

## **HISTORY SOPHISTER MODULE OPTIONS 2024-25**

These module descriptions represent the choices that will be available to you during Online Module Enrolment this summer. There is one set of List I modules for both SS students and for JS Single Honours students. The List II modules available to JS and SS students are different.

This year, all students will enrol via Online Module Enrolment. For those who do not have the results for the 2023-24 year yet (because marks from an exchange programme have not yet arrived, or because you will be submitting work during the reassessment period), your enrolment will be conditional on your passing the year. All enrolment is first come, first served.

### **Junior Sophister, History Single Honours:**

- 10 credits: two terms of Researching History
- 20 credits: one set of linked modules from List I (10+10)
- 20 credits: **EITHER** one List II module in each term (10+10)  
**OR** a List II module in Michaelmas term and two List III modules in Hilary term (10+5+5)  
**OR** two List III modules in Michaelmas term and a List II module in Hilary term (5+5+10)

### **Junior Sophister, History Major A or Major with Minor:**

- 10 credits: two terms of Researching History (5+5)
- 20 credits: one List II module in each term (10+10)
- 10 credits: one List III module in each term (5+5)

### **Junior Sophister, History Minor A, or Senior Sophister, New Minor Subject in History:**

- 10 credits: two terms of Researching History (5+5)
- 10 credits: one List III module in each term (5+5)

### **Junior Sophister, History Major B or Minor B or Joint Honours:**

- 10 credits: two terms of Researching History (5+5)
- 20 credits: **EITHER** one List II module in each term (10+10)  
**OR** a List II module in Michaelmas term and two List III modules in Hilary term (10+5+5)  
**OR** two List III modules in Michaelmas term and a List II module in Hilary term (5+5+10)

### **Junior Sophister, formerly Joint Honours, now Single Honours in the other subject:**

- 10 credits from one List III module in each term (5+5)

### **Senior Sophister, Single Honours or History Major B**

- 20 credits from one set of linked modules from List I (10+10)
- 20 credits from one List II module in each term (10+10)

- 20 credits from dissertation

**Senior Sophister, History Major A or Joint Honours or HPS with capstone in History**

- 20 credits from one set of linked modules from List I (10+10)
- 20 credits from dissertation

**Senior Sophister, History Minor A or Joint Honours or HPS with capstone in other subject**

- 20 credits from one set of linked modules from List I (10+10)

## LIST I MODULES.

AVAILABLE TO: ALL SS STUDENTS EXCEPT NMS; JS SINGLE HONOURS STUDENTS

Assessment pattern in all List I modules: Michaelmas term source analysis 40%, essay 60%; Hilary term essay 50%, exam 50%.

HIU34076/76 Edward I, Edward II and the Conquest of Britain, c.1272 - c.1327 (David Ditchburn)



During the thirteenth century the kings of England and Scotland gradually extended their power westwards: much of Wales and Ireland fell under English control, while the Scots conquered the Isle of Man and the western isles. But when the Scottish king Alexander III rode to his accidental death in 1286, leaving only his sickly Norwegian grand-daughter as his heir, Edward I was presented with an opportunity to extend his influence northwards too. Through a close reading of contemporary documents in translation, this module seeks to assess Edward I's motives. Was he an opportunist? Did he have an imperial vision? Was he moved by English political imperatives in seeking to perfect his control of Scotland, Wales and Ireland? Were his actions statesmanlike or duplicitous? His imperfect conquest of Scotland in particular made a difficult legacy for his son, Edward II. But to what extent did Edward II's character and domestic policies exacerbate matters? And was nationalism a cause or a consequence of the wars that broke Britain in the late thirteenth and early fourteenth century?

## LIST I

### HIU34067-68 Deviance and Dissent: Crime in the British Isles, 1250-1450 (Philippa Byrne)



(Image: Inner Temple Library)

The period c.1250 to c.1450 was one of social and political flux across the British Isles. Old hierarchies seemed to be breaking down. While royal pronouncements and church sermons present a picture of a harmonious and orderly world, legal texts tell quite a different story. Peasants challenged the rights of landlords and chased officials out of their villages; young men broke the rules by wearing elaborate outfits made from luxury materials that were forbidden to them; students rioted in the streets; religious dissenters refused to follow the teachings of the institutional church and debated doctrine with archbishops; the nobility engaged in banditry and extortion, earning them the label 'fur-collar criminals'. It is no surprise that it is in this period that we see the first poems in praise of 'Robyn Hood', an outlaw acclaimed for attacking corrupt sheriffs and bishops.

