SEMINARS (10ECTS)

HI165 Life in Urban Galway from the Act of Union
Dr John Cunningham

By several criteria, the period 1801-1921 was a stagnant one in Galway's history. Population statistics show a slight decline, and trade figures have a similar trajectory. It was a period of great change nonetheless, during which the state established major institutions - including a workhouse and a university; during which the railway and steamships revolutionised transport; during which there was institutional reform, several extensions to the electoral franchise, and a political revolution. Using documentary sources and the interpretative approach of 'history from below', students will examine the response of ordinary Galway people to changes in the world around them, in the spheres of education, work and welfare, entertainment, religion, and politics

Introductory Reading:

HI3110 European Warfare 1618-1714
Dr Pádraig Lenihan

This is primarily a study of the tactics and technology of European warfare on land and sea during an epoch of religious wars, unprecedented diplomatic realignments, rising and failing states, a ‘general crisis’ and external Ottoman pressure. Through discussion, presentation and self-directed learning, with an emphasis on contemporary texts, the module will progress thematically through such themes as state policy and grand strategy, tactical changes as a response to gunpowder weaponry, the (in)decisiveness of battle, ‘heroism’ versus ‘technique’ in the Vauban-era siege, manoeuvre, logistics and ‘contributions’, the impact of war on civilians, moral contexts: the ‘laws of war’ and the ‘law of nations’, women in the world of camp and train, recruitment and promotion, officers and men, the intellectual inheritance of classical Greek and Rome.

Introductory Reading:
HI439 Vichy France  
Dr Gearóid Barry

The core work of this course consists of the reading and analysis of selected secondary literature (book excerpts and articles) and important translated primary source documents on the period of the Second World War in France; between 1940 and 1944, a defeated France disappeared from the front row of the war and underwent four hard years of occupation by the German army and the Nazi war machine. The course sets the dramatic fall of France in 1940 in the context of France’s interwar political divisions. From this shock came the creation of a collaborationist and authoritarian Vichy state under Marshal Philippe Pétain whom many French people hailed – at first- as a war-hero-turned-saviour of the country. Faced with German occupiers and a French government that increasingly collaborated with the economic and racial demands of the Nazis, Frenchmen and Frenchwomen faced daily choices about co-operating, resisting or just surviving. Anti-Semitic persecution – that initiated by the French themselves and the co-operation of the French government in the Holocaust- is a shocking and dramatic part of this story that we will cover in detail. We shall also linger, however, in the fascinating ‘grey zone’ of survival that most people lived in, most of the time, acting neither as heroes nor as villains. The role of the De Gaulle’s Free French and of the internal Resistance, ranging in beliefs from Communists to Catholics, must also feature, as does, at the course’s end, the question of what sort of justice was done in France’s post-war purge and why the rights and wrongs of Vichy France remain apparent obsessions for France down to the present day.

Introductory reading:

HI484 Slavery & Emancipation in the American South  
Prof Enrico Dal Lago

Slavery shaped the economy, society and politics of the American South from the time the first Africans landed in Virginia in 1619 to the release of Abraham Lincoln’s Emancipation Proclamation in 1863. This seminar course aims to provide student with the indispensable background for the selection, interpretation and use of the vast range of primary sources available on the history American slavery and for their interpretation within the context of current historiographical debates. Topics treated in the course include: colonial slavery;
slavery and the American Revolution; the “Cotton Kingdom” and the ideology of the master class; the master-slave relationship; slave life and culture; slave resistance and slave rebellion; Abolitionism and the politics of slavery; and the American Civil War and slave Emancipation.

Introductory Reading:

**HI479 Irish Political Thought in the 1930s**
**Dr Mary Harris**
Within a decade of independence, the Irish population remained deeply divided on the nature of the emerging Irish state, its identity, its relationship with Britain and the wider world. This seminar introduces students to debates on these issues, as evident in speeches and writings in the 1930s. It examines the ideologies of the main Irish political groups and considers critiques of the emerging Irish Free State by radical Republicans, Vocationalists and Blueshirts, situating them in the context of European ideologies in this period. It examines attitudes towards Anglo-Irish relations and Irish responses to European conflicts. It also considers the development of Unionist identity in Northern Ireland and southern Irish perceptions of the Northern Ireland state.

