Module Coordinator: Dr. Carole Holohan**

The sixties (or long 1960s) has a reputation as a dynamic and vibrant period in which cultural, social and political norms were challenged around the world. This module examines the experience of the Republic of Ireland, a state which had previously prized economic isolation and cultural preservation but in this period was increasingly aligning with modern industrialised societies. With a large rural base, a protected economy and a long history of emigration, Ireland had often failed to follow prevailing European patterns of economic and social development, and indeed had no experience of the economic miracles experienced in many post-war societies. In the early sixties, however, economic growth and planning became the central focus of Irish governments, heralding a new national project that involved opening up the economy, courting foreign capital and applying for membership of the European Economic Community. This society entered into a period of accelerated modernisation, and economic, social and cultural changes were increasingly internationalist in orientation. By analysing Irish society through a number of different lenses, including popular culture, religion, migration, protest and welfare, this course identifies changes and continuities in institutions, ideas and the lived experience of Irish people. Consideration will be given to the way in which gender, class and location affected this experience, while developments in Ireland will be placed in transnational and international contexts. Most importantly in this module we will analyse how historians have assessed both the sixties and the Irish experience.

**HIU34514: Food, Drink and Society in Early Modern Europe****Module Leader: Dr Susan Flavin**

This module explores the changing nature of food and drink consumption in the early modern period, a period of profound transformation in consumer demand and taste. During this period, European voyages of discovery to the 'New World' meant direct contact with novel foods and culinary practices, while the desire to profit from expanding trade encouraged the development of new markets. At the same time, renaissance humanist writers opened a range of debates regarding what and how to eat; table manners became formalised; and the printing press made both culinary and courtesy literature available to mass audiences. This was also a period when emergent ideas of 'nationhood' made people increasingly aware of different food cultures, and food and drink served to represent and define national, social and religious identities. Students will examine diet and attitudes to food consumption from a multidisciplinary perspective, integrating the use of primary documentary sources with visual, archaeological and literary sources and a range of online resources, including museum catalogues, digitised archival collections and archaeological databases.