

# FINAL YEAR COURSE DESCRIPTIONS

## ACADEMIC YEAR 2024-25

### SEMESTER 1

#### SEMINARS (10 ECTS)

Choose ONE Seminar module

#### **HI3194: The Environment since 1945 - Dr Kevin O'Sullivan**

This module explores the rise of the environment as an issue for public debate, government policy, and international activism since the Second World War. It examines the factors that shaped popular consciousness of environmental degradation and ecological change; the emergence of a global environmental movement in response to those processes; and the impact of those developments on individuals and communities. Module themes include (1) The discovery of 'the environment'; (2) The Environmental Movement; (3) Green Politics; (4) Environmental Justice; (5) The International Politics of the Environment.

#### ***Introductory readings:***

Marco Armiero and Lise Sedrez (eds), *A History of Environmentalism: Local Struggles, Global Histories* (London, 2014). [ISBN: 9781441115720]

J. R. McNeill and Peter Engelke, *The Great Acceleration: An Environmental History of the Anthropocene since 1945* (Cambridge, MA, 2014). [ISBN: 9780674545038]

Paul Warde, Libby Robin and Sverker Sörlin, *The Environment: A History of the Idea* (Baltimore, MD, 2018). [ISBN: 9781421440026]

#### **HI3102: The Irish and Colonial Australasia 1788-1901- Dr 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.

#### ***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)

## **HI167 Power & Conflict in Northern Ireland, 1963-1972 - Dr Tomás Finn**

This module explores power struggles in Northern Ireland from Terence O'Neill's accession to power in 1963 to the emergence of civil rights movement and the subsequent outbreak of conflict in 1968. It traces the escalation of the conflict up to the collapse of Stormont in 1972. It considers a variety of strategies for change – political activism, mass demonstrations, propaganda and armed struggles, as well as a variety of government strategies to contain unrest. The seminars will focus on events from the perspectives of various individuals and groups involved, looking at memoirs, radical publications, parliamentary debates, official publications, government enquiries and film footage. It will also examine academic studies and theoretical interpretations of these events.

### ***Introductory Reading:***

Thomas Hennessey, *Northern Ireland: The Origins of the Troubles* (Dublin: Four Courts Press, 2005).  
Niall Ó Dochartaigh, *From Civil Rights to Armalites: Derry and the Birth of the Irish Troubles*, (Cork: Cork University Press, 1997).  
Bob Purdie, *Politics in the Streets: The origins of the civil rights movement in Northern Ireland*, (Belfast: Blackstaff Press, 1990).

## **HI3112 The First World War: Transnational Perspectives - Dr 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 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) - Prof. 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).

## **HI168: Coming to Terms with the Nazi Past – Dr 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)

### **HI3197 – Topics in Modern Irish History – The Irish Family - Shannon Devlin**

The stereotypical image of the Irish family is large with lots of children. This seminar engages with the growing body of family history methodological approaches to the Irish past and aims to broaden our understanding of what the typical historic ‘Irish Family’ was. It will explore gender roles within the 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.

### **HI3200 Race, Enslavement and Representation in the Eighteenth and Nineteenth Century British Atlantic World - Dr Anita Rupprecht**

In this seminar module, students will be introduced to a range of primary sources in the context of wider historiographies in order to develop their understanding of ideas and representations of race and enslavement in 18th and 19th century Britain and its American and Caribbean colonies. Focusing on questions of connection, representation, identity formation, creolisation, resistance, and power, the module will explore primary and secondary materials in order to analyse and critically interpret the ways in which the enslaved related to, and challenged, the oppressive systems under which they were forced to labour, as well as the beliefs and practices of white enslavers and of abolitionists.

