

SECOND YEAR COURSE DESCRIPTIONS

ACADEMIC YEAR 2025-26

SEMESTER 1

LECTURE MODULES (5 ECTS) – CHOOSE THREE OF THESE

****NEW HI2155: Cultural Heritage & Public History**

This is a Designing Futures module taught by staff from History and other departments and assessed by continuous assessment rather than an exam.

‘Cultural heritage’ and ‘Public history’ covers a broad range of knowledge and scholarship and, as such, offers a pertinent opportunity to foster collaborative, transdisciplinary teaching and learning. This module will introduce undergraduate students to the concepts of cultural heritage and ask them to engage with public history, in the multiple ways it exists today. The ideas of conservation, presentation and communication of Irish physical or natural heritage, built Heritage and cultural heritage, will be explored in theory and in practice. And history and heritage through popular medias’ depictions will be critically assessed to offer a broad range of topics and case studies that will offer students an opportunity to study various public history constructions and cultural heritage conservations. In this module, students will further engage questions that speak to the ways we learn about who we are and what it means to have a particular national and/or ethnic identity, via the world we traverse. In learning how public history comes into existence, students will learn to critically assess how histories are created for and presented to the public, engaging with contested interpretations and meanings, as well as the decisions and presentations of particular stories about the past. Students will be taught to engage with public history as commemoration, as well as thinking about what’s not commemorated, the silences and empty spaces, and to understand other ‘sites of memory’ in the public domain. The module will also engage with history and heritage as it is presented in museums and galleries. To achieve the learning outcomes this module starts by answering the basic questions, what is cultural heritage and what is public history? The module will direct students to engage with theory and with presentation, by providing an overview of the many practical aspects of, and trends in public history (e.g., the economic, social and cultural constraints involved). It will also examine the debates on public history. Students will have an opportunity to critically assess a variety of cultural heritage paradigms (e.g., our built heritage, natural heritage, cultural heritage) as well as public history sites, including film, museums, monuments, buildings and public artefacts, history on radio and television, documentaries, and digital history. Finally, learners will also explore opportunities for making and/or critiquing public history, through a practical project, producing a tangible outcome.

Introductory Reading:

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

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

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

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

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

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

HI2150: Europe, 1918-49 - Dr Gearóid Barry

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

Introductory Reading:

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

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

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

HI2102: The Modern United States. 1865-2008 – Prof. Enrico Dal Lago

This course will introduce students to the history and historiography of the United States between the end of the Civil War and the election of Barack Obama. Specific themes will include: racial politics in the U.S. South; expansion into the West; industrialization, imperialism and World War I; the Great Depression and the New Deal; World War II and the making of the U.S. global power; the Cold War; the 1960s with the Civil Rights Movement; the student protest and Vietnam; the long conservative backlash from Nixon through Bush, Jr.; and the election of Obama.

Introductory Reading:

E. Foner, *Give Me Liberty! An American History* (2024)

D. Kennedy, *Freedom from Fear: The American People in Depression and War, 1929-1945* (2001)

C.B. Strain, *The Long Sixties: America, 1955-1973* (2017)

HI2161: Economy and Society in Pre-Independent Ireland – Dr Ciarán McCabe

This module explores the nature of the Irish economy and society from c.1750 to 1922. This was a period when Protestant Ascendancy was challenged and displaced, while Irish Catholicism emerged from the Penal era emboldened and assertive. Ireland, in these 170 years, experienced unparalleled population growth followed by the demographic catastrophe of the Great Famine, and subsequent population decline. The rising commercial and professional middle classes asserted their position as the 'natural leaders' of society. The very nature of paid work changed greatly, as the north-east region underwent a localised industrial revolution, while elsewhere on the island, levels of economic

independence that women enjoyed in pre-Famine rural Ireland were somewhat lost in the post-Famine years of adjustment.

Particular attention is given in this module to the susceptibility of the population to famine and subsistence crisis, to demographic fluctuation, and to the popular response to crisis. In addition, students will examine formative social developments such as the language shift, evolving perceptions of and attitudes to poverty, and the role of women. Throughout, attention will also be paid to similarities and disparities between the rural and urban experiences, while focus will not be lost on developments in the northern province. The course will conclude with an exploration of Irish economic and social developments on the eve of partition.

Introductory Reading:

Bartlett, Thomas, ed. *The Cambridge history of Ireland. Volume IV: 1880 to the present* (Cambridge, 2018), chapters 4, 5.

