HISTORY SOPHISTER MODULE OPTIONS 2023-24

These module descriptions represent the choices that will be available to you during Online Module Enrolment later this summer. We have introduced some new patterns of module choice this year, so please read carefully. There is only one set of List I modules, for SS students and for JS Single Honours students. The List II modules available to JS and SS students are different.

This year, all students will enrol via Online Module Enrolment. For those who do not have the results for the 2022-23 year yet (because marks from an exchange programme have not yet arrived, or because you will be submitting work during the reassessment period), your enrolment will be conditional on your passing the year. All enrolment is first come, first served.

Junior Sophister, History Single Honours:
- 10 credits: two terms of Researching History
- 20 credits: one set of linked modules from List I (10+10)
- 20 credits: EITHER one List II module in each term (10+10)
  OR a List II module in Michaelmas term and two List III modules in Hilary term (10+5+5)
  OR two List III modules in Michaelmas term and a List II module in Hilary term (5+5+10)

Junior Sophister, History Major A or Major with Minor:
- 10 credits: two terms of Researching History (5+5)
- 20 credits: one List II module in each term (10+10)
- 10 credits: one List III module in each term (5+5)

Junior Sophister, History Minor A, or Senior Sophister, New Minor Subject in History:
- 10 credits: two terms of Researching History (5+5)
- 10 credits: one List III module in each term (5+5)

Junior Sophister, History Major B or Minor B or Joint Honours:
- 10 credits: two terms of Researching History (5+5)
- 20 credits: EITHER one List II module in each term (10+10)
  OR a List II module in Michaelmas term and two List III modules in Hilary term (10+5+5)
  OR two List III modules in Michaelmas term and a List II module in Hilary term (5+5+10)

Junior Sophister, formerly Joint Honours, now Single Honours in the other subject:
- 10 credits from one List III module in each term (5+5)

Senior Sophister, Single Honours or History Major B
- 20 credits from one set of linked modules from List I (10+10)
• 20 credits from one List II module in each term (10+10)
• 20 credits from dissertation

**Senior Sophister, History Major A or Joint Honours or HPS with capstone in History**
• 20 credits from one set of linked modules from List I (10+10)
• 20 credits from dissertation

**Senior Sophister, History Minor A or Joint Honours or HPS with capstone in other subject**
• 20 credits from one set of linked modules from List I (10+10)
LIST I MODULES.

AVAILABLE TO: ALL SS STUDENTS EXCEPT NMS; JS SINGLE HONOURS STUDENTS

Assessment pattern in all List I modules: Michaelmas term source analysis 40%, essay 60%; Hilary term essay 50%, exam 50%.

HIU34043-44, From Kingdom to Colony: Ireland in the Twelfth Century I and II (Seán Duffy)

Nothing that had happened in Ireland before compared with the transformation that occurred in the twelfth century. Ireland had never been conquered by Rome, had voluntarily embraced Christianity in the fifth century, and had been largely successful in withstanding the Viking incursions. But in the twelfth century it was conquered by the Anglo-Norman king of England and forcibly introduced to the feudal world of Henry II’s Angevin Empire.

Irish kingship had been evolving into something close to a monarchy since the days of Brian Boru, but when Henry made himself lord of Ireland the ancient high-kingship rapidly went into abeyance and its provincial kings found themselves trying instead to fend off expropriation and conquest.

This module examines Ireland’s twelfth-century transformation. What was Ireland 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?
Starting with the 1916 Rising and then going back in time to the constitutional and revolutionary struggles of the late-eighteenth and nineteenth centuries, before returning to the dramatic events of the Irish Revolution, this module explores the different campaigns against British rule in Ireland. The focus is on the two competing strands in Irish nationalism in this period: the revolutionary tradition and the constitutional nationalist tradition, their competing strategies and objectives, and reassesses the careers of figures such as Theobald Wolfe Tone, Daniel O’Connell, Charles Stewart Parnell and Patrick Pearse.

Exploring the development of the Irish republican tradition, areas covered include the 1798 Rebellion, Robert Emmet’s Rebellion in 1803, Young Ireland, the Fenians, and the bombing campaign in England in the 1880s, as well as the road to the Easter Rising in 1916. In parallel with this, the module also looks at the great constitutional events, including the abolition of the Irish parliament in 1800, the struggle for civil rights in the nineteenth century, and the campaigns for Repeal and Home Rule. It will also look at some of the scandals and controversies of the period, including dirty tricks campaigns against some of the Irish political leaders. Using a mixture of debates, lectures, presentations, historiographical reviews and primary sources, there will be a focus on how these traditions developed and interacted, how close they came to succeeding, as well as how they have been remembered and commemorated.
This module surveys one of history’s most infamous sociopolitical movements. Born in reaction to the First World War, and helping to cause the Second World War, Fascism is essential to understanding the age of extremes in the 20th century.

