

UCD School of History's Undergraduate Modules 2024-2025

(Module information is displayed only for guidance purposes and is subject to change).

Welcome to the School of History's Undergraduate Syllabus!

The School of History at UCD is the leading centre for historical research in Ireland. Studying History with us provides you with the skills necessary to understand the world we live in. You will explore the past, examining a wide range of periods and topics spanning many parts of the globe. You will study controversies and the different ways that the past can be understood. And you will learn how to research, use evidence, think critically, and develop the transferable skills desired by employers.

The History programme is aimed at anyone who has an interest in history, and no prior qualification in the discipline is required. What we do expect is that students approach the subject in an inquisitive and critical way, and are prepared to consider the history of our shared past from a variety of perspectives.

The syllabus takes in Irish, European and global history from the early middle ages to the late twentieth century. Our modules offer rich chronological, thematic and geographical diversity: you will examine major historical transformations across a wide range of themes, including politics, society, gender and sexuality, economy, ideas, culture, medicine, environment, race, religion, sport and war. You will learn about people - the worlds they lived in, how they made sense of those worlds, and how they sought to adapt to and change them.

Students learn through a combination of lectures, seminars and independent study, working with leading international scholars and interacting with their peers. Our objective is not just to teach you what happened in the past, but to encourage you to learn actively, to pose your own questions, and to develop your own answers based on critical evaluation and analysis of evidence. Assessing information is critical in today's world, from being an informed citizen to embarking on a range of careers. Whatever path you choose to follow, your study of History here at UCD provides you with these key skills.

There are many ways to study History at Undergraduate level. You can choose:

- BA Joint Honours - 3 years (DN520) or
- BA Humanities - 4 years: History; History and Politics; Classics, English and History; European Studies; Global Studies (DN530).
- BCL (Bachelor of Civil Law) Law with History - 4 years (DN600)
- BSc Social Sciences – 4 years (DN700)

“Don’t be left in the present. Come explore the past with us”

First Year (Level 1) modules

Our first year modules introduce you to the study of history via wide-ranging survey modules that offer an introduction to a broad sweep of Irish, European and global history.

Second Year (Level 2) modules

Begin to specialise in the areas of history that interest you most, while developing the skills practiced at level 1.

Third Year and Fourth Year (Level 3) modules

Deepen, refine and expand your knowledge as you choose from an extensive selection of small-group seminars that offer in-depth study of your chosen area.

First Year (Level 1)

History students can select from the following modules in the first year.

Please note that some modules may be specific to certain degrees.

Autumn Trimester:

- The Making of Modern Europe 1500-2000 (5 credits) **HIS10070**
- Rome to Renaissance (5 credits) **HIS10080**
- Creating History (5 credits) **HIS10390**
- Radicals and Revolutionaries (5 credits) **HIS10450**
- Global Environment History (10 credits) **HIS10500**
- International Order since 1990 (5 credits) **HIS10520**
- The Making of History (5 credits) **HIS10530**
- War: Ancient and Modern (5 credits) **DSCY10050**
- Approaches to European Studies (5 credits) **EUST10010**
- From Micro to Global (5 credits) **GBST10020**

Spring Trimester:

- Ireland's English Centuries (5 credits) **HIS10310**
- The Making of Modern Ireland 1800-2000 (5 credits) **HIS10320**
- The United States, 1776-1991 (5 credits) **HIS10440**
- Animal Histories (5 credits) **HIS10460**
- Decoding Atrocity (10 credits) **HIS10480**
- The Making of History (5 credits) **HIS10530**
- Interpreting Evidence (5 credits) **CEH10010**
- War: Ancient and Modern (5 credits) **DSCY10050**
- Control and Contagion (5 credits) **DSCY10120**

Autumn Trimester

Teaching: Monday 9 September 2024 – Friday 29 November 2024

- The Making of Modern Europe 1500-2000 (5 credits) **HIS10070**

This is a core module on stage 1 BA Humanities History.

This is a core module on stage 1 BA Humanities History and Politics.

This is a core module on stage 1 BA Humanities Classics, English and History.

This is a core module on stage 1 BA Humanities European Studies.

This course is designed specifically for you as a first-year undergraduate. It will introduce you to some of the momentous changes that have taken place in Europe over the past five hundred years. Each week, we will dive into some key historical moments – shifts in religious beliefs, the rise and fall of empires, the witch craze, the Industrial Revolution, the push for democracy, war, the Cold War and the vibrant social and cultural shifts post-1945. While there will be a lecture every week to introduce you to all of these topics and themes, the real heart of the course will come in our weekly seminars where you'll get to debate, discuss, and dissect these historical events. This is your chance to challenge what you know, engage in lively debates, weigh up competing interpretations, and use real historical evidence to back your ideas. This course isn't just about learning history – it's about becoming an historian.

- Rome to Renaissance (5 credits) **HIS10080**

This is a core module on Stage 1 BA Humanities History.

This is a core module on Stage 1 BA Humanities Classics, English and History.

This is a core module on Stage 1 BA Humanities European Studies.

This module provides an introduction to European history during the middle ages, from the fall of Rome in the fifth century to the Renaissance of the later fourteenth and fifteenth centuries. The middle ages, once dismissed as a time of stagnation and superstition, is now regarded as an exciting period of ferment, innovation and creativity. The social, political and cultural foundations of modern Europe were established in the middle ages, and the modern era cannot be understood without an awareness of this formative millennium. But equally,

the study of the middle ages often means encountering the strange and unfamiliar, and this too is an essential part of being a historian. This course will study the period by focusing on a range of significant events which illustrate some of the most important developments of the period. These include the sack of Rome by barbarians, the influence of the Irish on the conversion of Europe to Christianity, the trial of Joan of Arc, and Columbus's 'discovery' of America. By the end of the trimester not only will you have a grounding in medieval history, society and civilisation, but you will have experience of dealing directly with historical evidence, and evaluating and interpreting it in order to reach conclusions about events and people from the past.

- Creating History (5 credits) **HIS10390**

This is a core module on Stage 1 History Major.

This is a core module on Stage 1 History Minor.

This is a core module on Stage 1 History Joint Major.

This is a core module on Stage 1 Bachelors of Civil Law (BCL) with History.

This is a module about the importance of critical thinking to the study and the writing of history. It will examine the relationship between what happened (or what might have happened) in the past and how we think about it now. We will attempt to look behind the scenes of the history books, articles, documents, films and other sources that you will encounter during the course of your studies and ask how history is written and debated. Also, we will ask what history is, what a historian is, and what exactly historians do. Seminars are led by faculty, who provide advice to students about studying History at UCD.

- Radicals and Revolutionaries (5 credits) **HIS10450**

This is a core module on Stage 1 BA Humanities History.

This is a core module on stage 1 BA Humanities History and Politics.

This is a core module on Stage 1 BA Humanities Global Studies.

What does the world look like when viewed from the perspective of those who seek to challenge the status quo? How do provocative and disruptive ideas emerge, take root and

ultimately re-shape the world around us? And why do others become contested, discredited or otherwise unappealing? Join us on an exploration of key moments in global history where challenges to dominant ideas, social norms, political hierarchies and cultural behaviours have shaken accepted truths, myths and realities. This course offers an introductory thematic overview to nine critical moments from the nineteenth to the early twenty-first centuries, travelling around the globe to explore histories of political revolution, abolitionism, feminism, anarchism, anti-capitalism, decolonisation, environmentalism, queer identities and political violence. Each week we will encounter individuals, groups, communities and states who have sought to confront the mainstream by proposing radical social and political alternatives, often in places that have been left out of traditional historical narratives. We will examine case studies in Latin America, the Middle East, Asia and Africa. In doing so, we consider how thinking about global connections can revolutionise our own understanding of history and of our place in the world.

- Global Environment History (10 credits) **HIS10500**

This is a core module on Stage 1 BA Humanities History.

This module on global environmental history is the autumn trimester core for the Single Subject History pathway. It is taught as weekly two-hour workshop, which combines short lectures with student-led discussion and presentations. Through the reading, presentation, and discussion of environmental history texts, as well as short introductory lectures, we will revisit the history of the modern world through the prism of the relations between human societies and their environment at a global scale. We will thus re-examine the history of empires, states, capitalism and conflicts as both transforming the environment and being shaped by environmental factors at a global scale. This will allow us to improve our knowledge and reflexivity about the past, present and future of the modern world, but also of the current environmental crisis. Indeed, human societies are currently causing and facing their most significant environmental crisis, characterized by global climate change and pollution, the multiplication and intensification of extreme weather events, growing deforestation, and unprecedented soil erosion. Our environmental crisis has long term historical roots, going back at least to the early modern imperial expansion of Europe, intensifying with the Industrial Revolutions and modern colonialism, and culminating in the

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'Great Acceleration' of environmental change since 1945. Similarly, climate and environmental awareness, as well as environmental conservation and preservation policies, can be dated at least to the early modern age, culminating in the current environmentalist movement. Even anti-environmentalism has longer historical roots than contemporary climate denialism. This course thus also examines this long history of global environmental change and environmentalism in a critical perspective.

- International Order since 1990 (5 credits) **HIS10520**

This is a core module on Stage 1 BA Humanities History and Politics.

This module, the core for the History and Politics pathway, examines the liberal international order since 1990. In the wake of the Cold War, the expansion of the liberal international order promised to consolidate peace, spread democracy and human rights, and ensure prosperity. In recent years, the liberal international order has come under sustained challenge, with many observers heralding its demise and critics highlighting its failures, including increasing economic inequality, a democratic recession, and the revival of inter-state war. This asks key questions about the liberal international order (LIO). Were key weaknesses inherent in the construction of the LIO in the early 1990s or did these weaknesses only emerge later (e.g. after the Iraq War in 2003 or Global Financial Crisis of 2008)? Did the LIO ever achieve universal coverage or was it always hierarchical and exclusionary? What have been its key achievements and failures? Does the LIO have the capacity to renew itself and what are the alternatives? Throughout the module, we will draw on recent historical research on international politics since the 1990s and the extensive international relations scholarship about international order.

- The Making of History (5 credits) **HIS10530**

This module is for International Students only.

This module offers international students the opportunity to experience the world of the professional historian in terms of researching and writing history. Working with a module coordinator, students will be introduced to the wide range of research projects underway in

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the School, and will have a series of seminars that explore the ways in which historians go about researching and writing history individually and as part of a team. Students will also work with professional historians in relation to their research projects, and will carry out supervised tasks relevant to the research project of most interest to them and will complete a class presentation and follow-up c. 1,000-2,000-word piece of work, poster, report or equivalent as agreed with the relevant project's Principal Investigator. These tasks may range from archival research, data entry, transcription, blogs, website input and other such research and writing activities. All such work will be carried out under supervision, with ongoing guidance, explanation, advice and feedback.

- War: Ancient and Modern (5 credits) **DSCY10050**

Wars and armed conflicts remain a subject of great topicality. From the Middle East to Africa conflicts of different sizes and levels of intensity continue, while in Eastern Europe, the possibility of war remains a permanent threat. War has shaped much of the past and present but it has changed its character over time. This module will introduce students to the changing character of war from ancient times to the present, highlighting the latest research results on a large variety of conflicts and themes: wars, piracy and civil wars in the ancient world, the Viking conquests in Europe, the Crusades, the Wars of Religion, the Napoleonic Wars of the 19th century, the total wars of the 20th century and the current crisis in the Middle East. The module combines insights from history, classics, politics, medicine and sociology. Together, faculty from these diverse disciplines will introduce some of the latest research on the topic, including aspects of violence and gender, medical responses to the outbreaks of war and the new wars on terror in today's Middle East.

