

FINAL YEAR COURSE DESCRIPTIONS

ACADEMIC YEAR 2025-26

SEMESTER 1

SEMINARS (10 ECTS)

Choose ONE Seminar module

- **HI3208: Transnational Perspectives on Modern Ireland: Land and the Land War, 1845 to Present – Andrew Newby**

This course will explore the national and international roots of the Irish Land War (1879-1882), as well as its short- and long-term impact on societies well beyond Ireland's shores. It will look at the transnational philosophical underpinnings, as well as the national social and economic peculiarities, of Ireland's "land question" in the nineteenth century, including writings by J.S. Mill, Karl Marx and Henry George. The Irish Diaspora, especially in Britain, North America and Australia but in various other parts of the world, also played an important role in developing the Land League, and shaping its demands. Although the Land War is remembered as a vital building block in the Irish nationalist movement, and indeed a contributor to the struggle for self-determination and independence, the events in Ireland in the early 1880s had immediate overseas repercussions, for example in rural Scotland and Wales, as well as in urban centres in Britain. Historian Jo Guldi has recently claimed recently that the land war eventually brought the British Empire "to its knee", and therefore to the present day the Irish example has inspired various diverse subaltern and indigenous groups throughout the world to demand land rights.

Indicative reading:

Jo Guldi, The Long Land War: The Global Struggle for Occupancy Rights (Yale UP, 2022).
Andrew G. Newby, Ireland, Radicalism and the Scottish Highlands (Edinburgh UP, 2007).

Andrew Phemister, Land and Liberalism: Henry George and the Irish Land War (Cambridge UP, 2023).

Niall Whelehan, Changing Land: Diaspora Activism and the Irish Land War (NYU Press, 2021).

- **HI3102: The Irish and Colonial Australasia 1788-1901- Laurence Marley**

This module explores the various patterns of Irish settlement, identity formation and assimilation in Australasia, from early penal colonies of the late eighteenth century to the Commonwealth of Australia in 1901. The principal areas under examination include Irish convict transportation; emigration in a comparative context; the Irish and the colour bar in the antipodes; and the extent to which Old World sectarian animosities and political divisions survived in the colonies.

FINAL YEAR COURSE DESCRIPTIONS

ACADEMIC YEAR 2025-26

Introductory Reading:

Patrick O'Farrell, *The Irish in Australia*, University of Notre Dame Press (Notre Dame, Ind., 2000) [ISBN: 0268031568]

Richard P. Davis, *Irish Issues in New Zealand Politics, 1868-1922* (Otago, 1974)

Angela McCarthy, *Irish Immigrants in New Zealand, 1840-1939: 'the desired haven'* (Suffolk, 2005)

David Fitzpatrick, *Oceans of Consolation: personal accounts of Irish migration to Australia* (London, 1994)

• HI484: Slavery and Emancipation – Enrico Dal Lago

This course aims to provide students with the necessary background they need to select, use, and interpret the vast range of primary sources related to American slavery and place them in the context of current historiographical debate. Major topics include Colonial Slavery, the American Revolution, the Planters' Worldview, the Plantation Mistress, Slave Culture and Slave Resistance, Antislavery, and the Civil War and Emancipation.

Recommended Book Resources:

Rick Halpern and Enrico Dal Lago 2002, Slavery & Emancipation, Blackwell

Supplementary Book Resources:

Peter Kolchin 2003, American Slavery, 1619-1877, Hill & Wang

Ira Berlin 2003, Generations of Captivity: A History of African American Slaves, Harvard University Press

Enrico Dal Lago 2012, American Slavery, Atlantic Slavery, and Beyond: The U.S. "Peculiar Institution" in International Perspective, Paradigm Publishers

• HI3112 The First World War: Transnational Perspectives - Gearóid Barry

The First World War – which mobilized entire societies for war on an unprecedented scale - raises enduring questions about coercion, consent and violence in modern society. It was also a war of empires -of various types- fought out across the globe. Taking the approach of transnational history – which seeks to identify links and common themes across national borders- this course combines national histories of large and small belligerents (ranging, for example, from Germany, France and the UK to Serbia) with a thematic approach. As such, we examine the varying ways in which the First World War was to occasion both of social and cultural change but also continuity in Europe and the wider world in the twentieth century. Thus, our readings may consider diverse themes

