

SECOND YEAR MODULE DESCRIPTIONS

AY23-24

SEMESTER 1

COLLOQUIA (10 ECTS)

HI2147: Life in urban Galway during the long nineteenth century – Dr John Cunningham

By several criteria, the period 1800-1921 was a stagnant one in Galway's history. Population statistics show a slight decline, and trade figures had a similar trajectory. It was a period of great change nonetheless, during which the state established major institutions - including a workhouse and a university; during which railway and steamships revolutionised transport, during which there was institutional reform, several extensions to the electoral franchise, and a political revolution. Using documentary sources and the interpretive approach of 'history from below', students will examine the responses of ordinary Galway people to changes in the world around them, in the spheres of education, work and welfare, entertainment, sport, religion and politics. They will consider the extent to which Galway was typical of urban development in Ireland.

Introductory Reading:

- John Cunningham 2004, *'A town tormented by the sea': Galway, 1790-1914,*, Geography Publications Dublin
- Jacinta Prunty and Paul Walsh 2016, *Irish Historic Towns Atlas, No. 28: Galway,*, Royal Irish Academy Dublin
- William Nolan and Anngret Simms 1998, *Irish Towns: a Guide to Sources, Dublin 1998,* Geography Publications Dublin

HI166: Ireland in the 1950s - Dr Tomás Finn

This examines perceptions of the 1950s in Ireland as a lost decade. It considers the economic stagnation from which the country suffered but also looks at the emergence of a culture of inquiry and many of the policies that shaped contemporary Ireland.

Introductory Reading:

- Finn, Tomás 2012, *Tuairim, , intellectual debate and policy formulation: Rethinking Ireland: Rethinking Ireland, 1954-75,* Manchester University Press Manchester
- Murphy, Gary 2009, *In search of the Promised Land: The politics of post-war Ireland,* Mercier Press Cork
- Keogh, Dermot, O'Shea, Finbarr, and Quinlan, Carmel, (eds.), *The Lost Decade: Ireland in the 1950's,* Mercier Press Cork

HI2103: Monarchy & Society in Early 17th Century France – Prof Alison Forrestal

The beginning of the seventeenth century heralded a new era for the kingdom of France: after four decades of civil war a new dynasty of Bourbon kings took power, and wielded it until the French Revolution. This module examines the reigns of Louis XVI's predecessors, Louis XIII and his son Louis XIV (the 'Sun King of Versailles') from 1610 to 1661. It focuses on the political and social challenges involved in asserting the 'absolute' authority of the new regime, and examines the claim that the political and social roots of the French Revolution lay in these periods of rule. Knowledge of the French language is not required, since readings (documents and secondary sources) on the workings of the royal court, popular revolts, noble faction and rebellion, etc. will be provided in translation.

Introductory Reading:

- Yves-Marie Berce, +Y-M. Bercé, *The Birth of Absolutism. A History of France, 1598-1661*, Palgrave
- Alan James 2006, *The Birth of Absolutism*, Routledge
- Robin Briggs 1998, *Early Modern France, 1560-1715*, Oxford University Press

LECTURE MODULES (5 ECTS)

HI2110 Making Ireland English, 1580-1665 - Dr Pádraig Lenihan

This survey module introduces students to debates and interpretations surrounding the formative political, economic, military and social events and themes of early modern Ireland. The survey takes as its organizing grand narrative the multifaceted conflicts between a centralizing Tudor and Stuart state and local or native elites, be they Gaelic, Old English, Irish, or 'English of Ireland'.