- Approaches to European Studies (5 credits) **EUST10010**

This is a core module on Stage 1 BA Humanities European Studies.

Welcome to the European Studies core course designed especially for you as first-year undergraduates! This semester, we will delve into the fascinating and complex topic of the Massacre of St. Bartholomew's Day, which occurred in August 1572. This historical event, marked by political intrigue, widespread violence and religious conflict, has inspired a wealth

of cultural products, including dramas, poetry, novels, and films.

Our exploration of the Massacre will be interdisciplinary, allowing us to examine the event through various academic lenses. We will hear from experts across the College of Arts and Humanities at UCD, who will share insights from their research and the diverse methodologies they use. Together, we will consider how these approaches can be applied to our own study of the 1572 Massacre. As a pivotal event in the sixteenth century, the Massacre of St. Bartholomew's Day highlights many key features of early modern European history. By investigating this topic, we will gain a deeper understanding of the political, social, and cultural dynamics that shaped the period. Join us as we uncover the layers of history, violence, and cultural production surrounding this significant event.

- From Micro to Global (5 credits) **GBST10020**

This is a core module on Stage 1 BA Humanities Global Studies.

An African American is murdered by the police in the United States, causing a statue in England to be pulled down and thrown into the harbour. An airdropped crate of canned goods falls in Oceania during the Second World War, turning a man into a god and altering global health. A bicycle simultaneously facilitates racialised atrocities and gendered liberation. How does this happen? What conditions allow some small moments to become larger, whilst others are turning points that fail to turn? This module explores specific moments, materials, and ideas in order to understand their global repercussions. It tracks how the local becomes global.

In this module we use a multidisciplinary framing, drawing upon global humanities methodologies, to investigate boundaries and connections. Students will be exposed to and engage with theories and practices taken from History, Literature, Drama, Film, Material Culture, Art, Anthropology, and Archaeology. We will investigate a wide range of conventional and unconventional source materials, seeking connections and collisions in our weekly seminar discussions. It is a core module specifically for the Global Studies pathway and it draws upon the global studies structure to provide texture and materiality of microhistories within a global perspective.

Spring Trimester

Teaching: Monday 20 January 2025 – Friday 25 April 2025

- Ireland's English Centuries (5 credits) **HIS10310**

This is a core module on Stage 1 BA Humanities History.

This is a core module on Stage 1 BA Humanities History and Politics.

In 1460 Ireland was a patchwork of lordships including an English Pale, by 1800 the country was poised to enter a United Kingdom with England and Scotland. In 1460, all Irish people shared the common religion of Western Europe, by 1800 three groups – Catholics, Protestants and Dissenters dominated. In 1460, only a tiny number did not speak Irish, by 1800 English was spoken by well over half the population. During these 340 years Ireland experienced massive transfers of land-holding, invasions, bitter civil war and a huge expansion of population. This module explains the complex blend of identities, allegiances and social changes that shaped the past and continue to shape the Irish present.

- The Making of Modern Ireland 1800-2000 (5 credits) **HIS10320**

This is a core module on Stage 1 BA Humanities History.

This is a core module on Stage 1 BA Humanities History and Politics.

This is a core module on Stage 1 BA Humanities Classics, English and History.

This course takes students through 200 years of modern Irish history, examining key events, themes and milestones from the Act of Union between Britain and Ireland in 1800 to the early twenty first century. It covers political, social, economic and cultural dimensions of Irish history during tumultuous times, including the relationship between Great Britain and Ireland, Catholic emancipation, famine, the evolution of Irish nationalism and unionism, the land war, the revolutionary upheavals of the early twentieth century, the impact of partition, the quest for sovereignty in the Free State, neutrality, the Troubles and Anglo-Irish relations from the late 1960s, modernisation, memory and revelations, and the experience of life in southern and northern Ireland.

- The United States, 1776-1991 (5 credits) **HIS10440**

This is a core module on Stage 1 BA Humanities History.

This module explores the development of the United States from the founding of the republic to the end of the Cold War, from the creation of a federal government with limits on its powers to the emergence of the United States as a sole superpower. Particular attention is paid to the evolution of democracy in the United States and the development of distinct and divergent ideas about American national identity. Students will explore the issues and ideas that led to the thirteen colonies uniting to form a new country, and they will consider the ways in which expansion westwards impacted American identities and national purpose. The Civil War of 1861-1865—the bloodiest conflict in American history—and its aftermath led to the ending of slavery but did not end racial division and White supremacy. Immigration, economic growth and overseas expansion in the late 19th century began the process of transforming the United States from a regional to a world power, while World War II and the Cold War dramatically altered both government and society. Students will closely examine one journal article per week to explore questions of democracy, race relations, political power and social protest, and Americans' engagement with the world over an extended period of time.

- Animal Histories (5 credits) **HIS10460**

This module examines the history of animals from the earliest human civilisations to the present. In spite of their crucial role in human history, animals have not traditionally been portrayed as central historical actors. This module argues for the importance of animals in the history of human society and culture. It examines the evolution of human and animal relationships, the role of animals in agriculture and society, animals in war, conquest, and empire, and the interconnected histories of human, animal and environmental health. It analyses the historical construction of the categories of 'human' and 'animal', and its implications for medicine, science, and animal rights. Some of the themes examined include a history of domestication, animals as vectors of illness and plague in the Middle Ages, the Scientific Revolution and animal experimentation, the discovery of America and the Columbian Exchange, the emergence of animal rights in the 19th century, and animals, extinction and climate change in the 20th and 21st centuries. It also examines the problems

associated with reconstructing the voice of the animal in historical sources. This module incorporates cultural, social, and intellectual histories, as well as the history of science.

- Decoding Atrocity (10 credits) **HIS10480**

This is a core module on Stage 1 BA Humanities History.

The historical memory of Oliver Cromwell in Ireland has tended to be overwhelmingly negative. For generations his name was associated with anti-Catholic and anti-Irish bigotry, persecution and massacre. This course examines Oliver Cromwell and Ireland in historical context, seeking to understand the motivations and actions of this most influential of figures, not only during his short sojourn in the island, but during the formative period leading up to 1649 and in the years after his departure when Ireland was governed in turn by his sons-in-law and his son.

- The Making of History (5 credits) **HIS10530**

This module is for International Students only.

This module offers international students the opportunity to experience the world of the professional historian in terms of researching and writing history. Working with a module coordinator, students will be introduced to the wide range of research projects underway in the School, and will have a series of seminars that explore the ways in which historians go about researching and writing history individually and as part of a team. Students will also work with professional historians in relation to their research projects, and will carry out supervised tasks relevant to the research project of most interest to them and will complete a class presentation and follow-up c. 1,000-2,000-word piece of work, poster, report or equivalent as agreed with the relevant project's Principal Investigator. These tasks may range from archival research, data entry, transcription, blogs, website input and other such research and writing activities. All such work will be carried out under supervision, with ongoing guidance, explanation, advice and feedback.

- Interpreting Evidence (5 credits) **CEH10010**

This is a core module on Stage 1 BA Humanities Classics, English and History.

This module provides an introduction to some of the concepts, approaches and methodologies commonly utilised in academic study within the disciplines of Classics, English and History. It examines a series of case-studies designed to illustrate the types of evidence on which interpretations are based, and also how this evidence may be subjected to critical analysis. Students will also be introduced to some of the wider theoretical frameworks and academic debates that underlie such analysis. Each of the module's case-studies will consider the inter-relationship between events and texts relevant to the module theme. In 2024-25 the module theme will be 'Empire'. From the Ancient world of Greece and Rome up until modern times the idea of Empire has featured prominently in the work of political theorists and historians, playwrights, poets and artists. Several issues have recurred in such discussions and representations, including the question of legitimacy, the source of authority, the struggle for power, the interaction with representative institutions, and the projection of imperial imagery. Such concerns retain their relevance today. The 'Age of empire' is generally thought to have ended in the twentieth century, but the notion of empire and the figure of an emperor - or at least an autocratic all-powerful leader - persists. The module content will revolve around three related topics - the beginning of the Roman empire and its first emperor Augustus; the medieval revival of empire by Charlemagne; the depiction of conspiracy, assassination and power in Shakespeare's play 'Julius Caesar'.

- War: Ancient and Modern (5 credits) **DSCY10050**

Wars and armed conflicts remain a subject of great topicality. From the Middle East to Africa conflicts of different sizes and levels of intensity continue, while in Eastern Europe, the possibility of war remains a permanent threat. War has shaped much of the past and present but it has changed its character over time. This module will introduce students to the changing character of war from ancient times to the present, highlighting the latest research results on a large variety of conflicts and themes: wars, piracy and civil wars in the ancient world, the Viking conquests in Europe, the Crusades, the Wars of Religion, the Napoleonic Wars of the

19th century, the total wars of the 20th century and the current crisis in the Middle East. The module combines insights from history, classics, politics, medicine and sociology. Together, faculty from these diverse disciplines will introduce some of the latest research on the topic, including aspects of violence and gender, medical responses to the outbreaks of war and the new wars on terror in today's Middle East.

- Control and Contagion (*5 credits*) **DSCY10120**

The explosive outbreak of COVID-19 has transformed the world we inhabit. Within months of its first report in late December 2019, SARS-CoV-2 infected hundreds of millions of bodies, triggered quarantine of billions of people, and wiped out trillions of dollars of market value. Like perhaps no other disease, COVID-19 has highlighted both the interconnectivity of global environments and societies and the fragility of the health systems we have put in place to control emerging disease. But were we always so vulnerable to disease? And how did previous generations deal with emerging and existing health challenges? Contagion & Control draws on new research from across the medical humanities and sciences to introduce students to over 200 years of disease control efforts, the effects of globalisation in spreading disease landscapes and health systems across the world, and the conflicting pressures shaping current global health.

Students will learn how crises like COVID-19 are rooted in the dramatic changes that global disease environments and the way humans manage their health underwent over the past 200 years. During this time, population growth, mass migration, climate change, and ever faster travel connected and transformed once distinct disease environments. Biologically, once local diseases like cholera and HIV spread around the globe. Culturally, the rise of medical science in the nineteenth century replaced older humoral understandings of illness. Politically, these changes were closely associated with the rise of powerful industrialised nation states and colonial empires, which depended on new forms of medicine to secure their hold on power. Biomedical interventions like vaccines against smallpox, typhoid, rinderpest, and other diseases, improved sanitation, and drug treatments like antibiotics played an important role in improving human and animal health. Yet the health systems these medical interventions were embedded in, such as the socialist systems of the communist sphere or the semi-private systems in the Americas, as well as the increasing international coordination

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of health politics, enabled unprecedented levels of centralised control over individuals' lives. Resulting tensions between the desire to implement uniform top-down health policies and calls for more nuanced, culturally-attuned policies, which co-rely on local actors like traditional healers, persist to this day – as do tensions between strengthening basic health care and prioritizing more targeted technological interventions like vaccines. Understanding these tensions as part of the broader mutual evolution of societies, disease, environments, and health systems improves our knowledge of the past and provides valuable insights for the global health challenges of the present.

To facilitate interdisciplinary attendance and scheduling, this module will be delivered via virtual lectures and seminars.

Second Year (Level 2)

History students can select from the following modules in the second year.

Please note that some modules may be specific to certain degrees.