We will examine the key comparison of Mussolini’s Italy and Hitler’s Germany, as well as a spectrum of other fascist movements. We will study the phenomenon through the latest contemporary scholarship as well as primary sources (in English translation) that include public manifestos, secret memoranda, letters, and diaries. We will study theoretical approaches to understand Fascism historically, also reflecting upon its legacies for the contemporary world.
LIST I
HIU34049-50 Ireland’s Colonial Legacies I and II (Ciaran O’Neill, Patrick Walsh)

What are Ireland’s colonial legacies and where can we find them? What part did Irish people play in the project of settler colonialism, or in the exploitation of indigenous people across the globe? What agency did they display in this, and to what extent were these legacies visible ‘at home,’ in the cities and in countryside? Did Irish people enslave people? How did people juxtapose these experiences with the lived or remembered experience of colonial victimhood and plantation in Ireland?

This list I module tackles these topics from both a traditional perspective and a public historical one. We will look at structures of coloniality in Ireland and Irish diaspora communities from about 1780 to the present. 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. The course will also involve visits to various sites in Dublin that have a profound connection to empire – such as the National Botanic Gardens and St Patrick’s Cathedral – but it will also interact with exhibitions, architecture, and monuments. It will also focus directly on many of the issues raised by the Trinity’s Colonial Legacies Project and so allow students to interrogate their own university in relation to these global issues.
This module explores the political, social, economic and cultural life of the first two decades of Irish independence. From the Anglo-Irish Treaty to the end of the Second World War, this module examines the expectations and the realities of independence.

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 Oireachts 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.
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 and ask when and why did it become politicised? We also examine responses to poverty and examine how the welfare landscape evolved over time. More recently, historians have tried to address the experience of poverty, centering those who received relief, and were subject to processes, tests and incarceration.

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 and private or voluntary responses to poverty will be examined. We will probe the extent to which international, political and religious ideas framed ideas about poverty and welfare, and we’ll consider the role of power and class that were fundamental to the welfare landscape on the island. We will study the existing historiography and primary source material in order to assess how historians have written this history, and we will develop questions that still need to be addressed.
This module explores gender, sexuality and family in Ireland from the 1860s to the 1990s with a particular focus on how gender roles, understandings of gender, sexual expression and family life evolved. It examines the impact of changing social and economic realities, welfare ideologies, religious and moral imperatives and political activism. The module also considers how the historiography has developed and changed over time in relation to women’s history and gender history and how this has informed understandings of the history of the family in Ireland.

Key questions considered are: What were the main changes in women’s lives during this period? Was men’s role equally important in shaping the family and society and was it also subject to change? How was female and male sexuality constructed, perceived and lived during this period? How did cultural understandings of sex and sexual morality impact on the regulation of sexuality in Ireland? How did social and legal responses to homosexuality evolve? How did understandings of gender change during this period?

A particular focus is placed on the everyday of gender experience using various primary sources, such as letters, diaries, memoirs, commissions of inquiry, photographs, fiction, films and newspapers.
The period c.1250 to c.1450 was one of social and political flux across the British Isles. Old hierarchies seemed to be breaking down. While royal pronouncements and church sermons present a picture of a harmonious and orderly world, legal texts tell quite a different story. Peasants challenged the rights of landlords and chased officials out of their villages; young men broke the rules by wearing elaborate outfits made from luxury materials that were forbidden to them; students rioted in the streets; religious dissenters refused to follow the teachings of the institutional church and debated doctrine with archbishops; the nobility engaged in banditry and extortion, earning them the label ‘fur-collar criminals’. It is no surprise that it is in this period that we see the first poems in praise of ‘Robyn Hood’, an outlaw acclaimed for attacking corrupt sheriffs and bishops.

This module invites students to look at the evidence for this breakdown in law and order, and to consider why the British Isles seemed such a ‘lawless’ place in this period. Why did the church and crown have such difficulty in asserting control? Was it social status, profit, or salvation that motivated people to defy the demands of authorities? Many of the themes we will consider in this module have modern resonances, as we consider the ways in which authorities sought to regulate sexual behaviours, antisocial activities, and speech.

This module offers students the chance to listen to the voices of ‘ordinary’ people caught up in these disturbances and challenges. We will not only consider legal evidence (law codes, petitions, trial records) but other sources, such as literature, poetry, and manuscript illustrations. Students will have the opportunity to focus on some of the most controversial
and famous criminal trials of this period. We will look at the trial of Alice Kyteler, the first recorded person in Ireland to be condemned for witchcraft, after the unexplained deaths of four husbands. We will also examine the trial of Richard of Pudlicott, responsible for the most notorious medieval heist—the burglary of the royal treasury at Westminster. Students will also be able to draw on a stimulating body of secondary literature, and will be encouraged to use techniques from anthropology, sociology, and literary theory to consider how we interpret the evidence for medieval criminality.
The sixteenth and seventeenth centuries are frequently characterised as an era dominated by religious warfare, where the consequences of the Reformation led to divisions of a religious, social and political nature, which often resulted in violent manifestations. This module explores the history of early modern Europe by focusing on the dynamics and impact of religious conflict.