Introductory Reading:

- Lenihan, Pádraig 2007, *Consolidating Conquest: Ireland 1603-1727*, Longman Pearson
- Ellis, S. and Maginn, C. 2007, *The Making of the British Isles: The State of Britain and Ireland 1450-1660*, Longman Pearson,

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:

- edited by James Retallack, *Imperial Germany, 1871-1918*, Oxford ; Oxford University Press, 2008. [ISBN: 019920487X]
- Pieter M. Judson 2006, *Guardians of the nation*, Harvard University Press Cambridge, Mass. [ISBN: 9780674023253]
- Nancy M. Wingfield 2003, *Creating the Other: Ethnic Conflict and Nationalism in the Habsburg Central Europe*, Berghahn Books New York [ISBN: 1571813845]

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 2016, *To Hell and Back. Europe, 1914-1949*, Penguin
- David G. Williamson 2013, *The age of the dictators: a study of the European dictatorships, 1918-53*, Routledge London
- Conan Fischer 2011, *Europe between democracy and dictatorship, 1900-1945*, Wiley-Blackwell Chichester

HI2155: Cultural Heritage & Public History

'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, Editor. 2021, *Radical Roots: Public History and a tradition of social justice activism*, Amherst College Press Amherst, MA
- Moira G. Simpson 2001, *Making representations: museums in the post-colonial era, Revised edition.*, Revised edition Ed., Routledge London, New York
- Paula Hamilton, Linda Shopes 2008, *Oral history and public memories*, Temple University Press Philadelphia

- Gary B. Nash, Charlotte Crabtree, Ross E. Dunn 2000, *History on Trial: Culture Wars and the Teaching of the Past*, Vintage New York
- Laurajane Smith 2006, *The Uses of Heritage*, Routledge Abingdon
- Roman Krznaric 2021, *The Good Ancestor: How to think long term in a short-term world*, WH Allen London

HI284.I: Themes in Early Modern History I: Global History and Modern Capitalism: 1400-1820

Prof James Livesey

In the last twenty years the history of capitalism has been one of the most important themes in Global History. In this lecture course students will be introduced to the key debates in this area. The course will begin with an introductory topic that will enable students to differentiate capitalism from other kinds of economic organisation, principally Thompson's idea of the moral economy. We will also engage with the periodisation for capitalism. This introduction will be the basis on which will develop our thinking on the relative importance of international trade and domestic institutions in the development of the modern economy. In this section we will look at work by O'Rourke and Williamson and contrast that with Robert Brenner's arguments for the agrarian roots of capitalism. The central section of the course will be taken up with the debates around consumption, slavery, and empire. Core reading in this section will include the classic Williams thesis, and its development in the literature on the relationship between cotton and chattel slavery in the group around Rockman and Beckert. We will extend this debate by looking at very new work by colleagues such as Elizabeth Cross and Felicia Gottmann on chartered companies. The penultimate section will address the history of finance capitalism, looking at the inflationary effects of silver supply from the Americas in the early period, the era of financial experimentation in the seventeenth and eighteenth centuries, and the eventual emergence of a recognisable world of international finance around the Gold Standard in the early nineteenth century. We will conclude with a consideration of Pomeranz's "Great Divergence" between Atlantic and Asian economies.

SEMESTER 2

COLLOQUIA (10 ECTS)

HI494: British Social Movements Since 1945: Sex, Colour, Peace and Power

Dr Sarah-Anne Buckley

From 1945, Britain's political and cultural landscape has been changed by social movements campaigning on issues of gender, race, disability, sexuality, the environment, and peace. This colloquium will address these movements, while also assessing the extent to which they resulted in political, social and economic change. From early attempts to decriminalize gay sex to the movement against globalization, this course will look at a range of topics previously neglected by historians of post-war Britain. In doing so, it will question not only the radicalism of individual movements, but how they fragmented in the 1980s and the extent to which they affected the political agenda.

Introductory Reading:

- Adam Lent 2001, *British social movements since 1945: Sex, Colour, Peace and Power*, Palgrave Macmillan

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 2003, *France and the Great War 1914-1918*, Cambridge University Press Cambridge [ISBN: 9780521661765]
- Elizabeth Greenhalgh 2014, *The French Army and the First World War*, Cambridge University Press [ISBN: 9781107012356]

HI2135: Fluxes, Fevers and Fighting Men: Disease and Armies (1489-1856)