Autumn Trimester:

- France since the Revolution (5 credits) **HIS20670**
- History of Science (5 credits) **HIS20780**
- History of Ireland (5 credits) **HIS21100**
- History Today (5 credits) **HIS21140**
- Landscapes Remade (5 credits) **HIS21180**
- Spanish Civil War (5 credits) **HIS21210**
- Celts, Romans and Vikings (5 credits) **HIS21240**
- From the Goldmines to Trump (5 credits) **HIS21260**
- Sport and the Modern World (5 credits) **HIS21320**
- The Irish at War, 1914-1998 (5 credits) **HIS21340**

Spring Trimester:

- Islam and Christianity (5 credits) **HIS20460**
- Nazi Germany (5 credits) **HIS20820**
- Statecraft & Strategy (5 credits) **HIS20950**
- Northern Ireland, 1920-2010 (5 credits) **HIS21120**
- Marathon (10 credits) **HIS21300**
- Global Asia (5 credits) **HIS21330**

Autumn Trimester

Teaching: Monday 9 September 2024 – Friday 29 November 2024

- France since the Revolution (*5 credits*) **HIS20670**

This module will begin by examining the intellectual, cultural, social and political origins of the revolution. The core of the module will be a narrative of the revolution from 1789 to the fall of Robespierre and the end of the Terror. In the course of the narrative, the revolution's varied contributions to the development of modern political culture will be discussed, from liberalism through revolutionary war and nationalism to political violence and the Utopian reign of Virtue. Seminars will be constructed around readings of contemporary documents and secondary literature.

- History of Science (*5 credits*) **HIS20780**

This module provides a broad outline of the history of science, from ancient times to the present, and incorporates a number of fields of study that eventually came to be understood as 'scientific'. It traces a line from the earliest conceptions of the universe to the evolving views of humanity's relationship with the world, through the Scientific Revolution to current and emerging scientific models of nature and the universe. The course addresses the question of what counts as science, and how this has changed over time. It asks what the idea of 'science' or 'scientific endeavour' might have meant to the earliest geographers, zoologists or mathematicians. It also examines the changing relationships between humanity, the animal kingdom, and nature, and the role of science in these relationships. It asks a number of questions, such as: do 'revolutions' occur in science? What is the role of science in society and how is science shaped by that society? What is the relationship between science and race, gender, religion, empire?

The module covers the history of several areas of science, including: Natural Philosophy, Astronomy, Botany, Zoology, Medicine, Anatomy & Dissection, Physiology, Animal Science & Veterinary Medicine, Alchemy, Chemistry, Biology, Physics, Atomic Theory & Quantum Mechanics, Geology, Evolution, Genetics, Environmental Science, Climatology, Microbiology, Immunology, Therapeutics, and Philosophy of Science.

- A History of Ireland: Politics, Culture, and Society (5 credits) **HIS21100**

This module is for International Students only.

History has shaped modern Irish life in ways that are many and complex. This course opens with an exploration of Irish culture and society in a new millennium. What is it about Ireland that is unique? And what is it, instead, that is part of a shared human experience that transcends borders, whether political or geographic? The course examines how millennia of history have shaped life on the island from the arrival of the first humans, through the Irish experience within the British Empire, and on to a partitioned island which is organized into two states: Northern Ireland and the Republic of Ireland. The course will also assess how Ireland has been shaped by emigration, by Famine, and by media, among other forces. Woven through the course will be an appraisal of continuity and change in political, social, economic and cultural dimensions of Irish history.

- History Today (5 credits) **HIS21140**

This is a core module on Stage 2 BA Humanities History.

This is a core module on Stage 2 BA Humanities History and Politics.

This is a core module on Stage 2 BA Humanities Classics, English and History.

This is a core module on Stage 2 BA Humanities European Studies.

This is a core module on Stage 2 BA Humanities Global Studies.

This is a core module on Stage 2 History Joint Major.

This is a core module on Stage 2 Bachelors of Civil Law (BCL) with History.

This is a module that explores the place of history in society. It looks at how historians work and how this work fits into the modern world. Historians have adopted a variety of different approaches to their studies and have often disagreed about the causes, meanings, and implications of certain historical events. For some, the pursuit of history has been a truth-seeking exercise, based on empirical evidence and objectivity. For others, ideas about the past have been shaped by political beliefs, by the application of political ideologies and philosophies, popular culture and by the desire to produce a more inclusive version of history, focusing on the experience of the working classes, women, racial minorities, and

other groups marginalised in established accounts. This module examines how the writing of history has evolved over time and also assesses how individuals, communities, states, nations and institutions use history for their own ends. It asks how history is used, and is consumed, by the public. It asks, also, what informs people's attitude to the past? Is it shaped by the history of historians? How and why do we remember the past? When and why do we invoke history? If historical memory evolves, what forces tend to influence it? Ultimately, what is the function of history and historians in wider society today?

- Landscapes Remade: People and Place in Ireland, 1500-1800 (5 credits) **HIS21180**

In Ireland, as internationally, the period from 1500 to 1800 was characterised by major political, economic and social change. Recently, historians have placed increasing emphasis on the impact of early modern environmental and demographic transformation at a time of sustained political upheaval and social reorganisation. In the three centuries between 1500 and 1800, Ireland was subject to a complex process of evolution from an essentially rural island controlled by diverse Gaelic and Anglo-Norman lordships to an island dominated politically by a colonial elite who effectively differed from the native population in terms of ethnicity, language, religion and financial status. This module examines the transformation of Ireland in the period 1500 to 1800 from the perspective of migration and environmental change. In particular, the module considers how changes in demography, land ownership, land management, climate change, urbanisation and commerce significantly reconfigured Ireland's landscape and environment.

- Spanish Civil War (5 credits) **HIS21210**

This module examines the economic, social, political, cultural and religious roots of the Spanish Civil War (1936-39) and places them within the wider international historical context. The domestic causes of the military coup in July 1936 will be explored in conjunction with a focus on ideals and ideologies and other key factors that favoured its internationalisation and ultimately led to foreign intervention (Fascist Italy, Nazi Germany and the Soviet Union) and "malevolent neutrality" (Great Britain, France and the United States). The violence and hatred between Nationalists and Republicans that were unleashed in this conflict will be analysed as part of a broader discussion of the highly

polarised rhetoric that inspired it. The war's dual nature, revolutionary and reactionary, and the short and long-term repression that it triggered, will be examined by drawing on a wide selection of primary and secondary sources, such as archival records, propaganda posters and cartoons, newspapers, photography, literature, memoirs, film, and art. Interpretative categories that have attracted increasing attention in recent historiography, such as gender and race, will also be discussed.

- Celts, Romans and Vikings: The Formation of Early Ireland (*5 credits*) **HIS21240**

Early medieval Irish history is often thought of as a Celtic golden age of art and culture, brought to an end by Viking invaders. The reality was different. Irish identities were formed by contacts with neighbours and newcomers, some peaceful and others violent.

This module will examine three core themes. Was Ireland Celtic and what was its society like? How did the Romans influence the peoples of Ireland, their religion and politics? What was the impact of the Vikings? How did they transform Ireland and what were their legacies? The module will offer a fresh way of thinking of the Irish past and will question myths of exceptionalism and insularity. It will challenge stereotypes while also introducing the rich material and written sources of early medieval Ireland.

- From the Goldmines to Trump: A global history of nativism and anti-immigration since the mid-19th c. (*5 credits*) **HIS21260**

Nativism and anti-immigration (both terms will be used interchangeably throughout the course) refer to people's opposition and/or hostility to immigration or minorities. These terms have appeared repeatedly in explanations put forward to explain Brexit and Trump's victory. But they have a much longer history. This course will examine nativism since the mid-nineteenth century around the world, starting with the fallout from anti-Chinese protests at goldmines in Australia. We will also look at the American anti-Chinese movement, South African efforts to exclude Indian immigrants, moves towards restrictionism in the late nineteenth and early twentieth century United States, anti-Semitism in the inter-war period, and the varying treatment 'postcolonial' migrants, 'guestworker' immigrants and people in search of asylum in Europe received after 1945. The course will try to understand why anti-

immigration rhetoric became prominent at certain times. Do people, political parties and certain media outlets communicate hostility towards immigrants and minorities more for economic or cultural (identity) reasons? Is anti-immigration inevitable when extensive immigration takes place? Is nativism bottom-up or top-down – that is, does it come from normal people reacting to economic and societal pressures or is it due to the arrival of charismatic politicians saying things that established parties will not? Why do men tend to vote for anti-immigration parties more so than women? Why do higher educated people vote less frequently for anti-immigration parties? What role has the media, including social media more recently, played in the rise of anti-immigration sentiments? Most readings will take the form of journal articles, but primary sources will be provided most weeks to enable us to examine the rhetoric used by prominent anti-immigrant voices in the past.

- Sport and the Modern World (5 credits) **HIS21320**

Sport is central to life in the modern world. Why do people play sport, watch sport, talk about sport, dream about sport? And why do they choose the sports that they choose? This module examines the modern passion for sport and seeks to explain this passion. It assesses to what extent the straightforward pursuit of pleasure overwhelms everything else when people chose to engage with sport. But it also looks at how such choices are defined (or refined) by the influence of ideology and tradition, class and gender, commerce and geography, education and employment. From the colosseums of the Roman Empire to the stadiums of the twenty-first century, this module will consider the creation of the modern sporting world and will analyse the place of sport within the context of social, cultural, political and economic change.

- The Irish at War, 1914-1998 (5 credits) **HIS21340**

The twentieth century was a time of global conflict; the effects of successive world wars and ideologies profoundly shaped Irish politics and society. Many thousands of Irish people voluntarily mobilised to serve in the British military in the two world wars while republican, nationalist and loyalist ideologies brought conflict home to many others. Guerrilla warfare, reprisals, and sectarian violence became part of the Irish experience during the 'Greater War period 1918-1923', in common with many other European nations. The arrival of

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another world war in 1939 could not be ignored even in neutral Ireland and both Dublin and Belfast suffered from bombing campaigns. The Northern Ireland Troubles (1968-1998) divided communities and further blurred the line between civilian and combatant. The long tradition of Irish military service endured, with members of the Irish Defence Forces serving on peacekeeping missions far from Ireland. Irish soldiers were centrally involved in UN attempts to forcibly end the secession of the mineral-rich Congolese province of Katanga in the 1960s and in the protection of civilians in Lebanon during that country's civil war (1975-1989). Significant numbers of Irishmen and women continued to join the British military. This course examines motivations for enlistment in the Irish or British forces or participation in paramilitaries and explores the impact of regional, national and global conflicts on the Irish population.

Key themes include mobilisation and demobilisation, veterans in civil society, gender and the military, policing insurgency, the role of the State, neutrality, remembrance and commemoration. Drawing on leading international scholarship, the module places the Irish experience in comparative context and introduces students to social, military, and cultural perspectives for studying the history of warfare.

Spring Trimester

Teaching: Monday 20 January 2025 – Friday 25 April 2025

- Islam and Christianity in the Middle Ages (5 credits) **HIS20460**

The module examines the interaction between different societies and belief systems in the area of the Mediterranean during the period often referred to as the Early Middle Ages (sixth to eleventh centuries Christian Era (CE) /first to fifth centuries Anno Hegirae/Year of the Hijrah (AH). It opens with a consideration of the life and message of the Prophet Mohammed, followed by an investigation of the distinctive society created by his successors through conquest and settlement in Arabia, Syria, Egypt, Iraq, Iran and north Africa. Particular attention is paid to the multi-ethnic, multicultural and multi-faith character of the Umayyad / Abbasid Caliphate in which Arab rulers held authority over a population of Sunni and Shi'a Muslims; Orthodox, Monophysite and Coptic Christians; Jews and Zoroastrians. The module then turns to Christian Spain and Sicily, which were also conquered and incorporated into Dar al-islam (the Islamic world), examining the impact of this encounter between peoples with completely different religious, social, linguistic and legal norms, and assessing the cultural imprint and legacy of this era in these areas up until the present time. Students have the opportunity to study a range of both Muslim and Christian primary sources, and are encouraged to approach these readings, and the secondary literature, from an intercultural perspective.