Violence was not only inflicted upon individuals, but also targeted various aspects of religious existence during this period. Both Protestants and Catholics resorted to tactics such as massacres and mass executions. Additionally, religious icons, statues and stained glass became targets of iconoclasm. Examples include the dissolution of monasteries in England and Ireland, as well as tensions surrounding shared burial grounds in France and Germany. The Inquisition exerted its control over the population in Catholic countries; and we will consider censorship and restrictions to the freedom of thought as further aspects of religious violence.

This module asks what exactly was ‘religious’ about these conflicts, and explore the intersection of political, economic and social issues. We will question the label ‘religious war’. We will also examine non-violence and tolerance, analysing instances of restraint and highlighting the concepts of neighbourliness and harmonious coexistence.

Tentative topics include: The problem of violence; European wars of religion; gender; racism; tribunals of faith; science; martyrs; iconoclasm; toleration; nature.
LIST I

New module in 20$^{th}$ century European History
The 1911 Revolution brought down the last emperor of China, ending over 2,000 years of imperial rule and ushering in the Republican period. The young nation faced many challenges, from foreign imperialism to the titanic struggle between the Communist and Nationalist Parties. This module examines such imperial and political history but also addresses the social, cultural and economic developments of the period, encompassing non-elites and women alongside the major political players, to achieve a well-rounded perspective. Together we undertake an in-depth study of the development of Republican China and the major debates concerning its history. Students will draw on the recent outpouring of new historiography, due in part to the new availability of archival resources in mainland China, and engage directly with revealing primary materials (in English), to gain a thorough understanding of this period of intense and formative change for modern China.
This course examines eighteenth-century Ireland within an Atlantic perspective exploring its transoceanic contexts, connections and contrasts. The course is arranged thematically. Students will engage with themes such as, trade, migration, consumption, war, radicalism, slavery and antislavery. Concepts such as mercantilism, the Black Atlantic, the Green Atlantic and the British Atlantic World will be interrogated and subjected to critical analysis. Geographically the course ranges from the European Atlantic ports of Bordeaux, Cork, and Cadiz to the North American islands of Montserrat and Jamaica, the colonial port cities of Philadelphia and New York and to the Pennsylvania back country exploring the variegated and complex experiences and movements of Irish communities within the North Atlantic ocean. Attention will be paid to the different ways different regions and communities within Ireland engaged with the Atlantic world or worlds. Historiographical issues regarding Ireland’s role within the empire, the slave trade, and the distinctive experience of the Irish colonial experience will be given particular prominence.
This module explores why societies have suffered from repeated environmental disasters, including those apparently “natural” in origin (e.g., earthquakes, hurricanes) and those better described as technological (e.g., nuclear meltdown, oil spills). To understand this, we must study the interactions between natural forces and societal systems (their economics, politics and cultures) that ultimately give rise to disaster vulnerability. As part of this, we must study the strategies that past societies adopted to recover from disasters, the efforts made to manage the risks of future disasters, and the reasons why these efforts often (if not always!) failed. In doing so, many periods of world history offer relevant cases. Among these are the infamous smallpox epidemic in 5th Century BCE Athens, climate-driven revolt and environmentally destructive warfare in Ancient Egypt and the Near East, mass human and animal mortality linked to 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, the repeated famines in Tokugawa-era Japan (1603-1868), the entangled responses of Native North Americans and Central American Mayan civilizations to demographic, environmental and military pressures in the first and second millennia CE, the contributions and consequences of the "forgotten" European subsistence crisis of 1740/1741, the 1755 Lisbon earthquake, tsunami and fire, the 1918-1919 Spanish flu and subsequent pandemics, the 1986 Chernobyl and 2011 Fukushima nuclear disasters, and the experience of New Orleans following Hurricane Katrina (2005). We will identify the common features of such events, examining how societies often helped to create apparently "natural" disasters, how such disasters may be transformational for the societies in question, and how disasters can create both “winners”
as well as losers. Such understandings are increasingly needed at a time when pollution, degradation of natural resources, global climate change and other environmental challenges are increasingly evident and projected to worsen in coming decades.
LIST II, MT, JS

HIU34517, Gender and Sexuality in Early Modern Europe (Linda Kiernan Knowles)

Assessment: Two essays 40% and 60%.

How did men and women understand the roles, identities, responsibilities and expectations as dictated by their gender? Could one challenge the accepted norms of one's gender identity? To what extent were the ideals of femininity and masculinity constructed during the early modern period? Was there such a thing as homosexuality prior to the modern age? These are some of the questions this course will address as we examine the gender roles and identities assigned to men and women from the Renaissance to the French Revolution. A product of the early feminist histories of women, gender history now encompasses a wide range of studies, including the study of sexuality, queer theory and men's studies. Throughout this course the student will engage with the historiography of these challenging subjects, examine the concepts of femininity, masculinity, patriarchy and gender as they have changed over time, and question how much gender, as a category of historical analysis, has to offer the historian. We will use a wide range of sources, from the works of early 'protofeminists', to the latest historiographical writings on the future of the discipline, thus highlighting the origins and ongoing relevance of debates on gender rights and relations.
Germany played a primary role in causing the First and Second World Wars, which resulted in mass death and destruction that reshaped the global balance of power. In this module we examine Germany in its national, transnational, and imperial contexts, ultimately seeing the global story of the world wars through the perspectives of a key nation-state and its imperial hegemony.