Biagini, Eugenio F. and Mary E. Daly, ed., *The Cambridge social history of modern Ireland* (Cambridge, 2017), chapters 5-7, 16, 19.

Clear, Caitriona. *Social change and everyday life in Ireland, 1850-1922* (Manchester, 2007).

Kelly, James, ed. *The Cambridge history of Ireland. Volume III: 1730-1880* (Cambridge, 2018), chapters 6-9 and 17-20.

Ó Gráda, Cormac. *Ireland, a new economic history, 1780-1939* (Oxford, 1994).

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

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

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

Introductory Reading:

D. MacCulloch, *Reformation: Europe's House Divided, 1490-1700* (London, 2004).

P. Marshall, *The Reformation: A Very Short Introduction* (Oxford, 2009).

U. Rublack, *Reformation Europe* (Cambridge, 2005).

HI2160: Ireland Since Independence – Dr Shannon Devlin

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

Introductory reading:

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

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

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

LIB2102 – History and the Archive: Understanding Research, Preservation and Management in Archives and Special Collections – Hardiman Library Staff *FOR BA HISTORY STUDENTS ONLY*

This unique module is one in which students will experience an innovative and stimulating introduction to the theory and practice of archives and records management and the use and interpretation of archives and special collections in research. The course will examine a range of historiographical questions from historic and contemporary records in a range of formats, the importance of records and archives and their impact in society, interrogating and trusting archives, linking archives for research. It will develop new learning techniques and practical experience in archival research and information skills through handling, examining and discovering archival materials and special collections. Personal archives, landed estate archives, literary and theatre archives, political archives, Irish language archives, photographic archives, map, newspaper, and digital collections, as well as a range of personal libraries from within the collections of the James Hardiman Library are among the material that will be used in the teaching of this course.

Introductory reading:

Brown, Caroline, Ed, "Archives and Recordkeeping: theory into practice". London: 2014.

Dooley, Terence, "The Big Houses and Landed Estates of Ireland: a research guide". Dublin: Four Courts Press 2007.

Gillespie, Raymond et al. *Doing Irish local history: pursuit and practice* (Belfast: 1998).

SEMESTER 2

COLLOQUIA (10 ECTS) – CHOOSE ONE

HI431: French Mobilisation and the Great War - Dr Gearóid Barry

This colloquium focuses on French society and politics and their relationship to the military in a system long based on military conscription and the French Revolution's idea of the 'citizen-soldier'. We shall examine this from about 1900 up to the outbreak of War in 1914 through to the period of demobilization in the early 1920s. The weekly lecture is meant to help provide you with context for the informed interrogation of primary documents in the group sessions. As four elements are indispensable to any national study of the First World War -namely the military, political, social and cultural aspects - this module is informed by the 'new' cultural history of the First World War, exemplified by the book by Stéphane Audoin-Rouzeau, Annette Becker & Leonard V. Smith, *France and the Great War* (Cambridge, 2003). Using concepts of 'war culture' and 'cultural mobilization,' we shall analyse how French society responded to the trauma of military invasion and the need to defend the 'fatherland'patrie. Pre-war political and religious struggles had been muted but not resolved by the call to arms. While society and culture are examined, we also give attention to the chief, decisive military such as the two battles of the Marne (1914 & 1918), Verdun (1916), Chemin des Dames (1917) and the nearly-successful German Spring Offensive of 1918.

Introductory Reading:

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

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

HI295: The American Civil War: Causes and Developments - Dr Enrico Dal Lago

Between 1861 and 1865, the United States of America embarked on a four-year long Civil War, which caused more than 700,000 dead, destroyed the lives of an entire generation, and led to the Emancipation of 4,000,000 African-American slaves. Historians have debated endlessly about the reasons for the occurrence of the American Civil War, and even more so about the way and the extent to which the United States was really transformed by it. Through the reading of key documents – ranging from South Carolina's *Declaration of the Causes of Secession* to Abraham Lincoln's *Emancipation Proclamation* – and of key writings by historians, this colloquium will introduce the students to some of the most important issues in the analysis of the causes and developments of the American Civil War. Key topics include: slavery and the North-South political conflict; Secession and the making of the Confederacy; battle strategy and the life of soldiers; the northern and southern home fronts; Emancipation; the American Civil War in comparative perspective; and the post-war Reconstruction.