Kevin A. Yelvington ‘*Caribbean Crucible: History, Culture, and Globalization*’, *Social Education*, Vol. 64 No. 2 (2000), pp. 70-77. Online at <https://prallagon.com/wp-content/uploads/2021/01/Caribbean-People-History-Culture.pdf>

Eric Williams, *Capitalism & Slavery*, Third Edition, (Chapel Hill: University of North Carolina Press, 2021)

Trevor Burnard and Gad Heuman, (eds.) *The Routledge History of Slavery* (London: Routledge, 2012)

# FINAL YEAR COURSE DESCRIPTIONS

## ACADEMIC YEAR 2024-25

### SEMESTER 1

#### LECTURE MODULES (5 ECTS)

Choose One Lecture module

#### **HI3100: Globalisation since 1945 – Dr Kevin O’Sullivan**

The phenomenon of globalisation is vital to our understanding of the world since the end of the Second World War, and particularly since the 1970s. In this module we will look at the processes that made the world a more integrated and interdependent place in the second half of the twentieth century. Beginning with the United Nations and ending with the anti-globalisation movement and the ‘Battle of Seattle’ in the late 1990s, we will examine the actors (international organisations, social movements, NGOs); issues (environmentalism, human rights, consumerism); and impacts (rising inequality, and organised reaction against the spread of global capital) that were key to that process, and ask: how has globalisation come to shape our contemporary world?

#### ***Recommended Reading:***

Christopher A. Bayly, *Remaking the Modern World, 1900-2015: Global Connections and Comparisons* (Oxford, 2018).

#### **HI3196: The Great Irish Famine – Professor 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. Topics include the dynamics of famine; survival strategies during famines; the background of the Irish famine; state responses to the Irish famine; the role of the famine in modern Irish history.

#### ***Recommended Reading:***

Ciarán Ó Murchadha, *The Great Famine*, (Continuum, 2011)

# FINAL YEAR COURSE DESCRIPTIONS

## ACADEMIC YEAR 2024-25

### SEMESTER 2

#### LECTURE MODULES (5 ECTS)

Choose **THREE** Lecture modules

**HI3198 – Themes in Modern Irish History – Gender, Sexuality, and Society in Ireland, 1780-1922 – Dr 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 gender and sex, 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.

**HI362: Party & Power In 19th & 20th Century British History – Dr 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 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)

### **HI3201 The Transatlantic Slave Trade, 1450-1870 - Dr Anita Rupprecht**

This survey course explores what W.E.B. Du Bois called “the most magnificent drama in the last thousand years of human history”. Between 1450 and 1870, European traffickers forcibly transported some twelve million captive African men, women and children away from their native lands and into lives of enslavement across the Americas. It was the largest movement of people in the early modern Atlantic world and foundational to the shaping of our modern globalised world. Lectures will be geographically connected and chronologically wide-ranging moving back and forth across the Atlantic and between Africa, the Americas and Europe for over four hundred years. 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.

- *Marcus Rediker, The Slave Ship: A Human History*, (London: John. Murray, 2007)
- *Sowande' Mustakeem, Slavery at Sea: terror, sea, and sickness in the Middle Passage*, (Champaign: University of Illinois Press, 2016)
- *John Thornton, Africa and Africans in the Making of the Atlantic World* (Cambridge: Cambridge University Press, 1998)
- *Herbert S. Klein, The Atlantic Slave Trade*, (Cambridge: Cambridge University Press, 2012)

### **\*HI2156: Revolutionary Technologies, from Steam to Green – Dr David Doolin**

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.

**Recommended Book Resources:**

E.A. Wrigley 2010, *Energy and the English Industrial Revolution*, (Cambridge, Cambridge University Press 2010)

Steve Earle, *A Brief History of the Earth's Climate: Everyone's Guide to the Science of Climate Change*, (New Society Books, 2021)

Noah Wardrip-Fruin and Nick Montfort, editors, *The New Media Reader*, (MA, The MIT Press Cambridge, 2003)

Walter Isaacson, *The Innovators: How a Group of Hackers, Geniuses, and Geeks Created the Digital Revolution* (New York, Simon & Schuster, 2014)