We will interrogate historical continuities and changes about the world wars and the “interwar” era. Topics will range across the spectrum from high diplomacy to intimate family histories of everyday life. In addition to classic and cutting-edge scholarship, we will study a range of sources including battle plans, bureaucratic memoranda, diaries, and letters, all in English translation. We will end with a discussion of the post-1945 legacies for Germany and the globe.
This module explores the “Troubles” in Northern Ireland from a variety of disciplinary perspectives. The first half of the module traces various dimensions of the history of the conflict: from its origins in the Ulster Plantation of the seventeenth century, through partition in the 1920s, to how historians today engage (or don’t) with more recent developments in Northern Ireland. The range of disciplinary approaches include literature, linguistics, geography, film studies, oral history. Having successfully completed this module, students will have gained a critical understanding of many of the key historical, political, social and cultural dimensions of the “Troubles”. They will also develop an appreciation of the value of interdisciplinary approaches to the study of History.
LIST II, MT, JS

HIU34565 New 20\textsuperscript{th} century history module

The Department plans to make an appointment in the field of twentieth-century history. The module description will be posted as soon as the post is filled.
In 1783, the influential Berlin magazine, the Berlinische Monatsschrift, asked its readers the question: ‘What is Enlightenment?’ Two and a half centuries later, the debate that question prompted continues.

If historians generally agree that far-reaching intellectual and cultural changes took place across much of eighteenth-century Europe, they rarely agree about the nature of that change or how to interpret it. This module introduces students to some of the major interpretations of, debates about, and approaches to the history of the Enlightenment in eighteenth-century Britain, France, Germany and Italy. It asks students to engage with original sources (in English), alongside the historiography of the Enlightenment, and to come up with their own responses to that still troubling question.
LIST II, MT, SS. NEW Module: The European Revolutions of 1848: socialism, nationalism, and the making of the liberal order (Timothy Murtagh)

Nicolas Edward Gabé- The Barricade at Porte St Denis, Paris 1848

In the spring of 1848, a revolutionary wave swept through Europe. Commonly referred to as the ‘Springtime of Nations’, these months witnessed popular uprisings in locations from Paris to Vienna, and from Berlin to Palermo. Throughout the continent, an alliance of liberal reformers and working-class radicals demanded political liberties, social reforms and national unification. These revolutions transfixed observers such as Karl Marx, Victor Hugo, and Alexis de Tocqueville. Yet, by the end of the following year, many of these revolutions were reversed, as the forces of conservative reaction triumphed.

What caused the 1848 revolutions? Why did they fail? What, ultimately, was their legacy? This course examines these questions, investigating revolutions in five countries: France, Italy, Germany, Austria and Hungary. However, the course also looks at the impact of the revolutions among Polish, Czech, and Romanian nationalists. We will also briefly look at countries which were not affected by the revolutionary wave, such as Russia, Belgium and the United Kingdom, and will seek to explain their stability in the face of the revolutionary challenge. The course will assess the nature of the revolutionary alliances that defined 1848, between liberals and radicals, between republicans and socialists, and between nationalists of various descriptions. Crucially, it will explore how the revolutions of 1848 influenced the later evolution of ideas such as liberalism, socialism, nationalism and feminism.

Assessment: Students submit two essays, one of 2,000-2,500 words (accounting for 40% of the student’s grade), and a second essay of 3,000-3,500 words (which accounts for the remaining 60%).
What is childhood? Was it invented? How has the concept of childhood differed across diverse historical, geographical and socio-economic contexts? These are the questions that will preoccupy us in this module. Focusing on the 19th and 20th centuries, but with reference to earlier periods, and covering Ireland, Britain, Europe and the wider world – including colonial settings and China – we will explore how the experience and perception of childhood changed. We will examine the hypothesis that childhood as a time of innocence, development and play was not a natural category but had to be ‘invented’ and consider different periods and locations as possible candidates for its invention or adaptation. From child labour and children in war to the children of elites and youth culture, we will construct a nuanced picture of male and female childhood from primary and secondary sources. This module will appeal to those with an interest in social and global history and the history of ideas.
Assessment: long essay 100%

Between c.1912 and 1923 Ireland experienced considerable change, but did that change amount to a revolution? If it did, what forms did revolution take? Whose revolution was it, and how did the Irish experience compare to the rest of post-war Europe?

This module will explore how different people experienced this period; it will think about how and if and how far revolution reached into their lives. Maybe there were more revolutions than the obvious political one; maybe the Irish experience requires us to question what we understand or perceive the word revolution to mean.