This module invites students to look at the evidence for this breakdown in law and order, and to consider why the British Isles seemed such a 'lawless' place in this period. Why did the church and crown have such difficulty in asserting control? Was it social status, profit, or salvation that motivated people to defy the demands of authorities? Many of the themes we will consider in this module have modern resonances, as we consider the ways in which authorities sought to regulate sexual behaviours, antisocial activities, and speech.

This module offers students the chance to listen to the voices of 'ordinary' people caught up in these disturbances and challenges. We will not only consider legal evidence (law codes, petitions, trial records) but other sources, such as literature, poetry, and manuscript illustrations. Students will have the opportunity to focus on some of the most controversial

and famous criminal trials of this period. We will look at the trial of Alice Kyteler, the first recorded person in Ireland to be condemned for witchcraft, after the unexplained deaths of four husbands. We will also examine the trial of Richard of Pudlicott, responsible for the most notorious medieval heist—the burglary of the royal treasury at Westminster. Students will also be able to draw on a stimulating body of secondary literature, and will be encouraged to use techniques from anthropology, sociology, and literary theory to consider how we interpret the evidence for medieval criminality.

## LIST I

### HIU34077/78. Food, Bodies and Identities in Early Modern Britain and Ireland (Susan Flavin)



Joachim Wtewael, *The Kitchen Maid* (c. 1620)

Food is essential to life. This is not just because it sustains us physically, but because it is central to the expression of human identity. While historians have been quite slow to engage with this field of study, recent work has uncovered the deep, complex significance of food in the past, the way that meanings were developed through practices like fasting, cooking, gift exchange and commensality, and how those meanings relate to categories such as social status, race, gender, religion and nationhood. As Christopher Kissane has observed, food is no longer an ‘insular historical subgenre’ but a ‘subject that sits at the heart of historical study and spreads right through its breadth’.

The early modern period has proven particularly interesting. The transformations sweeping the world led to great changes in both what people ate and drank and how they thought about it. Expanding trade forged new patterns of food consumption. Much of that trade developed through the colonial enterprises of European powers, which were connected to the formation of nation states and solidifying ideas of national and racial superiority. These hardening conceptions of difference were vividly expressed through food. Taking advantage of a burgeoning culture of printed texts, writers

engaged in vigorous debates about what and how people should eat, informed by the rediscovery of classical understandings of food, health, and the body and the fiery intellectual tradition of humanism. Theologians weighed in too. Food was central to the lived religion of early modern people and the turmoil of the Reformation generated fierce discussions about the spiritual meaning of food and even altered mundane patterns of consumption. Food was also vital to gender interactions and ideologies. A cult of domesticity emerging in the sixteenth century placed huge emphasis on the kitchen as a site of the emerging national identity. At the same time, men and women used the rituals of eating, and especially drinking, to express evolving ideas around sociability and good fellowship. Using food as a lens then, provides a dynamic way to understand the complexities of early modern society in a period of immense change.

This module immerses students in the world of early modern food. In Michaelmas term, students will engage with core concepts and themes in the historiography, both in relation to changing patterns of consumption and the 'meanings' of food in society. In Hilary term, we will adopt a more 'hands on' approach. Taking advantage of the remarkable local resources available to food historians, workshops will be held at venues including the National Gallery (visual sources), the Museum of Decorative Arts (material culture), the National Library and special collections at Trinity College Dublin (manuscript recipe books), as well as an archaeology laboratory at UCD (archaeobotanical). At these venues, students will learn to explore and connect diverse approaches to food history, think about interdisciplinarity and even try out some practice-based work by recreating various recipes. Although the primary focus of the module is England and Ireland, the experience of these countries will be considered comparatively, and in the context of wider global developments.