FINAL YEAR COURSE DESCRIPTIONS

ACADEMIC YEAR 2025-26

such as women's war work, nationalism, religion and the use of poison gas and submarine warfare. Bearing in mind the place of the First World War in annual commemorations – such as Armistice Day- and popular culture more generally, from Blackadder to Sam Mendes' recent movie 1917, students will also engage with topical issues of popular memory and the lively historical debates and controversies relating to the First World War and its consequences.

Introductory Reading:

Jörn Leonhard, *Pandora's Box. A History of the First World War*. (Cambridge, Mass: Belknap Press, 2018).

Robert Gerwarth & Erez Manela, *Empires at War: 1911-1923*. (Oxford: Oxford University Press, 2014.) Michael S. Neiberg, *Dance of the Furies: Europe and the Outbreak of World War I* (Cambridge, Mass: Belknap Press, 2011).

John Horne (ed.), *A Companion to World War I* (Chichester: Wiley-Blackwell, 2010)

- **HI3123 Power & Pleasure at Versailles: The Reign of Louis XIV (1661-1715) – Alison Forrestal**

'But for the fear of the devil, King Louis would have caused himself to be worshipped as a god...Glory was his passion.'

In this module students will study the development of one of the most important and controversial states in early modern Europe, under the rule of King Louis XIV. The 'Sun King' was admired, feared, and loathed by his contemporaries, but few doubted his ambition: during his long reign, the French monarchy became synonymous with the pursuit of 'absolute' royal power and kingly glory on the domestic and international fronts. This module will examine the realities and illusions of royal authority in this period, investigating French ambitions and strategies in diplomacy and war, the treatment of minorities and dissidents in French society, the recasting of traditional forms of government into more centralized methods of political and social control, and the lavish culture and society of court life at Versailles. Knowledge of the French language is not required, since readings (documents and secondary sources) will be provided in translation.

Introductory Reading:

David Smith, *Louis XIV* (Cambridge: Cambridge University Press, 2010).

David Sturdy, *Louis XIV* (Basingstoke: Palgrave MacMillan 1998).

Richard Wilkinson, *Louis XIV, France and Europe 1661-1715* (London: Hodder, 2002).

FINAL YEAR COURSE DESCRIPTIONS

ACADEMIC YEAR 2025-26

- **HI168: Coming to Terms with the Nazi Past – Róisín Healy**

The devastating impact of the twelve years of Nazi rule on Germany and Europe lasted well beyond the collapse of the regime in May 1945. This module examines how post-war German and European society dealt with this legacy, in particular the murder of six million Jews. It investigates the varying degrees of engagement with Nazi crimes across both sides of the Iron Curtain and over the decades from 1945 to the present, with due attention to ethnic, religious and gender differences. Themes include the treatment of perpetrators, the experience of returning survivors, the phenomenon of Holocaust denial and the memorialising of the victims of Nazi Germany. It promotes UN SDG 16 by showing the role of memory in encouraging reconciliation and peace-building. Students will examine how and why engagement with the Nazi past took the shape it did by means of sources such as court documents, survivor testimonies, newspapers, films and memorials as well as a substantial range of secondary literature. It will promote students' research skills by means of an independent research paper to be completed at the end of the semester.