- Nazi Germany (5 credits) **HIS20820**

The course provides an overview over some of the most important aspects of Nazi Germany – covering political, cultural, social and military history. The module provides insights into one of the darkest, most disturbing and most formative periods of modern European history.

The module aims to pay particular attention to different and conflicting interpretations of how the Third Reich came into being and why Hitler's dictatorship proved to be one of the most murderous in history. Particular attention will be paid to racial thinking, the Holocaust and the question of European collaboration with the Nazis. The module aims to improve the students' capacity to engage with historical interpretations and different methodological

approaches.

- European Statecraft, Strategy & Culture, c. 1470-c.1770: Personalities & Power (5 credits) **HIS20950**

Europe or Western Christendom as it was more generally known underwent a major transformation following the fall of Constantinople – the capital of the Byzantine Empire or Eastern Christendom in 1453. It was a crucial time – a life or death moment for Europe. Faced with the real prospect of conquest by the overwhelming power of the Ottomans and their allies, European Society, riven by dissension and crippled by mediocrity faced an existential crisis. Yet against the odds, individual personalities at different times such as, for example, Isabel de Castilla, Pope Julius II, Armand Cardinal Richelieu of France, Friedrich-Wilhelm von Brandenburg, and Maria Theresa and Wenzel von Kaunitz of Austria emerged to give serious leadership in politics, culture, military strategy and diplomacy. The impact of the political and legal ideas of Machiavelli, Vittoria, Erasmus, Hotman de Villiers, Montesquieu, Lipsius and Spinoza for example, upon the exercise of power will be assessed. This module examines who the great personalities of the age were, and who and what formed their mindsets and inspired them to the significant achievements that reversed the rot, rescued their peoples and brought about the rise of the nation-states as greatpowers with political and cultural influence on the world stage from the sixteenth to the twentieth centuries.

- Northern Ireland, 1920-2010 (5 credits) **HIS21120**

This course will chart the history of Northern Ireland from its foundation through state building, war, civil rights, sectarian conflict, and the peace process. Relative to its size, Northern Ireland is arguably the most studied and analysed place on earth in the twentieth century. Partition is by no means a phenomenon unique to Ireland. Germany, India, Korea, and Sudan are among the most prominent examples of a phenomenon that has been a major component of the twentieth century world.

The Northern Irish troubles witnessed the deaths of 3,636 people between 1966 and 1999. The conflict has been a defining moment in the modern histories of Northern Ireland, the Republic of Ireland, and Britain. In being a resolved conflict, the solution arrived at in 1998

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has become a template for peace processes the world over. 1998 initiated a peace process rather than concluding a peace settlement. That peace has been at times unstable, fragile, and imperfect. This course will progress past the Good Friday Agreement, examining the history of near contemporary Northern Ireland to examine how power sharing, decommissioning, and cultural demobilisation have shaped a new polity, asking what changed and what stayed the same.

- Marathon (10 credits) **HIS21300**

This is a core module on Stage 2 BA Humanities History only.

This module is not available as an option.

This module is designed to get students using their historical imagination, by placing themselves in the role of a historical character or a participant in a controversial historical event. It is a small-group, seminar-based module and at the end of the semester it includes a day-long seminar where students present their own, originally composed document.

- Global Asia (5 credits) **HIS21330**

This course introduces Asia's quest for nation-building and global modernity to students without prior knowledge of the region and its people. How did Asia since the late nineteenth and twentieth centuries pursue modernity on national and global levels? How and why did those pursuits connect Asian societies and states to the wider world? What motivated Asians to situate themselves within worlds beyond the family, the village, the city, the nation, the empire or the region? What were the professional channels that connected the emergence of modern Asia to developments overseas?

Themes involve systematic comparisons of a wide array of nation-building programs in China, Japan, Korea, Singapore, Hong Kong, Vietnam, Malaysia, Indonesia, the Philippines, Thailand and India. Case studies include how Asian pioneers such as Sun Yat-sen, Ho Chi Minh and many others embraced global connections as a necessity for their professional work, their personal identities and their political causes. Thinking through global Asia since the 1870s ranges across social history, cultural history, political history, economic history, the history of religions, the history of mobility, institutional history and global history.

Third Year and Fourth Year (Level 3)

History students can select from the following modules in the third year and fourth year.

Please note that some modules may be specific to certain degrees.

Autumn Trimester:

- Old Germany (10 credits) **HIS31250**
- The Irish Revolution (10 credits) **HIS31320**
- Ireland in the 1960s (10 credits) **HIS31440**
- Past, Present, Future Medieval England (10 credits) **HIS31500**
- Origins of the First World War (10 credits) **HIS31700**
- Slavery and the New World (10 credits) **HIS31860**
- Alcohol, Drugs & Society (10 credits) **HIS32350**
- 20th Century Genocide & Mass Violence (5 credits) **HIS32380**
- Florence 1400-1530 (10 credits) **HIS32440**
- US Pivots to Asia, 1890s – 1950s (10 credits) **HIS32620**
- Vietnam (10 credits) **HIS32690**
- Manufacturing Truth (10 credits) **HIS32710**
- The Digital Humanities (10 credits) **HIS32730**
- Themes in Contemporary British History (10 credits) **HIS32750**
- Jonathan Swift and Ireland (10 credits) **HIS32860**
- Sexuality and Society (10 credits) **HIS32880**
- Questions in History (5 credits) **HIS32900**
- Weimar Germany (10 credits) **HIS32950**
- The 1641 Rebellion (10 credits) **HIS32970**
- Britain's War Northern Ireland (10 credits) **HIS32980**
- Global History before AD 1000 (10 credits) **HIS33010**
- Sixteenth-Century France (10 credits) **HIS33160**
- Capitalism, Power and Environmentalism (10 credits) **HIS33170**

Spring Trimester:

- Modern Japan (10 credits) **HIS31280**
- Madness and Civilisation (10 credits) **HIS31310**
- History of British Atlantic (10 credits) **HIS31400**
- Religion & Society, Ireland (10 credits) **HIS31510**
- Origins of the First World War (10 credits) **HIS31700**
- Irish Foreign Policy, 1919-73 (10 credits) **HIS31760**
- Roads to Heaven & Hell (10 credits) **HIS31900**
- Satan in the Middle Ages (10 credits) **HIS31960**
- Revolutionary Russia, 1905-1921 (5 credits) **HIS32310**
- A History of Decadence (10 credits) **HIS32330**
- Conquering Ireland, 1579-1691 (5 credits) **HIS32460**
- Women, War & Irish Society (10 credits) **HIS32540**
- US Pivots to Asia, 1890s-1950s (10 credits) **HIS32620**
- Manufacturing Truth (10 credits) **HIS32710**
- Frontier of Empire (10 credits) **HIS32720**
- Devolution, Dominion, Democracy (10 credits) **HIS32940**
- 1942: The World at War (10 credits) **HIS32990**
- Political Violence in Ireland (10 credits) **HIS33000**
- Medieval Women (10 credits) **HIS33030**
- Russia at War (10 credits) **HIS33070**
- American Citizenship (10 credits) **HIS33090**
- US and Vietnam War (10 credits) **HIS33100**
- Women in Early Modern Ireland (10 credits) **HIS33120**
- Scottish Financial Revolution (10 credits) **HIS33130**

Level 3 History Dissertation Modules:

- Research Skills Seminar (5 credits) **HIS30550**
- Conference (5 credits) **HIS31040**
- Dissertation (15 credits) **HIS32840**
- SSH Dissertation (20 credits) **HIS32890**
- BA Dissertation Global (15 credits) **HIS33140**
- BA Dissertation European (15 credits) **HIS33150**

Autumn Trimester

Teaching: Monday 9 September 2024 – Friday 29 November 2024

- Old Germany (10 credits) **HIS31250**

It is not without significance that after 1945 the founding fathers of the movement for European Union looked to the supra-national federative structures and institutions of the Holy Roman Empire of the German Nation for inspiration as a role model or precursor. This module will examine the constitutional, political and cultural natures of the Empire and the historiographical debates concerning its viability. Within this context, the module will analyse the rise of 'imperial patriotism' and early German national consciousness, the emergence of the 'balance of power' in International Relations after 1648, the German Enlightenment and Cultural Renaissance in the princely courts, the rise of Brandenburg-Prussia, the evolution of Austro-Prussian Dualism and the bi-polarisation of the German world between Vienna and Berlin.

- The Irish Revolution, 1910-1923 (10 credits) **HIS31320**

This course seeks to recreate the excitement, turmoil and difficulties of this crucial period in modern Irish history by outlining the course of the revolution as well as examining some of the documentary evidence produced by those involved. The course will deal with all aspects of the Irish revolution, including the 1916 Rising, the War of Independence, Partition, the Treaty and the Civil War, and the social, political military, economic and cultural impact and legacy of the struggle for Irish independence in the early twentieth century. The significance of the Decade of Commemoration associated with this period will be explored. Sources from this period will be discussed in detail in the seminars, including contemporary newspaper reports, documents from Irish archives, published collections of speeches and published memoirs or books by participants in the period, letters and diaries, as well as the extensive range of books in the UCD Library.

- Ireland in the 1960s (10 credits) **HIS31440**

How did people in 1960s Ireland live? What kind of changes did they live through? How did

they interact with the wider world? What kind of popular culture did they consume? This module will explore the social history of 1960s Ireland. This critical period in Irish history saw the nation interacting with new phenomena from the hippies, to The Beatles, to Dickie Rock. The nation also had to grapple with the women's rights movement and civil rights movement in Northern Ireland. The 1960s also saw, for the first time, a rising tide in the Irish state with decreased emigration and higher standards of living. This module will look at the economic and social developments of the period and ask students to think critically about the nature of change in 1960s Ireland. Students will learn about developments in popular culture, youth culture, and social movements, among other things.

- Past, Present, Future Medieval England (*10 credits*) **HIS31500**

How did people in the middle ages think about their past, present and future? How did they explain the fortunes of individuals and the rise and fall of empires? How did they discuss authority and resistance, religious conflict, the natural and the supernatural world? This course looks at how a talented and original group of writers in England in the high middle ages tried to make sense of the remarkable times in which they lived. Combining history, prophecy, poetry and political commentary, their works address not only the dramatic events of the time – the murder of Thomas Becket, the rebellion of Eleanor of Aquitaine, the crusade of Richard the Lionheart – but a range of other topics, from the character of the Irish to the nature of werewolves. Students will gain both an insight into a formative period in English history and an appreciation of how historical interpretation has changed over time.

- Origins of the First World War (*10 credits*) **HIS31700**

The origins of the First World War remains one of the most controversial episodes in modern history. This module will examine not only why war came about in 1914, but also how the European great powers maintained peace between themselves for over four decades following the Franco-Prussian War of 1870/1. We will examine key developments in European politics, such as the formation of alliances and the resolution of major crises. We will analyse key themes, such as the role of the military, the impact of imperial expansion, and commercial relations. The module will conclude with an assessment of the July crisis, showing how peace between the European powers finally collapsed.