## List 1

### HIU34023/24. Revolutionary Britain I and II (Robert Armstrong)



'Revolution' is not a term usually associated with Britain, but the so-called 'Glorious Revolution' of 1688-9 fixed constitutional norms and entrenched notions of 'liberty' which would shape British life for centuries to come. To England it brought some resolution to intense religious disputes and a significant degree of religious toleration. To Ireland, it brought a bitter and devastating war, resulting in a strengthened Irish parliament and a battery of 'penal laws'. In Scotland, it intensified debates on national identity and aspirations which preceded the controversial Treaty of Union of 1707. In all three kingdoms it ushered in renewed tendencies to turn politics into conspiracy with the rise of the Jacobite movement. This module will give particular attention to the wider cultural setting of politics and to such contentious questions as how to deal with religious diversity, with popular participation or with the increasing preoccupation with commercial concerns. Sources will extend from the popular press to the writings of authors as diverse and distinctive as John Milton, Andrew Marvell and John Locke, Daniel Defoe or Jonathan Swift.



## List 1

### HIU34039/30. The Secret Police in Communist Europe, 1917-1989, I and II (Molly Pucci)



*Czech Author Milan Kundera under surveillance in Prague*

In this module, we trace the role of secret police forces in communist states and societies through the rise and fall of communism in twentieth century Europe. Who were the secret police? How did this institution change over the course of the twentieth century? How did secret police officials impact intellectual thought and everyday life in communist societies? To examine these periods, we study a variety of primary sources, including interviews with secret police officials, court records, dissidents' writings, photographs taken with hidden cameras, victims' memoirs, films, and poetry. We discuss the identities of secret police officials, the nature of resistance to communist dictatorships, interrogations, foreign espionage, and the technology of surveillance. We end by reflecting on contemporary discussions about the history of communism in Europe. In Hilary term, we will focus on the Cold War and the influence of the secret police on cultural and social life under communism from the death of Stalin in 1953 to the fall of the Berlin Wall in 1989.

## LIST I

### HIU34069-40 Fascism, 1914-Present I and II (Patrick Houlihan)



This module surveys one of history's most infamous sociopolitical movements. Born in reaction to the First World War, and helping to cause the Second World War, Fascism is essential to understanding the age of extremes in the 20th century.

We will examine the key comparison of Mussolini's Italy and Hitler's Germany, as well as a spectrum of other fascist movements. We will study the phenomenon through the latest contemporary scholarship as well as primary sources (in English translation) that include public manifestos, secret memoranda, letters, and diaries. We will study theoretical approaches to understand Fascism historically, also reflecting upon its legacies for the contemporary world.

## LIST I

### HIU34049-50 Ireland's Colonial Legacies I and II (Ciaran O'Neill & Patrick Walsh)



What are Ireland's colonial legacies and where can we find them? What part did Irish people play in the project of settler colonialism, or in the exploitation of indigenous people across the globe? What agency did they display in this, and to what extent were these legacies visible 'at home,' in the cities and in countryside? Did Irish people enslave people? How did people juxtapose these experiences with the lived or remembered experience of colonial victimhood and plantation in Ireland?

This list I module tackles these topics from both a traditional perspective and a public historical one. We will look at structures of coloniality in Ireland and Irish diaspora communities from about 1780 to the present. In addition to tracking Irish entrepreneurs, soldiers, missionaries and colonists across the 'settler colonies' such as South Africa, Australia and New Zealand it will look at the Irish in India, West Africa, Argentina, and the West Indies. The course will also involve visits to various sites in Dublin that have a profound connection to empire – such as the National Botanic Gardens and St Patrick's Cathedral – but it will also interact with exhibitions, architecture, and monuments. It will also focus directly on many of the issues raised by the Trinity's Colonial Legacies Project and so allow students to interrogate their own university in relation to these global issues.

## List 1

### HIU34027-28 American Politics and Culture I and II (Dan Geary)



This course offers an overview of American cultural history in the half century from the beginning of World War II in Europe to the end of the Cold War. It focuses especially on analysing the political meaning of cultural texts in their historical contexts. A wide variety of cultural texts will be examined including works of literature, film, television, music, and visual art. We will investigate how American culture reflected, contested, and shaped such historical trends as America's emergence as a global superpower, the growth of a mass consumption economy, struggles for racial equality, changing gender roles, the rise of social protest movements, and the conservative drift of American politics since the 1970s. Students will not only learn about a fascinating and important period in American history, but also gain experience in understanding cultural texts in their political and historical frameworks.

## List 1

### HIU34035/36. Empire and Environment in Russia from Peter I to Gorbachev (Katja Bruisch)



This module explores the relationship between empire and environment in Russia from the reign of Peter I until the end of the Soviet period. How did imperial expansion and imperial rule transform livelihoods and physical environments in the multiethnic space of the Russian Empire? How did Soviet ideas and practices of resource use build upon or diverge from imperial repertoires? And how can the annexation of Crimea, the war in Donbass and Russia's large-scale invasion of Ukraine in 2022 be situated in larger histories of empire and environment?