Recommended Book Resources:

Peter Novick, *The Holocaust and collective memory: the American experience*, (London, Bloomsbury, 2001)

Bill Niven, *Germans as victims: remembering the past in contemporary Germany* (New York, Palgrave Macmillan, 2006)

Mary Fulbrook, *German National Identity after the Holocaust*, (Polity Cambridge, 1999)

Timothy Snyder, *Black Earth: The Holocaust as History and Warning*, (London, Vintage, 2016)

Michael R. Marrus, *Lessons of the Holocaust*, (Toronto UP Toronto, 2016)

Judith M. Hughes, *The Perversion of Holocaust Memory*, (London, Bloomsbury Publishing, 2022)

- **HI3204: The Family in Irish Society – Shannon Devlin**

The stereotypical image of the Irish family is large with lots of children. This seminar module engages with the growing body of family history methodological approaches to the Irish past and aims to broaden our understanding of what the typical 'Irish Family' was in the past. It will explore gender roles within family, the importance of extended and multi-generational family, and 'found family'. Themes considered in this seminar include childhood, singlehood, marriage breakdown, gossip, family loyalty, and sibling rivalry. Using a wide range of primary sources – including family papers and letters, photographs, genealogical records, census data, migration records, and printed material – this seminar will consider how the position of the family changed over time, the differing experiences of family depending on class, and investigate alternative family structures to find out if there really ever was a 'typical' Irish family.

FINAL YEAR COURSE DESCRIPTIONS

ACADEMIC YEAR 2025-26

Recommended Book Resources:

Eugenio F. Biagini and Mary E. Daly (eds), The Cambridge Social History of Modern Ireland [ISBN: 1-316-15527-7]

- **HI3206: Race, Enslavement and Representation in the 18C and 19C British Atlantic World – Anita Rupprecht**

This course explores ideas and representations of race, gender and enslavement in 18th and 19th century British Caribbean and wider Atlantic world. Focusing on questions of colonial connection, representation, identity, creolisation, resistance, and power, the module will engage primary and secondary materials in order to analyse and critically interpret the ways in which those who were enslaved related to, and resisted, the oppressive systems under which they were forced to labour, as well as the convictions and actions of enslavers and anti-slavery campaigners.

Recommended Book Resources:

Eric Williams 2021, Capitalism and Slavery, Third Ed., University of North Carolina Press Chapel Hill [ISBN: 978-1-4696-63]

Matthew Lewis 1999, Journal of a West India Proprietor, Oxford University Press Oxford [ISBN: 978-019283261]

Sara Salih (ed.) 2000, The History of Mary Prince, Penguin Classics London [ISBN: 978-014043749]

Diana Paton 2015, The Cultural Politics of Obeah: Religion, Colonialism and Modernity in the Caribbean World, Duke University Press Durham [ISBN: 978-110702565]

Catherine Hall 2024, Lucky Valley: Edward Long and the History of Racial Capitalism, First Ed., Cambridge University Press Cambridge [ISBN: 978-100909885]

Sasha Turner 2017, Contested Bodies: Pregnancy, Childbearing and Slavery in Jamaica, first Ed., University of Pennsylvania Press Philadelphia [ISBN: 978-081224918]

FINAL YEAR COURSE DESCRIPTIONS

ACADEMIC YEAR 2025-26

SEMESTER 1

LECTURE MODULES (5 ECTS)

Choose One Lecture module

- **HI3195: Suffrage to Repeal: women's activism in Ireland and Britain, 1880-2016 – Sarah-Anne Buckley**

This module will examine the history of women's activism and feminism in Ireland and Britain from the beginnings of the suffrage campaign in the late nineteenth century, to the repeal of the eighth amendment in 2016. Looking chronologically and regionally, it will provide the context for the first wave of feminist activism and the connections between this and subsequent waves. Placed in the social, economic and political context of the time, it will highlight the importance of gender, social class, education and rising expectations.

Recommended Reading:

Linda Connolly 2003, The Irish Women's Movement: From Revolution to Devolution, 1st Ed. [ISBN: 978184351025]

Elizabeth Crawford 2006, The Women's Suffrage Movement in Britain and Ireland, 1st Ed., Routledge [ISBN: 0415477395]

Maroula Joannou, June Purvis, The Women's Suffrage Movement [ISBN: 0719080452]

- **HI3198: Themes in Modern Irish History – Ciarán McCabe**

This lecture module addresses some of the major themes which have characterised Irish history since 1750 – the rise of nationalism and campaigns for Home Rule and independence; the establishment of the new state; Irish engagement with Britain, Europe and the world; religious and ethnic divisions within Ireland; impact of gender and age on life experiences; socio-economic events and developments like the famine in the 19th century and economic planning in the twentieth. The particular range of themes to be addressed may change from year to year and will be announced by the Department at the start of the year.