This module will explore the history of violence, the less considered history of restraint, the emergence of all sorts of politics, but also how a period of upheaval allows us to explore the history of experience and everyday life. Examining what changed, but also what did not, this module will consider the consequences of the period, from the political to the individual. How did people reconcile themselves with their own pasts? How did they reflect on and change how they understood the actions of their youth?

Drawing on a variety of primary sources from across the twentieth century, this module will explore what happened in the period from a variety of different perspectives. It will ask, conscious of a century of controversy and contestation, what new historical methods and approaches we might take to write new histories of the Irish revolution.
In August 1096, something new happened: armed groups of Christians set off from Western Europe with the aim of ‘liberating’ Jerusalem from Muslim rule. The Christian capture of Jerusalem in 1099 marked the end of the First Crusade, the establishment of the Crusader States, the beginning of nearly two hundred years of Christian occupation of the Holy Land. Over the following centuries, the idea of crusading and the existence of the crusader states would change the political landscape of both Europe, the Levant, and North Africa. Kings, emperors, and popes struggled to work out what crusading meant for their own authority; new religious orders were founded to support the crusading enterprise; and undertaking a crusade became an increasingly important part of noble identity. Nor was crusading limited to the Holy Land, as military actions were launched in Iberia, Egypt, and the Baltic States. Crusading could even be turned against one’s fellow Christians, as they were in the Fourth Crusade and the Albigensian Crusade.

The Crusades remain a contentious topic to this day, and this module invites students to engage with the complexity of the phenomenon of crusading. How can we judge the motivations of crusaders? Given the huge personal and financial costs of crusading, why were so many so keen to make the journey? Should we see the establishment of the Crusader States as forerunners of later European colonialism? Does the term ‘crusade’ have any meaningful coherence at all?

This module will engage with crusading in broad terms, considering not just the military aspects of crusading, but the wider social and political landscape. This will include examining the political and economic problems of the Crusader States; the nature of interactions and accommodations between the different religious groups in the Holy Land; and the role of women in the enterprise of crusading. We will think about both the literary and the material evidence for crusading, and students will be encouraged to draw upon both Christian and Islamic accounts, including William of Tyre’s chronicle, Ibn Shaddâd’s History of Saladin, and Geoffrey of Villehardouin’s account of the conquest of Constantinople.
LIST II, MT, SS

A module in 20\textsuperscript{th} century European History
HILARY TERM. AVAILABLE TO ALL JS STUDENTS AND TO SS NMS STUDENTS

HIU34506, Creating a Colonial Capital: Dublin Under the Anglo-Normans (Seán Duffy)

Assessment: long essay 100%

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?
It is now 25 years since the signing of the Good Friday Peace Agreement and the end of the war in Ireland, with the conflict increasingly moving from the realm of memory to history. The current crisis over Brexit, however, and arguments about the possible reintroduction of a hard border on the island of Ireland suggest otherwise. Partition and the future of Northern Ireland is once again dominating the British political agenda and causing deep unease on both sides of the border in Ireland. This module examines competing political and historical interpretations of developments in Ireland (Unionist, Loyalist, Nationalist, Republican, Marxist etc.) from the outbreak of the Troubles in 1968 until the Belfast Agreement in 1998, as well as the interrelationship between Ireland, Scotland, England, Europe and the US. The module will also examine the social, cultural and political impact of the conflict in the Republic of Ireland. The focus throughout will be on the writings of key political commentators and players, as well as academic and cultural commentators. 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, memoir and the role of the media.
LIST II, HT, JS

HIU34515, Romance before Romanticism: Life, Love and Death in Ancien Regime and Revolutionary France (Linda Kiernan Knowles)

Assessment: two essays 40% and 60%

This module will introduce the student to the private and family life of the ancien régime subject and revolutionary citizen, from the lower classes to the royal court. It will explore marriage, motherhood, fatherhood, childhood and death among others. But it will also introduce the student to the underbelly of the Enlightenment, the sexual underworld of Paris, infidelity and adultery, prostitution and licentiousness. The student will gain an understanding of the quotidian existence of men and women at many levels during this period of intellectual, cultural, religious and political upheaval.
LIST II, HT, JS
HIU34527, The Melting Pot: Race and Ethnicity in the 19th and 20th Centuries (Dan Geary)
Assessment: Essay: 40%, Exam: 60%