Dr Pádraig Lenihan

Three-quarters of the British dead in the Crimean War were killed by sickness and there is no reason to doubt that the proportion of soldiers dying of disease was any smaller in ancien régime armies. This module will evaluate the impact of disease on these armies. It will first consider the health challenges posed as armies grew bigger, spent longer campaigning and experienced worse (until the mid-eighteenth century) and more variable weather. The module will introduce the iterations of the Galenic paradigm that were current during the period and justify superimposing modern diagnostic categories on older ones. The module will clarify the precarious nature of a logistical system based on 'contributions' from an agrarian economy that struggled to produce a surplus above bare subsistence. The module then poses fundamental questions: How many soldiers typically died in epidemics? What diseases made up these epidemics? How did armies and governments conceptualize these diseases and how well or badly did they respond to the challenges they posed? The module will unfold by context rather than chronology because different operations such as a static siege, a field camp, and a march or retreat all posed their particular challenges.

Introductory Reading:

- Lenihan, Pádraig 2019, *Fluxes, Fevers and Fighting Men*, Helion [ISBN: 1911628518]

LECTURE MODULES (5 ECTS)

HI2123: Life and Death in Victorian Britain

Dr Laurence Marley

This module provides a survey of the social and cultural history of Britain in the long nineteenth century. This was an age that transformed everyday life through the unprecedented and celebrated expansion of trade, transport, communications and empire. But it was also one that witnessed grinding child labour, draconian workhouses, pathologies and neuroses associated with rail travel and scientific innovation, poor sanitation and deadly diseases, and the Victorian 'invention' of death.

Introductory Reading:

- Jeffrey A. Auerbach 1999, *The Great Exhibition of 1851*, Yale University Press New Haven [Conn.] [ISBN: 0300080077]
- edited by Kelly Boyd and Rohan McWilliam, *The Victorian studies reader*, London ; Routledge, 2007. [ISBN: 0415355796]

- Leonore Davidoff and Catherine Hall, *Family fortunes*, London ; Routledge, 2002. [ISBN: 0415290651]
- K. Theodore Hoppen, *The mid-Victorian generation, 1846-1886*, Oxford ; Oxford University Press, 1998. [ISBN: 019873199X]
- Pat Jalland, *Death in the Victorian family*, New York ; Oxford University Press, 1999. [ISBN: 0198208324]
- Julie-Marie Strange, *Death, Grief and Poverty in Britain, 1870-1914*, Cambridge University Press [ISBN: 9780521168625]
- F. M. L. Thompson, *Rise of Respectable Society*, Harvard University Press [ISBN: 9780674772861]

HI249: Ireland: Economy & Society, 1700-1850

Dr Niall Ó Ciosáin

This course views the period from the early eighteenth century to the 1840s in Ireland as one long economic cycle. The second half of the eighteenth century was the longest period of economic expansion in Irish history, while the first half of the nineteenth was a time of contraction and economic crisis. This module explores the political and cultural manifestations of that cycle. In the political sphere, expansion and contraction both created acute social tensions which gave rise to large-scale popular politicisation and political activity, frequently violent, with a climax in the 1798 rebellion. State responses to this activity included a professional police force and a centralised education system, establishing many of the structures of the modern state.

Introductory Reading:

- David Dickson 2000, *New foundations*, Irish Academic Press Portland, Or. [ISBN: 0716526379]
- Ian McBride, *Eighteenth Century Ireland: The Long Peace*, Gill & Macmillan Ltd [ISBN: 0717116271]
- Gearoid O Tuathaigh, *Ireland Before the Famine 1798 - 1848*, Gill & Macmillan Ltd [ISBN: 0717142175]
- L. M. Cullen 1981, *The emergence of modern Ireland, 1600-1900*, Batsford Academic and Educational London [ISBN: 0713427477]

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 particular 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, however; 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:

- Ian Kershaw 2019, *Roller-Coaster. Europe, 1950-2017*, Penguin London
- Asa Briggs & Patricia Clavin 2013, *Modern Europe, 1789 to the present*, 2nd Ed., chapters 10-12, Routledge London
- Tony Judt 2005, *Postwar: a history of Europe since 1945*, Pimlico London