FINAL YEAR COURSE DESCRIPTIONS

ACADEMIC YEAR 2025-26

- **HI3210: The British Empire: Imperialism and Resistance – Anita Rupprecht**

The British Empire and its global legacies have become a significant topic in contemporary debates over Britain's modern history and conceptions of British identity. Framed by these issues, this course focuses on the expansion of the British Empire from the mid-eighteenth century to the beginning of the twentieth century. Introducing key critical debates and approaches to the study of empire and colonialism, it explores the early modern development of the British Atlantic World, the Atlantic revolutions and the East India Company's impact on the Indian subcontinent in the eighteenth century. In subsequent weeks the course considers the British Empire's changing character thematically and geographically, tracing the nineteenth development of the empire in India, Australia and Africa, and concluding with Britain's role in the imperial 'scramble' for global assets during the period leading up to First World War.

Recommended Reading:

Palgrave Macmillan New York [ISBN: 0-333-96341-5]

Levine, Philippa 2007, The British Empire. From Sunrise to Sunset, first Ed., Longman Harlow [ISBN: 978-058247281]

Sarah Stockwell 2008, The British Empire: themes and perspectives, first Ed., Blackwell Oxford [ISBN: 978-140512535]

Priya Satia 2022, Time's Monster: History, Conscience and the Britian's Empire, first Ed., Penguin London [ISBN: 978-014199392]

Priyamavada Gopal 2020, Insurgent Empire: Anticolonialism and the Making of British Dissent: Anticolonial Resistance and British Dissent, first Ed., 1-4, Verso London [ISBN: 978-178478413]

Philip Harling 2024, Managing Mobility: The British Imperial State and Global Migration, 1840-1860, first Ed., Cambridge University Press Cambridge

FINAL YEAR COURSE DESCRIPTIONS

ACADEMIC YEAR 2025-26

SEMESTER 2

LECTURE MODULES (5 ECTS)

Choose THREE Lecture modules

- **HI3205: Gender, Sexuality, and Society in Ireland, 1780-1922 – Shannon Devlin**

This module will explore Irish society through the lens of gender and sexuality. By exploring gender roles across all classes in Irish society, it will question what it meant to be masculine and feminine in the long nineteenth century. This module will trace changing attitudes to sexuality and the influence of religious and moral teaching on the regulation of sexuality. It will cover themes such as illegitimacy and birth control, institutionalisation, sex outside marriage, breach of promise, the criminalisation of same-sex relationships and so-called ‘deviant’ sexuality. By the end of this module, you will have an understanding of the gendered experiences and expectations placed on men and women throughout Irish history and how this impacted Irish society in the past.

Recommended Book Resources:

Diarmaid Ferriter 2012, Occasions of Sin, Ch1, Profile Books (GB) [ISBN: 9781861979490]

Jennifer Redmond and Mary McAuliffe (eds) 2024, POLITICS OF GENDER AND SEXUALITY IN MODERN IRELAND A READER., Four Courts Press [ISBN: 9781801511391]

- **HI362: Party & Power In 19th & 20th Century British History – Laurence Marley**

This course explores the relationship between the exercise of political power and the development of political parties in Britain in the period c. 1800 – c.1918. The lectures consider the interplay between ideological and socio-economic forces, organisational structures, leadership and mass political mobilisation. Areas under examination will include the Great Reform Act of 1832 and the changing nature of electoral/political culture during the course of the nineteenth century; the rise of Chartism, the greatest movement of popular protest in British history; the role of the empire factor in party politics in this age of imperialist expansion; suffragist and suffragette campaigns for female franchise in the late Victorian and Edwardian periods; and the rise of independent

FINAL YEAR COURSE DESCRIPTIONS

ACADEMIC YEAR 2025-26

labour politics in Westminster, and the ultimately political eclipse of the great Liberal Party, particularly after the impact of WWI. Given the legislative union between Great Britain and Ireland from 1801, this survey of British political history in the ‘long nineteenth century’ will prove indispensable to those also interested in parallel developments in Ireland during that period.