We will study how political, social and environmental developments interacted in Eurasia over the past three hundred years. Using translated primary sources, we will follow explorers, hunters and animals through the spaces of the expanding Russian Empire; we will examine how the extraction of resources and the construction of infrastructure served the interests of social elites and transformed local environments; and we will look at how the population of the Russian Empire and the Soviet Union enacted and responded to changes in their environment. Topics include the Russian conquest of the Far East, Crimea and Central Asia; hunting and extinction; natural resources during the 1917 Russian Revolution; the famine in Ukraine and Kazakhstan during the early 1930s; the exploitation of labour and nature in the GULAG; the Virgin Land Campaign; Cold War environmental diplomacy; environmental disaster and the end of the Soviet Union (Chernobyl, Aral Sea).

## List 1

### HIU34081/82. From Plantation Colony to Global Development Power: A History of Modern Brazil (Diogo de Carvalho Cabral)



As a nation-state, Brazil has followed a unique path in the concert of modernity. Emerging from the decolonisation of the Ibero-American world in the early nineteenth century, Brazil – unlike other countries in what would come to be known as ‘Latin America’ – managed to maintain the integrity of its colonially shaped territory under a monarchical structure. To build a democracy and a sense of nationhood, the country’s political elites had to deal with the structures inherited from Portuguese rule, especially African slavery and the plantation economy dependent on European markets. These legacies shaped – and were transformed by – the developments of the late-nineteenth and twentieth centuries, such as the establishment of the republican regime, industrialisation, and urbanisation. The module will explore these historical continuities and discontinuities, offering an all-encompassing survey of the country’s trajectory until the Workers’ Party’s ascension to power, its social-democratic project, and its ambition of leading a Global South development front in the early twenty-first century. Partly as a reaction to these policies, a far-right movement has emerged over the past ten years, which we will study as the module’s final topic. Michaelmas term will be devoted to the nineteenth century (with a brief discussion of the colonial precedents), while in Hilary term we will focus on the twentieth and twenty-first centuries.

## List 1

### HIU34083/84 British and French Colonialism in the Middle East, 1919-39 (Ramazan Öztan)



The history of the modern Middle East is profoundly shaped by the introduction of British and French colonial rule over the region in the aftermath of the First World War. Prefacing this two-decade-long history were the centuries of Ottoman rule over the empire's Arab provinces, the memories of which also played into popular perceptions of the imperial pasts and national presents. The module will familiarize students with the key scholarly discussions addressing various aspects of this complex history. By situating the making of the region in a broader context, we will discuss the scramble of former Ottoman territories after the Great War and the contentious introduction of the League of Nations' mandates to the Middle East. We will trace developmentalist discourses and postwar visions for the future that facilitated the onset of colonial rule, examining how these visions were implemented in terms of administration, infrastructure, and economy, and the ways in which imperial rule was challenged by the broader sectors of the region's population. Weekly discussions will center on a variety of primary and secondary sources, surveying key themes, such as humanitarianism, peace-making, borderlands, property, nationalism, minorities, displacement, gender, environment, nomadism, narcotics, archeology, resource extraction, and memory. This approach will enable students not only to develop a keen understanding of the region's complex past, but also undertake independent projects aligned with their own research interests.

## LIST I

### HIU34063-64 Poverty, Class, and Power in Modern Ireland (Carole Holohan)



For the policy-makers, sociologists, politicians and commentators involved, defining poverty and identifying the best ways to eradicate it are key questions. Historians, however, have different concerns. We are often more interested in the problematisation of poverty and ask when and why did it become politicised? We also examine responses to poverty and examine how the welfare landscape evolved over time. More recently, historians have tried to address the experience of poverty, centering those who received relief, and were subject to processes, tests and incarceration.

In this module we will examine the way issues around poverty and welfare have been formulated and reformulated during the nineteenth and twentieth centuries in Ireland. Official and private or voluntary responses to poverty will be examined. We will probe the extent to which international, political and religious ideas framed ideas about poverty and welfare, and we'll consider the role of power and class that were fundamental to the welfare landscape on the island. We will study the existing historiography and primary source material in order to assess how historians have written this history, and we will develop questions that still need to be addressed.