- Slavery and the New World (10 credits) **HIS31860**

It is estimated that between the mid-fifteenth century and towards the end of the nineteenth century, more than 12 million people from Africa were enslaved and forcefully transported to the Americas. Of these 12 million, it is believed that approximately 11 million Africans survived often terrible and harrowing Atlantic voyages. Such was the scale of the Atlantic slave trade that until the 1820s more Africans crossed the Atlantic than Europeans. The produce of enslaved labour in the form of tobacco, rice, sugar and cotton transformed European economies and habits and arguably laid the basis for globalised capitalism. All major European maritime powers were involved in the slave while more than 90% of slaves shipped across the Atlantic were supplied by African traders. Many key features of the modern world have roots which can be traced to slavery: demography of the Americas; poverty in sub-Saharan Africa and food-ways of the world. While this module will examine early modern and modern slavery from its Portuguese beginnings down to its final abolition in Brazil in 1888, it will concentrate in particular on slavery in Britain's seventeenth-century Atlantic territories and colonial America in the eighteenth century.

- Genocide & Mass Violence in the Twentieth Century (5 credits) **HIS32380**

With the emergence of total war there was a transformation in the scale of violence in the twentieth century. This course explores some of the cases in this period of genocide, looking at the similarities and differences between genocide and mass violence. We will be drawing on global examples from across the twentieth century and engaging with the historiography of genocide and mass violence to help us better understand these crimes against humanity. We will examine the causes and consequences of four different case studies over the semester to assess the explanations for how and why mass violence can become genocide. We will analyse this violence from the perspective of perpetrators, victims, and survivors, as we grapple with attempts to explain the unexplainable.

- Florence 1400-1530 (10 credits) **HIS32440**

Florence is one Europe's greatest cities and the birthplace of the artistic and cultural movement known as the Renaissance. Although a relatively unimportant centre until the

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thirteenth century it thereafter grew rapidly in size, wealth, power and prestige. This expansion was based on a thriving economy dominated by the textile industry, commerce and banking. Despite a decline following the devastating Black Death (1348) by the early fifteenth century Florence had become one of the leading city-states in the politics of the Italian peninsula together with other large states such as Milan, Venice, Naples and the Papacy. At this time one of the city's great banking families - the Medici - became rulers of the city in all but name, firstly under Cosimo il Vecchio (1434-64), and then his son Piero (1464-69) and grandson Lorenzo (1469-92), known as 'the Magnificent'. Art and architecture flourished under Medici patronage and Florence became the leading centre of the Italian Renaissance. However, following French and Spanish invasions of Italy in the late fifteenth and early sixteenth centuries, the political importance of the city declined. The Medici were expelled and papal Rome surpassed Florence as cultural and artistic centre. The Florentine republic was revived episodically between 1494 and 1512, an era associated with such famous figures as Savonarola and Machiavelli, and again more briefly in the late 1520s, before the Medici returned to rule as Dukes of Tuscany. The module will study Florence in its heyday, paying particular attention to themes such as the tension between republicanism and family power; changes in social structure and class consciousness; factionalism and conflict; territorial expansion, war and municipal patriotism; commerce and banking; civic humanism and education; the writing of history and the shaping of the past; ecclesiastical organisation and popular piety; trends and symbolism in the private and public patronage of art, architecture and literature.

- International Relations in the Asia Pacific, 1890s-1950s (10 credits) **HIS32620**

This module charts in 11 weeks the history of U.S.-Asian relations from the U.S. entrance into Asia as a colonial power to the legacy of the Second World War. It engages with comparisons and connections across a broad variety of U.S.-Asian relationships: their cultural, economic, social and political aspects. It asks how transnational and international forces between U.S. and Asian societies and governments shaped key dynamics of the global twentieth century.

Giving attention to the social basis of transnational and international relations, we will examine how and why U.S. and Asian migrants, lobbyists, NGOs and other private actors

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developed a sustained impact on global politics. In terms of ideology, this period saw a stronger, if intermittent, support for U.S. overseas expansion than ever before (in the Philippines, Japan, China and elsewhere). In economic respect, U.S. business capital followed and penetrated increasingly global, Asian markets. In diplomacy, Washington became morally and strategically entangled with new enemies, competitors and partners in Asia and elsewhere. In none of these developments did the U.S. act alone or necessarily act first. All across, the global dimension of U.S.-Asian interactions carried lessons and warnings of history.

Our discussions and analyses will incorporate that on any issue, at least two possible perspectives could clash. We will juxtapose the perspectives, interests, actions and arguments of U.S. and Asian actors to understand social, political and cultural counterparts. The course will be sensitive to U.S.-Asian configurations that paralleled developments in the Pacific and Europe.

- Revolution and War in Twentieth-Century Vietnam (*10 credits*) **HIS32690**

How did a small, impoverished Asian nation survive and prevail in the most destructive conflict of the twentieth century? This module will look to explain Vietnam's extraordinary resilience through fifty years of warfare and occupation through an examination of its social and cultural history. Major themes will be: the impact of French colonialism on Vietnam; the invention of traditional and modern Vietnamese identities in the earlier twentieth century; the nature of the Vietnamese revolution and Vietnamese nationalism; the experience of war and its impact on Vietnamese society, north and south.

Students will be assigned readings in advance of the seminars. Most of the readings are drawn from recent Vietnamese literature, and are presented in translation. In addition, students will be given a large selection of historical texts on each week's topic and a recorded guide to the readings.

Assessment will be by means of a term paper due at the end of the semester, weekly learning journals that record the student's response to the week's readings (not only the seminar texts), and attendance and participation at the seminars. No previous knowledge of Vietnamese or Asia will be assumed or required.

- Manufacturing Truth in the Modern World (*10 credits*) **HIS32710**

False information proliferates in the modern world. Words are used to confuse, mislead and deceive. Images are manipulated to shift their meaning. Statistics are misused to lie in support of agendas and causes. Developments in Artificial Intelligence creates new challenges and opportunities. From propaganda to click-bait, from satire to conspiracy theory, from pseudoscience to partisan reporting, from stories describing events that actually never happened to unintentional errors of fact, false information is everywhere. The ubiquity of social media has radically redrawn the manner in which information is shared, but false information is not a product of the age of the Internet; it is something that has run through modern history. Using a series of case studies, this module will examine the history of misinformation, or 'mistakes'; disinformation, or 'lies' and 'hoaxes', which are false and spread deliberately to deceive; and malinformation, or 'gossip', which may perhaps be correct but is used to harm. In some case studies, all three categories are interwoven in the story. Attempting to understand the growing impact of Artificial Intelligence will play a central role across the module.

Ultimately, this is a module about the primacy of analyzing evidence: it seeks to develop an understanding of how to assess evidence in all its aspects and how to use it. It is further concerned with critical thinking, as an essential tool for every historian and for every citizen in the modern world.

- The Digital Humanities (*10 credits*) **HIS32730**

The fusion of technology and historical inquiry is revolutionising our understanding of the past. By taking this course, you can embark on an intellectual adventure through this dynamic and rapidly evolving landscape. You will dive deep into the digital transformation of historical studies, and be offered a way to engage hands-on with some of the cutting-edge techniques that are reshaping research. Supported by your peer group as much as by the coordinator, you will engage directly with the tools and methodologies at the forefront of the field, tackling complex projects such as data harvesting from the catalogues of institutions like the Imperial War Museum, managing relational databases with cases like the slave trade, and mastering visualization techniques that bring data to life.

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The module invites you to delve into advanced text analysis and mining, leverage the power of deep learning, and harness Python's simple but robust capabilities to uncover historical insights. Through these immersive sessions, you'll gain not just theoretical knowledge but also practical skills that will serve as both a foundation and a springboard for your own research. Your capstone will be a bespoke research project, overseen by the coordinator. This will be an opportunity to apply what you have learned to a topic that fires your own personal curiosity. This course doesn't just aim to equip you with skills; it's designed to expand your vision of what's possible, both in academic research and real-world applications, while also candidly addressing the limitations of digital methodologies.

- Themes in Contemporary British History (10 credits) **HIS32750**

This is a core module on Stage 2 BA Humanities History.

Britain after 1945 experienced social upheaval at home and fundamental changes to its position in the world. This course examines recurring themes in contemporary British history, including: the establishment and decline of the welfare state; emigration, immigration, and decolonisation; peace, war, violence, and terrorism; changes in gender roles and social identities; race and nationalism; and Britain's relationship with Europe. In exploring these topics, students will be exposed to a wide range of historical sources, and will read broadly in the historiography of contemporary Britain. Primary sources we will examine include political speeches, acts of Parliament, letters and diaries, television, comedy sketches, literature, film, and popular music.

- Jilted Lovers, Giants, Yahoos and Cannibals: Jonathan Swift's Ireland, 1685-1745 (10 credits) **HIS32860**

This module examines the history of Ireland during the lifetime of Jonathan Swift. Most famous as the author of Gulliver's Travels, Swift is often deemed the greatest satirist in the English Language. As a commentator on both Irish and English religion, politics and society more generally, his writings have been assessed and reassessed by generation after generation of scholars and academics. Yet there continues to be much disagreement as to

the contemporary significance of his writings and their wider impact during his lifetime. This module looks to locate Swift's writings relating to Ireland within their wider historical context and to consider the factors that drove Swift to produce such works. In so doing, it will consider historical contexts relating to Swift as a member of the Church of Ireland clergy, his attitude towards Irish Catholics and Protestant Dissenters, his political outlook and beliefs with regard to Ireland's constitutional connection with England and the presence of a permanent professional army in Ireland, his understanding of emerging modern financial practices, and his engagement with contemporary understandings of societal structures relating to poverty, commerce, social distinction, gender, and other such concerns.

- Sexuality and Society (10 credits) **HIS32880**

This module will explore the profound impact of the organisation of sexuality, gender and biology in early Mediterranean and European societies. It will begin by examining Classical legacies and their appropriation and assimilation by expanding Christianities. It will show how these informed societies ranging from the late Roman Empire to the realms of the Franks, English and Irish. From Beowulf to Cú Chulainn, from Brigit to Brunhild, assumptions around gender and identity shaped early medieval worlds and their organisation of power. Topics covered will include sexuality and biology in the Roman Empire, gender in early Christianity, biology and law in early Ireland and the depiction of masculinities and femininities among the Irish, Franks and English. The complex attitudes towards biology and identity will be a major theme for discussion throughout the module.

- Questions in History (5 credits) **HIS32900**

This module, as the title suggests, revolves around questions: questions that historians have asked about historical events and phenomena, questions that historians have asked about the aims of their own research, and questions that others have asked—and keep asking—about the work that historians do. Such questions range from abstract musings about the purpose of history-writing to practical questions, like choosing the best methods for researching particular themes. The lectures will draw on examples from different periods—antique, medieval, early modern, and modern—and our discussions will stretch across periods and geographical boundaries. We will of course examine what approaches historians

applied to investigating various questions but we will also invite students to raise their own questions and to engage in what historians sometimes call 'problematizing', or the practice of challenging received narratives and accepted conventions. We will be asking whether history is a science, how historical periods are constructed (periodisation), whether we can learn from history, to what extent events and phenomena are comparable across places, whether men have a different history from women, how historians work with other disciplines, how scientific the discipline of history is, who owns history, and why should we study history in the first place. Whatever your interest in history is, the module will give you a deeper insight into the historian's craft and enrich your understanding of the approaches and methods that you may wish to apply. This module significantly reinforces work done in level 3 10-credit modules and dissertations, and also provides a valuable springboard to postgraduate study.