Recommended Book Resources:

Stephen J. Lee, *Aspects of Modern British History, 1815-1914*, (London, 1994)
E.J. Evans, *The Great Reform Act, 1832*, (London, 1983)
Malcolm Chase, *Chartism: a new history*, (Manchester, 2007)
Jonathan Parry, *The rise and fall of Liberal government in Victorian Britain*, (London, 1993)
Robert Blake, *The Conservative Party from Peel to Major*, (London, 1998)
Martin Pugh, *The march of the women: a revisionist analysis of the campaign for women's suffrage, 1866-1914*, (Oxford, 2004)

- **HI3207: The Transatlantic Slave Trade, 1450-1870 – Anita Rupprecht**

This survey course explores the transatlantic slave trade, 1450-1870. Drawing on a range of primary sources and key historiographies, the module will consider the origins and expansion of the transatlantic trade, the Middle Passage, the impact on Africa, the development of the plantation economy in the Americas, the abolition movement and the endings of enslavement in the context of nineteenth century global transformations in racialised labour relations.

Recommended Book Resources:

Marcus Rediker 2008, *The Slave Ship: A Human History*, second Ed., Penguin London [ISBN: 978-01431142]
Eltis, David, and David Richardson 2015, *Atlas of the Transatlantic Slave Trade*, Yale University Press New Haven [ISBN: 978-030021254]
John Thornton 1998, *Africa and Africans in the Making of the Atlantic World, 1400–1800*, second Ed., Cambridge University Press Cambridge [ISBN: 978-052162724]
John Harris 2020, *The Last Slave Ships: New York and the End of the Middle Passage*, first Ed., Yale University Press New Haven
Robin Blackburn, *The Reckoning: From the Second Slavery to Abolition, 1776-1888*, first Ed., Verso London [ISBN: 978-180429341]
Herbert S. Klein 2010, *The Atlantic Slave Trade*, second Ed., Cambridge University Press Cambridge [ISBN: 978-052176630]

FINAL YEAR COURSE DESCRIPTIONS

ACADEMIC YEAR 2025-26

- **HI3100: Topics in the History of Race and Ethnicity – Kevin O’ Sullivan**

This module will offer students an extended analysis of the processes by which historians reconstruct the past, specifically aspects concerning race and ethnicity. It will look at the nature and variety of primary sources, how historians use them to write historical narratives and analyses, and how the reconstruction of historical events is advanced by dialogue between historians. The specific topics of this module will be decided by the convenor of the module and provided on the History web pages in time for registration in August.

- **HI3196: The Great Irish Famine – Breandán Mac Suibhne**

This module begins by examining famine in general, looking in particular at famine in pre-modern Europe. It then moves to a detailed analysis of the Irish famine of 1845-50.

Recommended Book Resources:

Ciarán Ó Murchadha 2011, *The Great Famine*, All, Continuum [ISBN: 9781847252173]

- **HI3209: Modern Ireland in Global Context: Famine and Hunger in Global Context, c. 1845-1918 – Andrew Newby**

This lecture course will examine the prevalence of famine in Europe (including European colonies across the globe) in the period between Ireland’s Great Hunger and the end of the First World War. Using the Irish experience as a reference point, it will examine the causes, impacts and consequences of these different famines, including topics such as colonial administration; the imposition of work tasks (e.g. building “famine roads”); the use of emergency foods; ideas of culpability; national and international philanthropy / charity; famine memory and politicisation; ideas of solidarity across time and place.

Indicative reading:

Alex de Waal, *Mass Starvation: The History and Future of Famine* (Polity Press, 2018).

Ingrid de Zwart & Miguel Ángel de Arco Blanco (eds), *The Politics of Famine in European History and Memory* (Routledge, 2025).

Cormac Ó Gráda, *Famine: A Short History* (Princeton UP, 2009).

- **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

FINAL YEAR COURSE DESCRIPTIONS

ACADEMIC YEAR 2025-26

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.

Recommended 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