List 2, Michaelmas Term Modules

Weighting: 10 ECTS

Assessment: 40% Essay, 60% Exam

Duration: Michaelmas Term

Contact Hours: 2 hours per week

HIU34502 Popular Culture in Twentieth Century Ireland

Module Coordinator: Dr. Anne Dolan

This module examines the popular experience of life in twentieth century Ireland. Rather than seeing Irish culture in terms of elite experiences, this module explores life as it was lived by the majority of Irish people. To do this the module broadly traces key experiences from birth to death, examining each experience from as many viewpoints as possible. Certain key themes will run throughout the module such as the social and cultural effects of economic, political and demographic change, the evolving role of the state and legislation as it affected daily life, the process of secularisation, changes in public and private morality, an increasing openness to international influence and the conflicts and tensions that these various developments unleashed. The module will examine the interpretative challenges of social and cultural history in an Irish context, and will examine some of the new certainties that seem to be emerging in the growing literature on various aspects of Irish experience.

Given the wealth of sources for this period, students are encouraged to develop and explore their own particular areas of interest. Through engaging with primary materials, the module aims to critically examine our sense of life as it was lived in twentieth-century Ireland.

HIU34527: The Melting Pot: Race and Ethnicity in American Social Thought, 1880-1940

Module Coordinator: Dr. Daniel Geary

This List II module surveys the development of American ideas about race and ethnicity from the end of the nineteenth century to 1940. This is a course in intellectual history, and will appeal to students who are interested in the methods of this historical approach. It explores how American intellectuals confronted the reality of a multi-ethnic society formed out of the history of settler colonialism, the enslavement of Africans, and mass European immigration. Was the U.S. truly a 'melting pot'? If so, for whom? And was the "melting pot" ideal a worthy one? Topics will include: scientific racism and its critics, cultural pluralism, the birth of the African American civil rights movement, and the Harlem Renaissance. Among the intellectuals we will study are Ruth Benedict, Randolph Bourne, W.E.B. Du Bois, and C.L.R. James.

HIU34526: The Politics of Nature, Environmentalism in the Twentieth Century

Module Coordinator: Dr. Katja Bruish

As citizens and consumers, we are confronted with environmental issues almost on a daily basis: In the news we learn about global warming as a contested field of international and national politics and a major threat for human well-being and the planet as a whole; environmental policies attempt to regulate how we handle our waste; labels on our food inform us about whether artificial fertilizers or pesticides have been applied in their production. Historically, such widespread concern about and awareness of the environment is a rather recent phenomenon. It emerged in response to the fundamental transformation of the non-human world through modern economic growth, the growth of cities, large-scale infrastructural projects, but also the emergence of the global South after the end of European empires and the nuclear arms race of the Cold War. In this module, we will explore the rise of the environment as an idea, as an area of national and international governance, and as a sphere of civic activism. Which values underpinned public concerns about the non-human world? What was the role of scientific evidence in shaping political and public anxieties of environmental decline? How could environmentalist ideas enter the sphere of policy-making? How effective have political attempts to regulate human-nature relations been? And why, after all, is it still so difficult to address global climate change? Through a range of primary sources, such as newspapers, scientific writings, pamphlets and policy documents, we will take a transnational perspective on the politics of nature in the 20thcentury. In so doing, we will explore how history can help us understand why moving towards more sustainable relationships with the environment remains so challenging.

HIU34505 The Dead Body in Western Culture

Module Coordinator: Dr Georgina Laragy

The exhumation of Roger Casement's body in Pentonville Prison in London, and its removal to Glasnevin Cemetery in Dublin in 1965 following a 49-year-old campaign by the Irish government, demonstrates the power of the dead body within Irish nationalist politics. Equally, the discovery that an unknown number of children's remains were buried in a disused septic tank in Tuam between 1925-1961, has served to highlight the hypocrisy of the Irish state and the Catholic church when it came to venerating the dead. But it also reveals very old practices of burying young children separately to adults. The treatment of dead bodies by past societies reveals much about the social and political attitudes to the living and the dead.

In this course we will develop an interdisciplinary approach to understanding the role of the dead body in society. Drawing on archaeology, law, public health history and human geography, this course will demonstrate how historians can productively engage in interdisciplinary studies of dead bodies across time and space. As Folytn argues, 'The human corpse, and its social meanings and how it should be valued, discussed, disposed of, imaged, and used, is a critical subject, generating public debate, enormous media attention, and corporate interest.' (2008) Dead bodies are pertinent to various aspects of history, including religion, medical history and material culture, as the treatment of the dead body within various faiths, by the state and local authorities, and by individual families, reveals much about the link between the church, state and the family.