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
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.
The module explores various aspects of the history of everyday life in Communist Eastern Europe from the establishment of the Soviet Union until the disintegration of the Soviet bloc. The topics to be discussed include sexuality, family and gender relations, consumption, alcohol and drug abuse, leisure, popular culture and music, as well as the effect of the Soviet project on the formation of and representation of identities. The module reflects on these themes from a comparative perspective using examples from the Soviet Union and from the countries of the Soviet bloc in Eastern Europe.
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.
American presidential elections have frequently been dirty and divisive, and they have shaped and influenced how political campaigns are conducted around the world. In some ways the 2016 and 2020 elections represented something new and unprecedented, in others they shared similarities with campaigns going back to the foundation of the republic. This module takes a thematic approach to presidential elections, analysing and assessing them through a variety of lens. Each week looks at a different theme, and follows the life cycle of a presidential campaign, from primaries through to conventions, the choosing of running mates and third-party candidates, campaign ads and presidential debates, dirty tricks and speeches, all the way up to October Surprises and the impact of the Electoral College.
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. The Republic of Ireland with its large rural base, a protected economy and a long history of emigration, 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. From the 1950s, 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. Irish 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, and welfare, this course identifies changes and continuities in institutions, ideas and the lived experience of Irish people with consideration given to the ways in which gender, class and location affected Irish lives. In Northern Ireland, social, economic and cultural changes similarly had significant effects. The Civil Rights movement used the language and methods of international protest movements, and the course concludes with a focus on a range of protest movements that emerged on the island, with some consideration of the impact of Troubles. Throughout the module we will analyse how historians have assessed both the sixties and the Irish experience of it.
The restriction of the concept of ‘History’ to humans can be interpreted as one of the causes of the current ecological crisis. Depicting human decisions, intentions and ingenuity as all-powerful, this anthropocentrism obliterates the dynamism and creativity of the nonhuman world, and thus their role in shaping not only Earth’s life-supporting systems but also human social lives. As one of the most critical stages of the climate crisis, Brazil is a privileged case study in what has been called ‘more-than-human history’. How did the world’s largest tropical nation-state form? What were the geo-ecological and human processes that shaped Brazil’s territory and so-called ‘natural resources’? What is at stake in Amazonia now, and how did it come to this?

This module will introduce students to the environmental history of Brazil through a two-part exploration. The first is centred on pre-human landscapes, and the protagonists are rock layers, air pressure systems, water cycles, and nonhuman biological communities evolving over geologic timescales. Although the primary focus is on that piece of Earth’s surface that eventually became Brazil, we will also pay attention to climatic linkages with other parts of the planet. In the second – and most extensive – part of the module, biogeography gives way to cultural and political geography, as people’s environmental practices are seen through the lens of linguistic transactions, economic motivations, and power asymmetries. This story will span Paleoindian, native pre-colonial, Portuguese colonial, and Brazilian postcolonial settlement dynamics, from the late Pleistocene (15 Kya BP) to the present day. From Pero Vaz de Caminha’s “discovery” letter to Bolsonaro’s statements about Indigenous and Afro-Brazilian territories, we will use primary documents to explore the discursive articulation of colonial projects of ethnic and ecological refurbishment of non-European cultural landscapes.
By the nineteenth century perhaps one in ten of the inhabitants of Ireland were identified with communities of religious dissent, neither Catholic nor attached to the established Church of Ireland. Yet theirs remains largely a ‘hidden history’, or at least one rarely connected to changes and developments impacting on Ireland and the wider world from the seventeenth to the early twentieth century. This module will examine the diverse histories and hugely varying life experiences of the women and men who were part of these communities. The module will centre on case studies, linking these to wider themes and approaches, drawing together social, political, gender, intellectual and religious history. Each case study will draw upon the wealth of primary sources produced by dissenting men and women, from diaries and letters to political tracts and sermons, histories and literary texts. Topics will range from debates on religious liberty to the regulation of sexual and family life; Presbyterian political radicalism and revolutionary action in 1798 to the emergence of popular Unionism; the experiences of French religious refugees or of individuals struggling with, or profiting from, an Irish Industrial Revolution; the excitements of mass religious revival in rural Ireland and the encounter with Darwin’s challenge to traditional religious belief. Due attention will be given to Presbyterians, at once numerically dominant in parts of Ulster yet strikingly diverse in their social backgrounds or convictions, but the module will also attend to the rich variety of dissenting communities which contributed to the history of Ireland, not least to small, scattered but often influential groups present across the island, from Quakers to Methodists, Unitarians to the Salvation Army.
Modern Ireland has been shaped by migration more than almost any other country in Europe. Among OECD countries, Ireland has the highest percentage of its citizens living abroad, while by 2016 over 17 percent of the Irish population was born elsewhere. This module explores the patterns, influences, perceptions and experiences of Irish emigration and inward migration to Ireland between 1800s and the 2000s. Various issues relating to the process of emigration will be considered, for example, the ‘push’ and ‘pull’ factors at various points in history and the forms emigration has taken from voluntary to organized and/or enforced movement. This module also considers how the perception of emigration changed in Ireland over the period and how perceptions of the Irish as immigrants in Britain, America and Australia evolved. Finally, the module examines Ireland’s history of return and inward migration since the 1990s, including issues relating to integration, racism and citizenship. A particular focus will be placed on emigrant and migrant experiences using various primary sources, such as emigrant letters, commissions of inquiry, newspapers, oral histories, and sociological studies.
Assessment: One essay

From his emergence on the international stage with the Italian and Egyptian campaigns of the late 1790s to his death in 1821 and beyond, Napoleon Bonaparte’s career, first as all-conquering general, then as Emperor and finally as exile inspired an unprecedented explosion of visual imagery throughout Europe. From epic canvases of the enlightened hero on horseback and caustic caricatures of a demented ‘little Boney’ to physical mementos of the Emperor and booty plundered during the wars he waged, these images and objects offer important insights into how contemporaries understood and expressed their experience of revolution and regime change, of conquest and colonisation, of victory and defeat.