Introductory Reading:

S. Hahn, *A Nation without Borders: The United States and its World in an Age of Civil Wars, 1830-1910* (2017)

J. McPherson, *Battle Cry of Freedom: The Civil War Era* (1988)

S. McCurry, *Confederate Reckoning: Power and Politics in the Civil War South* (2010)

E. Foner, *The Fiery Trial: Abraham Lincoln and the Abolition of Slavery* (2010)

HI166: Ireland in the 1950s – [TO BE CONFIRMED]

This colloquium module will explore Ireland during the 1950s as a decade of continuity and change. As Ireland, both sides of the border, emerged from the Second World War, the decade is marked by economic stagnation, an emigration crisis, and political upheaval. This module will consider the tension between church and state, the pressure to face serious public health and welfare concerns, and post-war foreign policy. It will explore Ireland's admission to the United Nations, new anxiety over partition and the IRA border campaign in the wake of the Republic of Ireland Act. As society slowly modernised, this module will consider how both Irish governments in the Republic and Northern Ireland embraced or resisted change. Themes explored include the roll out of electricity, difficulties of living in rural Ireland, education provision, a housing crisis, and a lack of sustainable industry. The final section of the module will explore social conservatism and changing attitudes towards popular culture and public morality as society was pulled towards new and exciting cinema and television, American influence, the showband, and the automobile.

Introductory Reading:

Finn, Tomas. *Tuairim, Intellectual Debate and Policy Formulation*. Manchester: Manchester University Press, 2012.

Girvin, Brian. "Stability, Crisis and Change in Post-War Ireland 1945–1973." In *The Cambridge History of Ireland*, 381–406. Cambridge University Press, 2018.

Keogh, Dermot, and Carmel Quinlan, ed., *The Lost Decade: Ireland in the 1950s*. Cork: Mercier Press, 2003.

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

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

Introductory Reading:

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

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

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

LECTURE MODULES (5 ECTS) – CHOOSE ONE

HI292: Central Europe - Dr Róisín Healy

Definitions of Central Europe vary, but for the purposes of this course the term refers to the German and Austro-Hungarian Empires. Together these empires covered vast territories from the Baltic Sea in the north to the Adriatic in the south and included many cities, such as Prague, Budapest and Ljubljana, which are now capitals of independent states that entered the EU in 2004. In the late nineteenth and early twentieth centuries the German and Austro-Hungarian empires experienced similar tensions to states in western Europe, for instance, over the relationship between church and state, the social consequences of industrialization, and the acquisition of colonies. Their ethnic heterogeneity, however, gave rise to other, more serious divisions. German nationalism clashed with the nationalisms of Poles, Czechs, Magyars and others, fuelling arguments about language, self-government and regional development. This course examines both the 'normal' problems of Central Europeans at this time and those that derived from the clash of nationalisms in these two empires. It begins with the restructuring of the Habsburg Empire to allow more self-government for Hungary and ends with the defeat and dissolution of both empires in World War One. Figures familiar to western Europeans, such as Bismarck, William II and Francis Joseph I, all make appearances, as do others who are better known to central Europeans, such as Józef Piłsudski, Tomas Masaryk and Rosa Luxemburg.

Introductory Reading:

Chickering, Roger. *The German Empire* (Cambridge, 2024).

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

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

HI2151: Europe since 1950 - Dr Gearóid Barry

This is a survey lecture module about politics and society in Europe, east and west, from the height of the Cold War in 1950 through to the expansion of the European Union into eastern Europe in the first decade of the twenty-first century. The focus of the first section of the module is the parallel path of development followed by European nations on either side of the Iron Curtain in the 1950s and 1960s, with the contrasting experiences of Communist domination in the eastern bloc allied to the Soviet Union and a simultaneous Western European 'democratic age' of prosperity and European integration. Stalinism, de-Stalinization and the politics of the nuclear threat form key themes in the case of eastern Europe. The module also explores social change, as the youth revolts in French and German societies around 1968 showed it could also be inflected by new attitudes to authority, family, religion and sexuality which made the personal political. A third presiding concern of the module is to understand the unravelling of the eastern bloc and of Communism itself during the Gorbachev years of 1985-91 and what followed. The 'post-war' period after 1989 brought some echoes of the Second World War with return of ethnic conflict to Europe in the Yugoslav wars of the 1990s. We also consider the scarring experience of democracy and diminished circumstances of Russians are also addressed as well, as finally, a consideration of Europe c. 2005, a moment with the eastwards expansion of the EU and the beginnings of a more assertive and possibly revanchist Russian posture on the European stage.

Introductory Reading:

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

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

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