- Weimar Germany (10 credits) **HIS32950**

This course covers the rise and fall of Germany's first democracy: the Weimar Republic (1918-1933). The Republic was born of a revolution that saw the parties of liberal democracy taking 75% of the vote in elections in January 1919. Within a year the constitution they created was among the most modern in the world. Women could vote equally with men regardless of age or property. Workers could negotiate wages with employers and their exploitation appeared at an end. The leaders of Germany's gay rights movement believed that the new Republic would give them a chance to obtain legal equality and end discrimination. Within 15 years the optimism of the Republic's beginnings was gone. Nazism replaced liberalism. Germany was transformed from an advanced prototype of modern democracy to a uniquely brutal authoritarian dictatorship. Germany's first democratic experiment was dead.

This course examines the lessons of the Weimar Republic from the perspectives of politics and culture. It introduces students to key political situations and cultural movements in the short life of the Weimar Republic. Each week's topic is first explored from the perspective of historical writing with a focus upon politics, elections, economics and law. Topics studied include revolution and the legacies of the First World War; economic chaos and the conservative backlash against liberalism; expressionism, modernist art and cinema, foreign policy, authoritarianism, political violence and the backlash against democracy. At the end of

the course, students will have a better understanding of the challenges that faced Weimar democracy and of how politics and culture are intertwined with art and creativity. This historical understanding will help to inform analysis of the challenges facing democracies today.

- The 1641 Rebellion (*10 credits*) **HIS32970**

The 1641 rebellion was one of the hinge points in Irish History. Following a failed strike to seize Dublin Castle and some limited success in occupying fortresses in Ulster, the rebellion gradually spread throughout most of the island with a pattern of violence which involved attacks against the Protestant population which saw them plundered, often stripped, expelled from their homes, and sometimes becoming the victims of even worse violence, including many deaths, either directly at the hands their attackers or more commonly from exposure during a very cold winter. In turn, the essentially settler population responded with often savage reprisals and their capacity to inflict casualties was increased in areas where they were supported by organized military forces, and then vastly expanded by the gradual arrival of armies from England and Scotland to repress the rebellion.

The constitutional crisis in England which ultimately led to the outbreak of Civil War in August 1642 meant that rather than being quelled the rebellion instead gave birth to an oath-bound association, the Confederate Catholics of Ireland, which attempted to both restrain the social disorder which had engulfed the island and to organize to protect the Catholic community from the expected retribution for the rebellion from Britain. Much of the island came under the control of this Catholic proto-state which only dissolved itself in 1649 as the bulk of its organization made peace with a Royalist party also engaged in war with the regicidal English parliament. It was this Interregnum regime which conquered Ireland between 1649 and 1653, resulting in a profound demographic catastrophe and what proved an enduring shift in the confessional division of land ownership and urban government. Part of the motivation for the conquest and the punitive settlement derived from the desire to settle accounts for the 1641 rebellion which was widely believed to have caused a greatly inflated number of casualties, and for which most of the Catholic population was assigned responsibility in different measures. Protestant memory of the 1641 rebellion which tended to exaggerate the number of deaths, the brutality and malevolence of the violence, the responsibility of the Catholic

clergy and the role Protestant negligence had played in allowing their community to become victims in such a harrowing fashion, meant that it subsequently became a central reference point of Protestant identity in the island. In a cognate fashion, the savagery of the Cromwellian conquest and its attendant demographic disaster, intensified by changes in landownership and the exile of key military, mercantile and clerical elites, helped to unify a narrative memory of Catholic Irish as victims of state and sectarian violence.

- Britain's War Northern Ireland (10 credits) **HIS32980**

The British Army's 38-year campaign in Northern Ireland (1969-2007) was one of the longest and most controversial in modern British history. What began as a peacekeeping intervention quickly morphed into a war-fighting or counter-insurgency operation, principally against the Provisional Irish Republican Army (IRA). More British soldiers died in 1972 than in any year of the British Army's more recent operations in Iraq or Afghanistan. In 1976 the British government embarked on a policy of "Ulsterisation", relying more upon the Royal Ulster Constabulary and the Ulster Defence Regiment. The exception was an increased emphasis on the role of Special Forces and covert military intelligence units. This module examines the effects of Operation Banner on the dynamics of conflict in the North of Ireland.

- Global History before AD 1000 (10 credits) **HIS33010**

Global history in the first millennium AD is a constantly growing field. As its name suggests, it asks big questions about world history, but it also asks how a global perspective can inform regional histories and vice versa. Typical questions that historians have been asking include: what did the Roman Empire have in common with the Han Dynasty in China? Why did religious change in Europe in the early centuries AD coincide with religious change in Arabia and the Eurasian Steppes? To what extent was the world connected by trade? How far did knowledge travel? And how did contemporaries perceive the world beyond their immediate environment? Global history in the first millennium differs from global history of the pre-modern or modern eras, in that it is free from questions about European colonialisation and influence. Consequently there is less Eurocentrism. The reasons for this are that Europe was not yet recognised as a cultural entity of any coherence and that its kingdoms and empires were not dominant on the world stage. Instead, students of global history in the first

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millennium tend to spread their attention more evenly across Eurasia and Africa (Australia and the Americas are poorly evidenced in this period) and instead of concentrating exclusively on direct connections they seek more comparative approaches. This module will introduce students to regional histories across the globe and the way in which these regional histories articulate with global events and phenomena. We will compare political systems, the lived experiences of those at the lower rungs of the social ladder, the acquisition and spread of scientific knowledge, people's familiarity with the wider world, and also phenomena that are outside human control, like pandemics and climate change, which impacted on human history. The module will also address the challenges of writing a global history, including where to look for evidence, how to conduct valid comparisons, how to conceptualise periodisation, and how to understand places whose cultures and languages are very different from those with which we are familiar.

- War, Religion and State in Sixteenth-Century France (*10 credits*) **HIS33160**

In a society where Church and State were closely connected, how do you deal with those who step outside of the social, political and religious norms? Sixteenth-century France saw a rapid growth in Protestantism – were these loyal subjects or disobedient rebels; should they be killed or tolerated? The module will examine late sixteenth-century France, during a series of civil wars known as the early Wars of Religion (1555-1572) leading up to the famous Saint Bartholomew's Day Massacres. The interaction between the French Protestants and the State offers a glimpse into society as a whole: French kingship and governance; provincial and national conflict; the challenge that the Protestants posed to the State; how the state responded in turn (such as through warfare, toleration or peace-making), as well as other modes of analysis (such as sound and environment). The module encompasses an interdisciplinary approach and engages with a widespread array of primary and secondary sources, including visual and archival material, correspondence and contemporary histories.

- Capitalism, power and environmentalism (*10 credits*) **HIS33170**

Environmental history, as the history of the relationship between human societies and their environment, has been one of the most dynamic historical subfields since its creation in the 1970s. By exploring issues which had been marginal until then, like environmentalism, climate change, ecological imperialism and environmental inequalities, or by shedding new

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light to the history of capitalism, empires, natural resources, pollution, energy and conflicts, it has transformed our understanding of history. This module thus examines some of these major themes in environmental history, scrutinizing how these themes have been approached by environmental historians, which debates it gave rise to, and which issues remain to be further investigated. The course does not assume any prior knowledge on environmental history.

Spring Trimester

Teaching: Monday 20 January 2025 – Friday 25 April 2025

- Rise, Fall, Rise of Modern Japan (*10 credits*) **HIS31280**

A hundred years ago, the European powers were at the centre of the world's wealth and power. Within fifty years that position of global pre-eminence had shifted to the United States of America. This had led inevitably to realignments in the balance of power and new rivalries as well as new opportunities. About twenty years ago a more recent shift in the balance of world economic power to East Asia with Japan at its epicentre took place. With the largest surpluses in the history of merchandise trade, Japan had transformed itself into a financial and technological superpower and set a dynamic example for other East Asian nations to follow.

Despite war, destruction and occupation, Japan has since 1945 emerged as one of the world's major economic and financial powers. This module will examine the impact of Western expansion in East Asia on Japan and how the Japanese responded to it politically and culturally. Also it will examine the consequences of Japan's response to the West for other East Asian nations, particularly China and Korea. It will analyse the political, diplomatic, economic and cultural dynamics in Japanese History that contributed to its rise and to its role as a major power on the global stage.

- Madness and Civilisation (*10 credits*) **HIS31310**

This research-led module will explore the relationship between madness and society in Britain and Ireland from the eighteenth to the twentieth century. In the eighteenth century the 'insane' were cast as brute animals in need of control. By the twentieth century the mentally ill were institutionalised and their treatment had become medicalised. This module seeks to explore this transition and provide a broad overview of the history of lay and medical explanations of insanity. Breaking with notions of a progressive evolution in understandings and treatments of mental illness, the module will consider how and why changes took place and question whether they represent 'improvement'.

Why did the psychiatric hospitals, known as 'lunatic asylums' become central to the treatment of insanity and who did they serve: doctors, patients or families? How far did gender, sexuality, class, religion and ethnicity impact upon medical and lay concepts of insanity in Britain and Ireland? What impact did shell- shock, psychoanalysis and treatment regimes have upon British and Irish psychiatry? What were patients' accounts of their experiences of mental illness and institutionalisation? Drawing on a range of source material, including medical literature, film and personal accounts, the module will seek to understand lay and medical explanations of mental disorder, which were often rooted in cultural, religious and intellectual frameworks.

- British Atlantic History, 1607-1776 (10 credits) **HIS31400**

This module centres on British expansion and settlement into the Atlantic world during the seventeenth and eighteenth centuries. From the establishment of Jamestown in 1607 until the late nineteenth-century, the British were the most numerous of all European migrants who crossed the Atlantic. The British Atlantic was at its most vibrant, dynamic, and creative in the two centuries before the American Revolution. The British Atlantic was a world in motion between the British Isles and the Americas. This module will examine themes such as colonial settlement in North America and the West Indies, cultural encounters between native Americans and newcomers, Irish settlement in the Atlantic world, issues of religion, economy, migration, slavery and science in the British Atlantic.

- Religion & Society in Independent Ireland, 1922-1968 (10 credits) **HIS31510**

This module explores the nature of Irish Catholicism in the twentieth century and its influence on the political, social and cultural development of the independent state. It examines church-state relations and the religious context of policy making in terms of public morality, justice, foreign policy, education, health and social welfare. It pays particular attention to analysing the interaction between religious ideology and party and interest group politics. Among the questions raised will be: was independent Ireland a 'Catholic state'? Why was the control of sexuality prioritised by both church and state? How is Ireland positioned in the international history of twentieth-century Catholicism?

- Origins of the First World War (*10 credits*) **HIS31700**

The origins of the First World War remains one of the most controversial episodes in modern history. This module will examine not only why war came about in 1914, but also how the European great powers maintained peace between themselves for over four decades following the Franco-Prussian War of 1870/1. We will examine key developments in European politics, such as the formation of alliances and the resolution of major crises. We will analyse key themes, such as the role of the military, the impact of imperial expansion, and commercial relations. The module will conclude with an assessment of the July crisis, showing how peace between the European powers finally collapsed.