Introductory Reading:
Augusteijn, Joost, *Ireland in the 1930s: New Perspectives* (Dublin: Four Courts, 1999)
Laffan, Michael, *Judging Cosgrave, the first leader of the Irish Free State* (Dublin: RIA, 2014)

**HI3121 Famine in Ireland**
**Dr Niall Ó Ciosáin**
This course begins by examining famine in general, with a particular emphasis on theories of causation; then it looks at the role of famine within the pre-industrial demographic regime in Europe. These subjects are then brought to bear on a detailed study of the Irish famine of 1845-50 and its background. Topics include famine relief policy and practice, the social effects of famine and the memory of catastrophe.

Introductory Reading:
HI583 Problems in the Use of Popular Print Media in Ireland & Britain, 1900-1960
Dr Caithríona Clear

Popular histories and journalism, and even some ‘serious’ historical works, sometimes use publications aimed at women (magazines, advice books, advertisements, women’s pages, girls’ comics, problem pages) as ‘straight’ historical evidence for women’s lives in the past. This course teaches students how not to take these rich, multi-textured sources at face value, but how to evaluate them critically and carefully, and how to understand them in several contexts – that of women’s changing lives at all social levels, that of the production of media, the growth of advertising and consumption patterns. The course’s main focus will be on Ireland and Britain, but some American studies will also be looked at, while the wider European context of economic, social and political change for women in these decades will of course be given due attention. A rigorous and thorough discussion of the kind of paid and unpaid work which women did, in all classes and in all geographical settings, and of women’s organizational and political life, will anchor these explorations firmly. Using, as well as traditional historical methodology, the insights of cultural history and media studies, this course will try to work out what relationship women had with these publications.

Introductory Reading:

HI578 Children & the State in Ireland, 1838-2011
Dr Sarah Anne Buckley

This seminar will examine the care of children by the British and Irish State from the 1838 Poor Law Relief Act (Ireland) to the present, concentrating on issues of class, gender and religion. It will assess not only the State’s treatment of vulnerable children, but also its agencies and other charitable and voluntary organizations involved in child welfare provision. It will utilize a wide range of primary materials, including state papers, official debates and publications, newspaper articles, court records, case files, records of voluntary and charitable organizations, photographs, films and memoirs. It will address not only the treatment of children, but changing notions of childhood in Ireland during the period. The module will begin with an examination of the Poor Law system and ‘poor law children’ in the nineteenth century. Following this, attention will be placed on the development of orphanages by religious orders, the foundation and expansion of the industrial and reformatory school systems, the introduction of compulsory education, and the foundation of the National Society for the Prevention of Cruelty to Children (NSPCC). Other topics include Irish nationalism and children’s culture, social reformers, legislation on families and on parental rights, institutionalization as a response to children in poverty and to those
outside of the nuclear family, and the relationship between the Catholic Church and the State. The treatment of unmarried mothers and ‘illegitimate’ children are central to this assessment. Although primarily addressing the ‘public’ child, the seminar will also look at the ‘private’ child, concentrating on the development of education, leisure and changing conceptions of childhood in the period. The seminar will conclude with a look at representations of childhood in film, memoir and literature, and a case study of children/childhood in Galway.

Introductory Reading:

LECTURES (SECTS)

HI488 Labour in Irish Society & Politics in Ireland, c. 1760-1960
Dr John Cunningham
This module examines the history of labour in Ireland. It analyses the character of rural and urban protest movements representing the working poor; it traces the development of trade unionism throughout the island, with special reference to Dublin and Belfast; it assesses the impact of radical ideologies and the connections with movements in other countries; it investigates the nature of the competition from nationalist and unionist politics; and it discusses the reasons for the stunted political development of Irish labour.
Introductory Reading:
Francis Devine (ed.), A capital in conflict: Dublin city and the 1913 lockout, (Dublin; Four Courts, 2013).

HI337 Nazi Germany
Dr Róisín Healy
This module deals with the origins, course, and aftermath of Nazi Germany. It is divided into three sections: the first deals with the origins of Nazism and Nazi government until the outbreak of war in 1939; the second section looks at different groups within society, to see how they responded to Nazism; the last section deals with the war and the Holocaust, as well as efforts to come to terms with the Nazi past in the post-war period. The course will pay special attention to questions that have caused controversy among historians - such as
whether Nazism represented a continuity or discontinuity in German history, the role of ordinary Germans in implementing the regime's racial policies, and the implications of the recent emphasis on their own wartime suffering.