Surveying the history of the Napoleonic period and its aftermath through its visual and material culture, this module draws upon local and international research collections to explore the interaction between image-making and empire-building in the early 19th century and to interrogate the relationship between art and politics in the making of modernity. In so doing, it also asks how historians can bring visual culture to bear upon their study of the past.
Assessment: One essay

On 6 December 1921, after two months negotiating ‘how the association of Ireland with the community of nations known as the British Empire may be reconciled with Irish national aspirations’, Irish delegates signed articles of agreement with the representatives of the British government. ‘The Treaty’, as it quickly became known, is a short document, but it founded a state, changed an empire, and caused a civil war.

This module will explore this document that shaped modern Ireland, that asked Irish nationalism to define what it meant by ‘independence’, ‘freedom’, ‘republic’. Using the Treaty, the Treaty debates, and a range of diverse primary sources, the module will consider that moment in Irish history when decisions had to be made about the nature of compromise, when politics became fixated with which side you were on. The module will use the Treaty as a way into the history of the Irish revolution, into its politics, its economics, its sense of what an independent Irish society might be. It will consider how the Treaty split has influenced our approach to the past, has informed a civil war of words over the century since it was signed.
LIST III MT

HIU31104, Reading the 1641 Depositions (Micheál Ó Siochrú)

Assessment: One essay

The 1641 Depositions (Trinity College Dublin, MSS 809-841) comprise over 8,000 witness testimonies by Protestant settlers from all social backgrounds, concerning their experiences of the 1641 Irish rebellion. The testimonies document the loss of goods, military activity, and the alleged crimes committed by the Catholic Irish insurgents, including assault and murder. This body of material is unparalleled anywhere in early modern Europe and provides a unique source of information for the causes and events surrounding the 1641 rebellion and a unique window into the social, economic, cultural, religious, and political history of seventeenth-century Ireland, England and Scotland. A recent project transcribed all the original depositions in the Trinity College library, making them available and fully searchable online at [http://1641.tcd.ie](http://1641.tcd.ie).

The depositions vividly document English colonial and ‘civilizing’ processes in Ireland, which included the spread of Protestantism and the introduction of lowland agricultural and commercial practices, together with the native responses to them. Moreover, they constitute the chief evidence for the sharply contested allegation that the 1641 rebellion began with a general massacre of Protestants and as a result, they have been central to the most protracted and bitter of Irish historical controversies. Propagandists, politicians and historians have all exploited the depositions at different times, and the controversy surrounding them has never been satisfactorily resolved. This module draws on recent research and historiographical debates to engage with a crucial and exciting primary source.
Jean Froissart (c. 1337–c. 1405) was the author of a fourteenth-century chronicle. He was particularly interested in chivalry and warfare, writing extensively about what subsequently became known as the Hundred Years War. Recognized by contemporaries on all sides of the conflict as a man who recorded the events and experiences of the aristocratic elite, modern historians are as much interested in what he reveals about contemporary mentalities. This module seeks to investigate how and why Froissart wrote his chronicle, addressing topics such as oral history and plagiarism in the process. It will also explore Froissart’s concerns with chivalry, warfare and popular revolt —and his comments on women and the lower social orders — in an attempt to assess how accurate or idealised Froissart’s portrayal of fourteenth-century society was. Discussion will focus on the Penguin Classics edition of Froissart’s Chronicles.
LIST III MT

HIU33106, The Invention of England: Bede’s Ecclesiastical History of the English (?) People of 731 (Immo Warntjes)

Assessment: 40% presentation, 60% reflective essay

Our knowledge of the historical framework of early medieval western Europe depends primarily on a few authors writing about their own people: Jordanes on the Goths, Gregory of Tours on the Franks, Paul the Deacon on the Lombards, and Bede on the English. For this reason alone, these texts have received disproportionate attention, and have shaped our views of an entire age. This module will tackle in detail one of these early medieval master narratives, and will raise questions about what writing history meant at this time, what the underlying agendas may have been, and how we can reconstruct the past from such biased accounts. In this, we will gain fundamental insights into the beginning of ‘English’ history and the formation of Western Europe after the Fall of Rome.
While second-wave feminism had been gathering steam in Ireland since the 1960s, the Irishwomen’s Liberation Movement literally burst on to the public scene on the 6 March 1971, when it launched its manifesto, *Chains or Change: The Civil Wrongs of Irishwomen*, on the country’s most popular television chat show, *The Late Late Show*.