- Irish Foreign Policy, 1919-73: A Place Among the Nations (*10 credits*) **HIS31760**

This module explores the development of Irish foreign policy from the efforts of the First Dáil to gain international recognition of Irish independence to the year in which Ireland joined the EEC. The pursuit of sovereignty, the conduct of Anglo-Irish relations, and the decision to remain neutral during World War II are important parts of this story, but only parts. The module examines a variety of bilateral, and multilateral, relationships, especially Ireland's membership of the League of Nations and the United Nations. The module raises questions such as: What did Irish policy-makers understand as 'the national interest' and how did they pursue it? How did Ireland come to 'punch above its weight' on the international stage? Was Irish foreign policy idealistic – and if so, what informed those ideals?

- Roads to Heaven & Hell (*10 credits*) **HIS31900**

In 1500, everyone who lived on the island of Ireland was a member of a single Christian church in communion with Rome. Belief in God and in the afterlife was universal and affected many aspects of daily life. By 1650 Ireland had been riven by sectarian violence and war carried out in the name of various religious denominations. People were prepared to shed blood in the name of a version of God that they believed to be the correct one. Variety in religion also opened up the frightening prospect of making the wrong choice – taking the wrong path into the afterlife. This course looks at a series of events that fractured and marked Irish society and which became tangled up in a century and a half of war and persecution.

The emergence of Roman Catholic, Church of Ireland and Presbyterian identities would create a fusion of ethnic and religious thinking that would go on to dominate the island for more than three centuries. It is a story which takes students into the most intimate lives of the past inhabitants of Ireland.

- Satan in the Middle Ages (*10 credits*) **HIS31960**

This course aims to trace the evolution of the concept of the Devil from Late Antiquity until the end of the middle ages. As such, we will examine themes which touch on the fundamental problem of evil in the world and associated attempts to address these. Although it emphasises Western Christian thought, space will be given for the discussion of Eastern Orthodox and Islamic views in order to draw meaningful comparisons. This module will examine evidence from a variety of contemporary sources including patristic and mystical theology, art, literature, homiletics, hagiography and popular religion and folklore in order to answer how changing ideas regarding the Devil affected the social context in which they arose. We will end with a consideration of the radical shift which occurred at the end of the medieval period which led to the 'witch craze' of the sixteenth century.

- Revolutionary Russia, 1905-1921 (*5 credits*) **HIS32310**

In under twenty years, Russia experienced three revolutions, world war, civil war, the collapse of the three-hundred-year-old Romanov dynasty, and the rise of the Soviet state. This course examines the causes and consequences of these tumultuous years from 1905 to 1921, exploring the rich political, social and cultural world of revolutionary Russia. It looks at the challenges of reform and modernisation in late imperial period, the rise of revolutionary politics, the impact of the First World War and the immediate events of 1917 leading to the establishment of Bolshevik power, before assessing the Red victory in the civil war, utopian culture and the consolidation of the early Soviet state. In doing so, the course focuses on the centres of power in Moscow and Petersburg, but also ventures into provinces and countryside to assess the ways in which political and social change unfolded elsewhere. We will also engage with critical historiographical debates on the 'inevitable' fall of the Romanov dynasty, continuities between the late imperial and early Soviet systems, and the relationship between state, society and the individual before and after 1917. Our discussions are supported by five

in-depth thematic seminars which use a set of primary sources to dig deeper into individuals' experiences of, and responses to, the arc of revolution from 1905-1921.

- A History of Decadence: Sex, Spectacle and Corruption in Eighteenth-Century Venice (10 credits) **HIS32330**

The modern myth of Venice is a composite of two powerful images: Venice as the city of pleasure and Venice as the city of death. This course will cover both. Venice as the world centre of overpowering luxury, all-pervasive spectacle, frivolous self-indulgence and sexual licence will be examined through the accounts of eighteenth century Venetians (Casanova, Goldoni and Gozzi) and travellers from Britain, France and Germany (including, amongst others, Addison, Rousseau and Goethe). Together, they portray Venetian life in the century before the fall of the Republic in 1797 as a curiously modern combination of political and sexual intrigue in a gossip obsessed city of cafés, theatres, casinos and brothels.

Venice as the city of decadence, exquisite beauty and moral decay, sexual ambiguity and physical corruption, will be examined through her representation in British, French, German and Italian literature from Byron (in the 1810s) to Proust (in the 1920s). Writers covered will include Fenimore Cooper and Monk Lewis (on Gothic horror), Ruskin (on Gothic revivals), Dickens and George Sand (on the romance of the ghostly), Theophile Gautier (on orientalism and antisemitism) and Thomas Mann and Baron Corvo (on homosexuality and death). All texts will be read in English translation.

Students will be asked to write two essays, a midterm essay (3000 words) on an aspect of eighteenth century Venetian society or culture, and a term paper (4000 words) on an aspect of the memory and myth of Venice, chosen by them in consultation with the module coordinator.

- Conquering Ireland, 1579-1691 (5 credits) **HIS32460**

In the period examined by this course, Ireland became the subject of three major military conquests, each of which resulted in significant bloodshed and political and social dislocation. This module examines the expansion of English state authority in late Tudor Ireland, in its

first section focusing in particular on the Desmond Rebellion, the Munster Plantation and the Nine years War seeking to understand why conflict became so endemic and widespread in the island during this period. The course moves on to examine the genesis of the rebellion of 1641, which followed a period of substantial peace, the Confederate wars and the Cromwellian conquest of Ireland. The final section of the module analyses the causes, progress and consequences of the Williamite wars. The course seeks to place the analysis of military violence in Ireland in its wider international context, both with regard to the Wars of Religion in continental Europe and the Civil Wars in Britain and in colonial contexts in America.

- Women, War and Irish Society 1914-1923 (10 credits) **HIS32540**

Through a focus on social history, this course examines the lives of women in Ireland during the First World War and the conflicts that engulfed Ireland in the five years afterwards. Covering the period from the outbreak of the First World War in 1914 to the civil war in the aftermath of the establishment of the Free State, the course explores the disruption caused by the 1916 Easter Rising, the displacement of communities caused by partition in 1920 and the everyday violence which characterised the War of Independence and Civil War. Central to the course is a 'history from below' perspective, moving away from a political history of war and revolution to focus on the ordinary everyday experience of war and revolution for women.

Key themes include: gender; social class; history of everyday life; and commemoration. The module also examines topics such as mobilisation for the war effort; work and the labour movement; the role of women on the home front; social morality; health and welfare; and demobilisation. Although the focus is on Ireland, the module places these topics within the broader global social and cultural history of the First World War. Drawing on new and innovative scholarship on the World War and Irish revolution, the module reflects on the historiography of this tumultuous period. Students will also be introduced to a wide selection of primary sources and will be encouraged to pursue their own archival research.

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- International Relations in the Asia Pacific, 1890s-1950s (10 credits) **HIS32620**

This module charts in 11 weeks the history of U.S.-Asian relations from the U.S. entrance into Asia as a colonial power to the legacy of the Second World War. It engages with comparisons and connections across a broad variety of U.S.-Asian relationships: their cultural, economic, social and political aspects. It asks how transnational and international forces between U.S. and Asian societies and governments shaped key dynamics of the global twentieth century.

Giving attention to the social basis of transnational and international relations, we will examine how and why U.S. and Asian migrants, lobbyists, NGOs and other private actors developed a sustained impact on global politics. In terms of ideology, this period saw a stronger, if intermittent, support for U.S. overseas expansion than ever before (in the Philippines, Japan, China and elsewhere). In economic respect, U.S. business capital followed and penetrated increasingly global, Asian markets. In diplomacy, Washington became morally and strategically entangled with new enemies, competitors and partners in Asia and elsewhere. In none of these developments did the U.S. act alone or necessarily act first. All across, the global dimension of U.S.-Asian interactions carried lessons and warnings of history.

Our discussions and analyses will incorporate that on any issue, at least two possible perspectives could clash. We will juxtapose the perspectives, interests, actions and arguments of U.S. and Asian actors to understand social, political and cultural counterparts. The course will be sensitive to U.S.-Asian configurations that paralleled developments in the Pacific and Europe.

- Manufacturing Truth in the Modern World (10 credits) **HIS32710**

False information proliferates in the modern world. Words are used to confuse, mislead and deceive. Images are manipulated to shift their meaning. Statistics are misused to lie in support of agendas and causes. Developments in Artificial Intelligence creates new challenges and opportunities. From propaganda to click-bait, from satire to conspiracy theory, from pseudoscience to partisan reporting, from stories describing events that actually never

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happened to unintentional errors of fact, false information is everywhere. The ubiquity of social media has radically redrawn the manner in which information is shared, but false information is not a product of the age of the Internet; it is something that has run through modern history. Using a series of case studies, this module will examine the history of misinformation, or 'mistakes'; disinformation, or 'lies' and 'hoaxes', which are false and spread deliberately to deceive; and malinformation, or 'gossip', which may perhaps be correct but is used to harm. In some case studies, all three categories are interwoven in the story. Attempting to understand the growing impact of Artificial Intelligence will play a central role across the module.

Ultimately, this is a module about the primacy of analyzing evidence: it seeks to develop an understanding of how to assess evidence in all its aspects and how to use it. It is further concerned with critical thinking, as an essential tool for every historian and for every citizen in the modern world.

- Frontier of Empire (*10 credits*) **HIS32720**

The Roman Empire stretched from the Mediterranean to the Atlantic West in the early centuries CE, a period known as Late Antiquity. Ireland's geography made the island a frontier of this great empire, alongside many others. Late Antiquity was a time of profound change. During the fourth and fifth centuries Roman political influence declined in parts of the West, leading to new opportunities and challenges. Events shaped and reshaped the Roman frontiers, including Ireland, ultimately giving rise to new cultural and political landscapes.

This module will examine these transitions in Ireland. It will consider the island's status as a Roman frontier, placing this in the wider contexts of the Empire as a whole. We will explore a range of sources from this era, including material evidence and texts. We will ask questions. How was Ireland shaped by the Roman frontier? How did writing first reach the island? In what ways did elites respond to Roman influences? What role did changing patterns of religious belief play? Did distinctively Irish identities emerge by the end of Late Antiquity?

When this module is complete, students will have a new understanding of the origins of Irish

history and of the formative role played by the Roman frontier.

- Devolution, Dominion, Democracy: Ireland's constitutional history north and south, 1870-2007 (10 credits) **HIS32940**

Devolution, dominion, democracy explores the evolution of ideas for the establishment of parliaments and legislative assemblies on the island of Ireland from the 1870s through to the twenty-first century. The concept of Home Rule foresaw a devolved parliament for Ireland. This was ultimately realised for Northern Ireland only in 1921. That same year, dominion status based on the model of Canada was offered to a new and sovereign Irish Free State. In the years that followed, Ireland developed its nascent democracy in an era when new states were being formed both in Europe and elsewhere. In many cases, new states either failed or succumbed to totalitarianism. In 1973, the devolved powers of the Northern Irish government were revoked. It would take until 1998 to agree a functioning model for devolved powers in Northern Ireland and this new arrangement would not be without its challenges and interruptions.

Beginning with the Home Rule movement, which was founded by Isaac Butt in the wake of the Fenian uprising of 1867, the module will explore concepts originating on the island of Ireland, in Britain and further afield for the devolution of powers to representative bodies, first of Irish men and ultimately of all Irish people. The module will explore the partition on Ireland, the formation of devolved, revolutionary, and dominion parliaments established during the island's 'revolutionary decade' before going on to look at the structures of governance articulated in the constitutions of 1922 and 1937, the revocation of devolved power from Stormont in 1973 and the attempts to find a workable mode of power-sharing in the decades that followed, a process that continues in a dynamic peace process. Along this path, the module will also touch upon supra-national layers of representation and association to include Ireland and the United Kingdom's associations with the European community.