HIU34528: Empire, Community and Culture

Module Coordinator: Dr. Robert Armstrong

During the course of the eighteenth century Britain lost one empire and began to acquire another. For most of that century the centre of gravity of the empire had been transatlantic, but even after the break-away of Thirteen Colonies, a diverse American empire remained in British hands – from trading outposts in Hudson's Bay or French-speaking settlements in Canada to the sugar-rich West Indian islands with their slave-plantation economies. On the other side of the world, entirely new stories were unfolding. Much of the Indian subcontinent was coming under the sway an immensely powerful trading corporation, the English East India Company. By century's end, British exploration had led to encounters with a host of Pacific peoples, while the British presence in the African continent was expanding beyond an assortment of forts and trading posts. This module will look at some of the crucial questions concerning the history of the British Empire in this turbulent century from national identities to gender relations, from slavery to piracy. A sense of the sheer scope and diversity of empire will be conveyed. But above all the module will focus on how empire impacted not only upon the British but upon the many peoples they encountered.

HIU34507: Lying and Deception in Early Modern England

Module Coordinator: Dr. Máté Vince

What does it mean to lie? And what did it mean to lie in early modern England? What did it mean from a political, a theological, and a literary perspective? Was it ever justifiable to lie – e.g. for one's king? for the Pope? to defend oneself or your beloved ones? Is literature, especially drama, a lie by definition? And is there a way to avoid lying, but at the same time not to tell the truth?

Throughout the 16th–17th centuries these were hotly debated issues that drew the attention of not only rulers, statesmen, theologians, philosophers, but writers. This was a period of remarkable artistic achievements, but it was also an era fraught with painful tensions and combustible conflicts. The changes brought about by the reformation required people to shift their allegiances rapidly – and it was not always wise to tell the entire truth about it. Carefully crafted gallows-speeches, manuscript handbooks of casuistry, treatises of theology, novels, poems, plays and prose satires attest to a keen interest in lying and detecting lies.

In this module we will be looking at the theory and practice of various verbal and physical forms of deceit, such as disguises, pseudonyms, cross-dressing, ambiguity, metaphors and plain lies. We will read a variety of texts – all composed with the aim of understanding, proposing, controlling and representing ways of lying. We will look at a selection of works by politicians, scholars, theologians and writers, such as Thomas More, Archbishop George Abbot, King James I, Philip Sidney, William Shakespeare and John Donne.This module will look at the early modern period from an interdisciplinary perspective. If you study history, English or any other European literature, philosophy, theology, or are simply interested in the intellectual history of this fascinating period, you'll find this course rewarding.

HIU34525: The Elizabethan Renaissance

Module Coordinator: Professor Ciaran Brady

Often regarded in retrospect as a golden age of stability and order, it was uncritically assumed that the reign of Elizabeth enjoyed remarkably favourable conditions that allowed such cultural achievements naturally to occur. But, in contrast to this roseate view, recent scholarship has revealed that the reign of Elizabeth was in reality a period of great change, conflict and anxiety. Acute political uncertainties surrounding the rule of an unmarried female monarch combined with profound religious and ideological conflicts and chronic underlying economic and social challenges. And it is now apparent that the astounding accomplishments of the late Elizabethan period were the products not of a splendidly stable era, but of a series of uncertainties, anxieties, conflicts and failures which forced the most sensitive of Elizabethan minds into a radical re-thinking and re-imagining of the significance of their times.

This course will explore the extent of the Elizabethan achievement in several fields: political, religious and cultural. But it will also investigate the great tensions underlying the Elizabethans' aspirations. It will adopt a comparative approach, assessing political, ideological and cultural developments in England in relation to similar trends in Continental Europe. And by these means it will attempt to reach an understanding of how, over such a brief period, England became at one and the same time the locus of the release of so much creative and imaginative energy and also of so much violent and destructive force.

HIU34506: Creating a Colonial Capital: Dublin under the Anglo-Normans

Module Coordinator: Professor Sean Duffy

Dublin may have begun life as an Early Christian monastery but, if so, the latter was commandeered by Scandinavian raiders in the early Viking Age. Under its new masters, it became first a naval base, then a trading emporium, then an embryonic town, and ultimately a thriving metropolis, the largest city in Ireland and the country's *de facto* capital.

The greatest transformation in Dublin's fortunes took place in September 1170 when it was captured from its Irish and Hiberno-Scandinavian rulers by an Anglo-Norman army led by the famous Strongbow, after which point – for nearly three-quarters of a millennium – it was the nerve-centre of English (later British) rule in Ireland, headquarters of a colonial administration, and, in many respects, an English city on Irish soil.

This module examines that transformation. How did the Viking city of Dublin become an English possession in 1170 and how did it change as a result? What did this medieval city look like and how different was it from the Dublin of today? What was it like to live there and what traces of life in the medieval city survive in the archaeological and documentary record? How was it run and who ran it, and who were the Dubliners in the Anglo-Norman Age?