HI2146: The Making & Breaking of Britain

Dr Tomás Finn

This module asks what it means to be British. The twentieth century ended with the opening of the National Assembly of Wales and a parliament in Scotland. These were in many ways unexpected and unlikely events. It was Scotland's first parliament for 300 years and the first in Wales for almost 600 years. This module considers the factors that led to their establishment and may in turn lead to the break-up of Britain, along with the ties that continue to unite the country. It examines not just the question of national identity especially for the Scots and Welsh, but also the phenomenon of English nationalism. Topics include the impact of two world wars, the decline of the British Empire, economic challenges, the European Union and the evolution of public policy and public opinion. By considering the long and short term factors that led to devolution, this module helps us to understand what it is to be English, Welsh and Scottish within a British context.

Introductory Reading:

- Colley, Linda 2014, *Acts of Union and Disunion*, Profile Books London
- Alexander Grant and Keith J. Stringer (eds.), *Uniting the Kingdom?: The making of British History*, Routledge London
- Robbins, Keith, *Great Britain: Identities, Institutions and the Idea of Britishness*, Longman New York

HI2149: Global History 1870-1945

Dr Kevin O'Sullivan

This module explores the roots of contemporary globalisation from the late nineteenth century to the mid-twentieth century. It examines the factors that made the world a more interconnected and interdependent place – technological change, economics, migration, empire, environmental change, and global cultural exchange – and the impact of those developments on individuals and communities.

Introductory Reading:

- C. A. Bayly 2018, *Remaking the Modern World, 1900-2015: Global Connections and Comparisons*, John Wiley & Sons [ISBN: 9781405187]
- Jürgen Osterhammel 2014, *The Transformation of the World*, Princeton University Press [ISBN: 9781400849949]
- Emily S. Rosenberg 2012, *A World Connecting*, Harvard University Press [ISBN: 9780674047211]

HI2156: Revolutionary Technologies, from Steam to Green

In this module students will be given an introduction to something of the creative mindsets that have informed revolutionary technologies and how they are conceived; they will be asked to engage with the history of revolutionary technologies, to think critically and assess the societal impacts of technological revolutions; and student will be introduced to contemporary technological debates that envision revolutionary tools to address tomorrow's, global, "wicked problems". Thus, from the industrial revolution of the near past, the digital revolution of the present, to the green revolution required now and for the future, students will understand their worlds via the context of revolutionary technologies. There is little doubt human impact on the world has led to radical, sometimes catastrophic, sometimes progressive changes throughout time. As humans have evolved we have learned to develop tools and technologies for survival at first, but in the ever increasingly sophisticated societies that developed, technologies were advanced for tasks beyond mere survival. Revolutionary technologies concomitantly usher in ground-breaking transformations, while pioneering changes have required radical new technology, which (often paradoxically) have ushered in both great progress, as well as great cataclysm. This was not necessarily accidental, but down to human agency. So, engineers share responsibility for the character of the world they are building through their technological designs. In this module students will consider social and ethical aspects of engineering design through an exploration of pivotal cases studies that brought about technological revolutions. Students will gain knowledge about what insights can be gleaned from the technological developments of the industrial past. They will also critically engage with and better understand the period of digital revolution, which increasingly informs their lives today. With these lessons in mind, students will further consider the need for--and the challenges involved in launching a green revolution. Students will be challenged with visions for future innovations (both technical and social) that bring about paradigm shift.

Introductory Reading:

- E.A. Wrigley 2010, *Energy and the English Industrial Revolution*, Cambridge University Press
Cambridge
- Steve Earle 2021, *A Brief History of the Earth's Climate: Everyone's Guide to the Science of Climate Change*, New Society Books
- Noah Wardrip-Fruin and Nick Montfort, editors. 2003, *The New Media Reader*, The MIT Press
Cambridge MA
- Walter Isaacson 2014, *The Innovators: How a Group of Hackers, Geniuses, and Geeks Created the Digital Revolution*, Simon & Schuster New York