Introductory Reading:
Wolfgang Benz; translated by Thomas Dunlap 2006, *A concise history of the Third Reich*, University of California Press Berkeley

**HI376 Popular Culture in Pre-industrial Europe**
**Dr Niall Ó Ciosáin**

This course deals with traditional cultural forms as they existed in the 16th and 17th centuries, particularly in Western Europe; the emerging differences between elite and popular culture; changes within popular culture caused by economic, religious and political developments; and the discovery of popular culture as an object of study in the late-18th century.

Introductory Reading:
SEMESTER 2

SEMINARS (10 ECTS)

HI3102 The Irish and Colonial Australasia Dr Laurence Marley

‘What would people say if I became a policeman?’ - Ned Kelly, 1879

This module examines the various patterns of Irish settlement, identity formation and assimilation in Australasia, from the early penal colonies of the late eighteenth century to the Commonwealth of Australia in 1901. The principal areas under examination include: Irish convict transportation; emigration, both voluntary and government-assisted; race, the Irish and the colour bar in the antipodes; Irish involvement in policing and law and order at the frontier of the British empire; and the extent to which Old World sectarian divisions survived in the colonies. Taking a transnational approach, the course also considers the extent to which the Australasian colonies informed developments and debates in Ireland during the nineteenth century.

Introductory Reading:
HI3112 The First World War: Transnational Perspectives
Dr Gearóid Barry
The First World War – which mobilized entire societies for war on an unprecedented scale - raises enduring questions about coercion, consent and violence in modern society. Taking the approach of transnational history – which seeks to identify links and common themes across national borders- this course combines national histories of large and small belligerents (ranging, for example, from Germany, France and the UK to Serbia) with a thematic approach examining the place of the First World War in social and cultural change and continuity in Europe and the wider world in the twentieth century. Thus, our readings may consider diverse themes such as women’s war work, nationalism, religion and the use of poison gas and submarine warfare. Against the background of the war’s centenary, students will also engage with topical issues of popular memory and the ever lively historical debates and controversies relating to the First World War and its consequences.

Introductory Reading:

HI3126 Labour Radicalism in the Anglophone World, c. 1900-1939
Dr John Cunningham

Focusing on the Anglophone world (USA, Canada, Ireland, Britain, and Australia in particular), this seminar module will examine the emergence of the radical labour ideologies of syndicalism (or industrial unionism) and communism in the early twentieth century. It will consider the organisational forms and cultures of the principal movements espousing these ideologies (i.e., the 'Wobblies', originating in the US, c.1905; the Russian-dominated Communist movement, post-1917), discuss the relationship of one to the other, and compare their orientations towards social democratic and nationalist movements.

Introductory Reading:
Manus O'Riordan, Connolly in America, (Belfast: Irish Communist Organization, 1971).
HI167 Power & Conflict in Northern Ireland, 1963-1972  
Dr Mary Harris
This module explores power struggles in Northern Ireland from Terence O’Neill’s accession to power in 1963 to the emergence of civil rights movement and the subsequent outbreak of conflict in 1968. It traces the escalation of the conflict up to the collapse of Stormont in 1972. It considers a variety of strategies for change – political activism, mass demonstrations, propaganda and armed struggles, as well as a variety of government strategies to contain unrest. The seminars will focus on events from the perspectives of various individuals and groups involved, looking at memoirs, radical publications, parliamentary debates, official publications, government enquiries and film footage. It will also examine academic studies and theoretical interpretations of these events.

Introductory Reading:

HI569 Aristocratic Women in Medieval Europe, c. 500-1250  
Dr Kimberly LoPrete
Often on the basis of texts written by women, this seminar examines the diverse lived experiences and multiple contributions of aristocratic women in medieval society, politics & religious life, c.500-1250. Whilst acknowledging the prevailing antifeminism of the age, emphasis is nonetheless placed on the complex & changing figurings of gender in these centuries, as well as on the domestic core of much political activity that allowed aristocratic women to play important ‘public’ roles. Women to be examined in some detail might include Radegund, Dhuoda, Hrotsvita of Gandersheim, Adela of Blois, Heloise, Hildegard of Bingen and various countesses & queens.