This module is focused on a radical moment in Irish history when the Irish Women’s Liberation Movement [IWLM] emerged in 1971. Starting with a close reading of the IWLM’s manifesto *Chains or Change: The Civil Wrongs of Irishwomen*, it considers the context and reasons for the emergence of the movement and its impact and legacy on Irish society. The module introduces students to key debates that have shaped the history of the second-wave feminism in Ireland and how it related to radical feminism in an international context.
In 1394 ‘John Rykener, having been detected in women’s clothing and calling themself Eleanor’, was arrested in London for ‘committing that detestable, unmentionable, and ignominious vice’ with John Britby. This case went unremarked for decades despite the printing of a calendar of these records, because the editor summarized it only as ‘Examination of two men charged with immorality’. This module takes this case as a starting point and asks: was Eleanor Rykener a trans woman? Was John Rykener a man in drag? Were they genderfluid? Are these terms applicable in the Middle Ages? Did this case even happen or was it all a political satire? We will read comparable cases from elsewhere, recent scholarship on the issue, other sources relating to queer identities in the Middle Ages, and historical fiction focusing on Rykener as a character.
LIST III HT

HIU33110 Reading Marx (Dan Geary)

Assessment: One essay

This module will offer students a basic introduction to the writings of Karl Marx and will include discussion of selections from *The German Ideology, The Communist Manifesto, The Eighteenth Brumaire of Louis Bonaparte, and Capital*. In addition to understanding Marx’s key ideas, students will learn how to place them in their intellectual and political contexts. In addition, students will engage the question of the utility of Marx’s ideas for the understanding of history.
LIST III HT

HIU33110, The Madness of Crowds: The South Sea Bubble of 1720 (Patrick Walsh)

Assessment: Two short essays based on primary sources.

In Autumn 1720 the South Sea Bubble burst. Generally regarded as one of the first great stock-market crashes this was a seismic moment in the early history of global financial capitalism. Drawing on a wide range of primary sources including private correspondence, pamphlets, poems, prints and other printed ephemera the classes in this module will trace the fortunes of the South Sea Company, its slave trading activities, and its investors over the course of a dramatic year which featured economic chaos, speculative fever and fears about plague across Northern Europe. Students will learn how and why investors chose to invest in the South Sea Company and the many other bubble companies that followed in its wake. We will explore the cultural impact of the crash and the anxieties it generated in contemporary Britain and Ireland looking at the commentary of Jonathan Swift, George Berkeley, and William Hogarth amongst others. Attention will also be paid to the post-bubble blame-game, to the role of xenophobia, to the treatment of female investors and to the political fallout of the crisis.

This module does not require or assume any background knowledge of economics or economic history but will draw on interdisciplinary methods and approaches to gain a fuller understanding of the mania that engulfed so many people in 1720.
LIST III HT

HIU33111, The Repatriation of Roger Casement (Georgina Laragy)

Assessment: Creative option plus reflective essay

Roger Casement (1864-1916) is a key figure in the nationalist pantheon having been executed for treason in Pentonville Prison in England. A sustained campaign for the return of his body to Ireland began in the 1930s and came to fruition in 1965 a year before the 50th Anniversary of the 1916 Rising. He was finally laid to rest, not in the location of his choice on the North Antrim coast, but in Glasnevin Cemetery in Dublin. The campaign for his repatriation reflected the vagaries of the Anglo-Irish relationship in the post-independence period. It also speaks to the importance of the dead body in western culture for commemorative purposes.

This List III module will explore firstly, who was Roger Casement, his role as an early campaigner for indigenous rights across European imperial territories in Africa and South America. We will explore the ‘Casement Report’ (1904), the material recorded during his time in Putamayo (1911) and his speech from the Dock of the Old Bailey in 1916 after he was found guilty of treason. Irish attitudes to Casement are conflicted however because his identity as a gay man mark him as a problematic iteration of Irish sexuality while being a key figure in Irish LGTBIQ+ history.

We will examine Casement’s legacy in Irish memory; an investigation into the authenticity of his diaries was initiated by Taoiseach Bertie Ahern in 2000, he was recently commemorated in statue form in Dun Laoghaire, and he was mentioned in Dáil debates as recently as 2021.

Each week we will examine a different source related to the life, death, and afterlife of Roger Casement.
Assessment: One essay

It has often been argued that the Renaissance set out as an attempt to revive the glory of the ancients but ended up as a dramatic break with the past.

To be sure, it was their admiration for classical works from antiquity that led many Renaissance thinkers to critique the language, morals and customs of their own age. In addition, however, the discovery of America, the invention of printing, advancements in political understanding, religious reformation and scientific exploration also contributed to a new understanding of the world.

So, were Renaissance thinkers progressive individuals who looked backward, or were they conservatives with a forward-looking mindset? In short, how revolutionary was the Renaissance?

This module will allow students to make up their own minds about the nature of this movement. We will delve into politics, education, art, religion and science. Our key readings will encompass works by Renaissance humanists, philosophers and explorers – from Valla and Machiavelli to Erasmus, Montaigne and Galileo.
LIST III HT

HIU33113, 20th century option

The History Department is seeking to fill a post in twentieth-century history. The module description will be posted as soon as the post is filled.