- 1942: The World at War (10 credits) **HIS32990**

1942 was a crucial year in the history of the modern world. This course examines its history by exploring the course of the Second World War from military, political and cultural perspectives. We begin with the winter of 1941-42. The course then moves geographically

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and chronologically through the key events and places that occurred during 1942. They include the decision-making and implementation of the Holocaust; the fall of Singapore and the war in the Pacific, the North African Campaigns, the Air War in Europe and the expansion of the aerial bombing of cities, the pathway to and the battle of Stalingrad. The course ends with a focus upon the overall situation in the war during the winter of 1942-43. Cultural topics studied include the making of the film *Casablanca*. As we pursue these themes we will examine the method of framing historical analysis around a single calendar year.

- Political Violence in Ireland (10 credits) **HIS33000**

This module will introduce students to the phenomenon of political violence. Beginning with an examination of Charles Tilly's groundbreaking work on collective violence, the module will study theories on banditry, crowd violence, faction fights, civil wars, insurgency and paramilitarism. Taking loyalism as a case study, this module will chart the different types of violence employed by loyalists in Ireland (especially in Ulster) since the 19th century to alter or overturn state policy and put pressure on rival political communities. The module asks whether such strategies and tactics of violence have been successful or counter-productive. It will also closely examine the complex relationship between loyalism and the British state. Among the key events covered in the module will be loyalist opposition to Catholic emancipation, clashes with Irish nationalists and Home Rulers in the late 19th century, police-loyalist violence in Belfast in the late 19th and early 20th centuries, the formation of the Ulster Volunteer movement, loyalist veterans, paramilitaries, and the creation of the Northern Ireland state in the 1920s and, finally, loyalist violence during the Troubles at the end of the 20th century.

- Women and Ethical Action in the First Millennium CE (10 credits) **HIS33030**

"Women and Ethical Action in the First Millennium CE" will investigate the ideological construction and performance of ethical action by classical and early medieval women. The increased visibility of civic action and calls for equality by women on the global stage represents a remarkable response to tumultuous times. This interdisciplinary module is designed to introduce students first to the complex discourses surrounding virtue ethics, and to explore the manifold experiences of diverse women who asserted their own civic,

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communal, and religious virtue throughout the Roman Empire, in Late Antiquity, and the Early Middle Ages. Throughout the module, students will closely analyze a wide array of primary textual sources, including philosophical dialogues, civic poetry, the lives of saints, and legal codes. A further unit of the course will explore the materiality of virtue in classical and medieval communities, i.e the ways in which spaces and objects inspired people to perform good deeds.

- **Russia at War (10 credits) HIS33070**

Wars played a seminal role in Russian history forging the Russian state and building the Russian Empire. They also often became critical turning points in Russian history that transformed relations between the state and society and defined the country's development. This module offers a broad picture of Russian history in the last 300 years focusing especially on conflicts that profoundly changed Russia. Rather than being a classic 'military history' module, it concentrates on the societal and political effects of the wars waged by Russian Empire and Soviet Union in XVIII-XX centuries, providing critical re-examination of Russian history and re-evaluating the role of conflict in Russia's past.

- **African American and Native American Citizenship, 1780-1950 (10 credits)**
HIS33090

This module explores citizenship in the United States with a particular focus on Native Americans and African Americans. The American Revolution created representative governments and a rights-based constitutional order, but racial exclusions and settler colonialism often subverted these ideals. By the early 1800s, African Americans confronted restrictions on their ability to move, settle, testify in court, access public schools and transportation, and vote—not just in slaveholding states but in much of the North and new western states of the expanding U.S. republic. Black Americans battled their exclusion in the courts, via journalism, protest and politics, and by founding schools and civic organizations.

Indigenous Americans developed their own polities to maintain land and sovereignty in the face of forcible detribalization and violent displacement. In some states and territories, racial laws did not exclude Native Americans from U.S. citizenship. For Native Americans, then,

citizenship questions were twofold: how to define citizenship within their nations, and whether gaining U.S./state citizenship was worth sacrificing self-governance, collective land rights, and Indigenous women's political power. Indigenous communities answered these questions in different ways, moving in and out of U.S. citizenship long before the Indian Citizenship Act of 1924.

- The United States and the Vietnam War (*10 credits*) **HIS33100**

The Vietnam conflict of the mid-twentieth century continues to evoke conflicting interpretations, meanings and memories among Americans. This course examines the role of the United States in Vietnam from 1945 to 1975, focusing on the foreign policy objectives and domestic political considerations which led to direct military engagement and which sustained the US war. Students will consider the modernization and limited war theories which fueled US intervention in Southeast Asia, and will seek to understand the character of the Vietnamese revolution. The war was shaped by American culture, and so close attention will be paid to the ways in which racial, gender and class differences defined individual and group experiences. The war transformed American society, too, dividing Cold War liberals and helping conservatism to become the dominant force in American politics for a generation. Students will examine relevant, often highly contentious, historiographical studies, and will analyze the role of the Vietnam experience in informing US foreign policy in the years following disengagement. By analyzing how public opinion and domestic political issues affected US policy in Vietnam, students will gain a greater understanding of the process of American foreign policy-making and how the war impacted American society.

- Women in Early Modern Ireland (*10 credits*) **HIS33120**

This module will examine the various roles and experiences of women in early modern Ireland (1541-1800). This was a period characterised by significant religious and political upheaval, and great economic, social and cultural change. Utilising a broad base of primary source material (e.g. correspondence, diaries, marriage settlements, wills) and printed primary sources (e.g. pamphlets, domestic manuals), students will consider the legal realities, social and cultural expressions and individual experiences of womanhood in early modern Ireland. Looking at marriage and the family, students will explore the impact of the English Common

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Law system on women's position and on the making and breaking of unions, comparing and contrasting law with practice by examining accounts of everyday lives and relationships. Students will also examine the role of women in conflict and the shared and divergent experiences on each side of the religious divide. The position of women in the declining Catholic elite and in the Protestant ascendancy in the late seventeenth and eighteenth century will be examined, with particular attention given to social and cultural expressions of status, political engagement and economic activity. The module will look at the practices and experiences of the aristocracy, the gentry, the emergent middle class and the 'lower orders'. Engaging with the extant historiography, students will be encouraged to contextualise primary source material within wider historical debates to consider the issues that attend the study of women, with a particular focus on the methodologies used in women's and gender history in Ireland, Britain and Europe.

- The Scottish Financial Revolution in Context, 1688-1750 (*10 credits*) **HIS33130**

Against a backdrop of monarchical revolution, economic turmoil, political uncertainty, and constitutional overhaul, Scotland experienced a financial revolution. Using primary sources, contemporary debates, and existing historiography, this module will situate the Scottish Financial Revolution in the context of the period. It will consider the financial impact of the Glorious Revolution in Scotland, comparing this with England and Ireland. We will analyse the economic implications of the Anglo-Scots Union of 1707; including proposals for new forms of banking, money and credit which emerged on the eve of Union, and how Scottish financial development was affected post-Union. The module will consider the impact Scotsmen had on financial developments beyond their native country. This will include, merchant-banker, William Paterson's involvement in the Bank of England and the ill-fated Darien scheme; and the role of William Burnet, the Scottish governor of New Jersey, in establishing a loan office issuing paper money in the colony in 1723. And we will consider the ideas of the monetary theorist, gambler, and murderer, John Law, in defining the financial ideas of the period. Through this module students will gain an understanding of Scottish and British politics at a critical time through the lens of finance. It is, however, not an economic history module, but one which is interested in ideas, innovation, and individuals.

Level 3 History Dissertation Modules:

- Research Skills Seminar (5 credits) **HIS30550**

This is a core module on Stage 4 BA Humanities History.

The prime objective of this module is to prepare students to write a dissertation. Students will be required as part of the module to arrange three meetings with their dissertation supervisor during the trimester, each one tied to the three assessments required on the module. The module will focus on three areas of dissertation preparation: 1: the dissertation Proposal; 2: the survey of secondary source literature; and 3: the identification of the key primary source material for the topic. Every student needs to identify a topic, and then focus that topic so that it is coherent and workable. Likewise, every student needs to identify and analyse primary source materials, work with secondary literature, and develop a methodology. In this module, students will begin this process by working as a group and with their individual supervisors.

- Conference (5 credits) **HIS31040**

This is a core module on Stage 4 BA Humanities History.

On this module students will organise a one-day conference to be held in the School of History. The class will have collective responsibility for the planning, scheduling and publicity of the event. Each student will make an individual contribution consisting of a presentation which will be closely related to the subject of their dissertation. The presentations will then be written up as essays.

- Dissertation (15 credits) **HIS32840**

The dissertation forms the capstone of the History and Politics degree. Building upon the skills, knowledge and methods that have been developed over the course of the programme, students will work directly with academic supervisor within the School of History to create an independently researched dissertation. Having proposed a topic and developed it in the Autumn trimester in the research skills seminar (HIS30550), students will work with primary

and secondary sources, and develop and articulate an argument in a substantial piece of polished writing (8000 words).

- SSH Dissertation (20 credits) **HIS32890**

This is a core module on Stage 4 BA Humanities History.

The Dissertation is an exercise in independent historical research. Students are required to choose a topic for the Dissertation, identify key research questions, consult relevant primary and secondary sources, and present an analysis of their findings in a scholarly manner.

In the early summer prior to the final year of study the School will hold an information session for all students. Students will be allocated a supervisor by the School over the summer vacation. In the Autumn, the Research Skills course will provide guidance in how to identify and focus on a topic, locate and work with primary sources, and move from a research topic to a written analysis. The course will also provide advice on issues such as research methodology and scholarly conventions. Students should initiate contact with potential supervisors within the first two weeks of trimester. By Week 3 at the latest, each student should have identified a coherent topic. Normally a student will have three formal meetings with the supervisor in each trimester. During these meetings, the supervisor will provide guidance on the topic and on relevant primary and secondary material, as well as feedback on drafts. Students may also consult other members of staff with relevant expertise.

- BA Dissertation Global (15 credits) **HIS33140**

The dissertation forms the capstone of the degree in Global Studies. Building upon the skills, knowledge, and methods that have been developed over the course of the programme, students will work directly with an academic supervisor to create an independently researched dissertation. Students will propose a topic, work with primary and secondary sources, and develop and articulate an argument in a substantial piece of polished writing (8000 words).

UCD School of History Undergraduate Modules 2024-2025

(Module information is displayed only for guidance purposes and is subject to change).

- BA Dissertation European (*15 credits*) **HIS33150**

The dissertation forms the capstone of the degree in European Studies. Building upon the skills, knowledge, and methods that have been developed over the course of the programme, students will work directly with an academic supervisor to create an independently researched dissertation. Students will propose a topic, work with primary and secondary sources, and develop and articulate an argument in a substantial piece of polished writing (8000 words).

Contact Us

The School of History Office team is happy to help during our business hours 08:00 – 16:00. You can contact us by email or in person.

Write to us: history@ucd.ie

Visit us:

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C110A Newman Building (Level 1)
University College Dublin Belfield,
Dublin 4
Ireland
D04 F6X4

School Office Opening Hours:

Monday to Friday

10:00 - 12:00 and

14:00 - 16:00

Outside of these hours, please email us and we reply during our business hours (08:00 – 16:00).

We are located in the Newman Building on the Belfield Campus. The School of History occupies the C, J and K corridors on the first floor (upstairs). The School Office is located in the C corridor.

We look forward to meeting you.