Introductory Reading:
HI570 Technology and Social Change c.1830-1930  
Dr Pádraig Lenihan

This module examines the dynamics of technological innovation and its socio-economic context and consequences with reference to Europe and North America in the period 1750-1930. Recurrent questions include the nature of invention and innovation and why does technological change occur in some societies more than others and includes consideration of value systems, geographical and natural resource endowment and path dependency. The module unfolds around major themes including communications (moveable type printing; telegraphy and the reordering of time and space, the telephone and sociability; mass communication media, the yellow press and radio) transport (the world the railways made; electric traction and the ‘walking city’; the ‘Model T’) production (textiles and steam power, the factory system, ‘scientific management’ and Fordism), medicine, warfare, responses to technological change in art and literature (with specific reference to science fiction), and medicine.

Introductory Reading:

Self-Directed Learning: Texts on Blackboard

HI168: Coming to terms with the Nazi Past  
Dr Róisín Healy

The devastating impact of the twelve years of Nazi rule on Germany and Europe continued to be felt in the decades after 1945. This module examines how post-war Germany and western society more generally dealt with this legacy, in particular the murder of six million Jews. It investigates the varying degrees of engagement with Nazi crimes across both sides of the Iron Curtain. Themes include the treatment of perpetrators, the experience of returning survivors, the phenomenon of Holocaust denial and the memory of Nazism’s victims. Students will address this question by means of sources such as survivor testimonies, newspapers, films and memorials as well as a substantial range of secondary literature.

Introductory reading:
Peter Novick, The Holocaust and Collective Memory: The American Experience (London:
HI443: State & People in Ireland, 1820-1845
Dr Niall Ó Ciosáin

The quarter century after 1820 saw the establishment of some of the most fundamental state interventions in the lives of ordinary people in Ireland. They included a primary education system, a national police force, a network of local courts and a system of poor relief. These projects were underpinned by a simultaneous development, the centralisation of knowledge and information about Irish society. The first full population census was taken in 1821, the country was mapped by the Ordnance Survey in the 1820s and 1830s, and a series of state reports examined a comprehensive range of issues concerning economic, social and religious life. This course examines this question by taking the more important state reports of this period as a starting point. For seminar discussion and for the written project, students will read the reports and analyse them both as official discourse about Ireland and as blueprints for policy initiatives.

Introductory Reading:
Gearóid Ó Tuathaigh, Ireland Before the Famine (1972), Ch.3, ‘The state and the people’.

LECTURES (5ECTS)

HI362 Party & Power in 19th and 20th century British History
Dr Laurence Marley

This course explores the relationship between the exercise of political power and the development of political parties in Britain in the period c. 1800 – c.1918. The lectures consider the interplay between ideological and socio-economic forces, organisational structures, leadership and mass political mobilisation. Areas under examination will include the Great Reform Act of 1832 and the changing nature of electoral/political culture during the course of the nineteenth century; the rise of Chartism, the greatest movement of popular protest in British history; the role of the empire factor in party politics in this age of imperialist expansion; suffragist and suffragette campaigns for female franchise in the late Victorian and Edwardian periods; and the rise of independent labour politics in Westminster, and the ultimately political eclipse of the great Liberal Party, particularly after the impact of WWI. Given the legislative union between Great Britain and Ireland from 1801, this survey of British political history in the ‘long nineteenth century’ will prove valuable to those also interested in parallel developments in Ireland during that period.

Introductory Reading:
HI585 Debates and Controversies in European Women’s History, c.1780-1939

Dr Caitriona Clear

The focus of this transnational Final Year lecture module is historiographical as well as historical. As well as appreciating how women’s lives at every social level changed in this century and a half of sweeping political and social transformation, students are introduced to the many controversies which have been generated in European women’s history since the early 1970s e.g. did domestic service ‘modernise’ or enslave working-class women? How did the labour movement treat women? How did hospital nursing develop as an all-female profession? How did women experience ‘white-blouse’ office work and shop work? Did winning the vote make much difference to women’s rights in the interwar period? On all these questions, as much attention as possible will be paid to French, Norwegian, German, Belgian, Italian, Spanish and Russian women. British and Irish women will of course be mentioned, but care will be taken not to duplicate other history modules which focus on e.g. the British and Irish suffrage movements or women in Irish nationalism and trade unionism.

Introductory Reading:


The rise of the foreign aid regime was one of the most important trends in international relations in the twentieth century. This seminar examines the actors (governments, NGOs, international organisations) and issues (empire, religion, diplomacy, altruism, advocacy, economics, and human rights) that shaped its fortunes. Integrated case studies - from the refugee crisis after the Second World War to the Rwandan genocide - will allow students...