## LIST I

### HIU34065-66 Gender, Family, and Sexuality in Ireland, c. 1860s to 1990s (Lindsey Earner-Byrne)



This module explores gender, sexuality and family in Ireland from the 1860s to the 1990s with a particular focus on how gender roles, understandings of gender, sexual expression and family life evolved. It examines the impact of changing social and economic realities, welfare ideologies, religious and moral imperatives and political activism. The module also considers how the historiography has developed and changed over time in relation to women's history and gender history and how this has informed understandings of the history of the family in Ireland.

Key questions considered are: What were the main changes in women's lives during this period? Was men's role equally important in shaping the family and society and was it also subject to change? How was female and male sexuality constructed, perceived and lived during this period? How did cultural understandings of sex and sexual morality impact on the regulation of sexuality in Ireland? How did social and legal responses to homosexuality evolve? How did understandings of gender change during this period?

A particular focus is placed on the everyday experience of gender using various primary sources, such as letters, diaries, memoirs, commissions of inquiry, photographs, fiction, films and newspapers.

## List 1

### HIU34079/80. The Troubles, 1968–1998: From Civil Rights to the Good Friday Agreement (Brian Hanley)



Between 1969 and 1998 nearly 3,500 people died as a result of the Northern Ireland conflict, while almost 50,000 were injured. It is over 25 years since the signing of the Good Friday Peace Agreement and commentators increasingly make the argument that the conflict is moving from the realm of memory to history. Indeed 2023 was the first year since 1969 there was not one 'Troubles' related fatality. While the idea of a united Ireland in 'our' lifetimes is talked about realistically, the 'Troubles' remains among the key issues that divides opinion north and south. This module examines developments from the outbreak of the Troubles in 1968 until the peace agreement of 1998. Key events will be looked at, but we will also try to understand how day-to-day life continued in the midst of conflict. We will look at the writings of activists and political commentators as well as academic historians. How different communities responded, how class and gender affected these responses, the contending views of activists, the experience of 'ordinary' people, popular culture, music and sport and the role of the media are all examined. Though the majority of the violence took place in Northern Ireland, this course engages with the all-island and indeed the global context of the Troubles.

LIST II.

MICHAELMAS TERM. AVAILABLE TO ALL JS STUDENTS AND TO SS NMS STUDENTS

HIU34506, Creating a Colonial Capital: Dublin Under the Anglo-Normans (Seán Duffy)

Assessment: long essay 100%



Dublin may have begun life as an Early Christian monastery but, if so, the latter was commandeered by Scandinavian raiders in the early Viking Age. Under its new masters, it became first a naval base, then a trading emporium, then an embryonic town, and ultimately a thriving metropolis, the largest city in Ireland and the country's *de facto* capital.

The greatest transformation in Dublin's fortunes took place in September 1170 when it was captured from its Irish and Hiberno-Scandinavian rulers by an Anglo-Norman army led by the famous Strongbow, after which point – for nearly three-quarters of a millennium – it was the nerve-centre of English (later British) rule in Ireland, headquarters of a colonial administration, and, in many respects, an English city on Irish soil.

This module examines that transformation. How did the Viking city of Dublin become an English possession in 1170 and how did it change as a result? What did this medieval city look like and how different was it from the Dublin of today? What was it like to live there and what traces of life in the medieval city survive in the archaeological and documentary record? How was it run and who ran it, and who were the Dubliners in the Anglo-Norman Age?

## HIU34509, Atlantic Island: Eighteenth-Century Ireland in Oceanic Perspective (Patrick Walsh)

Assessment: Essay 40% Take-Home Exam 60%



This course examines eighteenth-century Ireland within an Atlantic perspective exploring its transoceanic contexts, connections and contrasts. The course is arranged thematically. Students will engage with themes such as, trade, migration, consumption, war, radicalism, slavery and antislavery. Concepts such as mercantilism, the Black Atlantic, the Green Atlantic and the British Atlantic World will be interrogated and subjected to critical analysis. Geographically the course ranges from the European Atlantic ports of Bordeaux, Cork, and Cadiz to the North American islands of Montserrat and Jamaica, the colonial port cities of Philadelphia and New York and to the Pennsylvania back country exploring the variegated and complex experiences and movements of Irish communities within the North Atlantic ocean. Attention will be paid to the different ways different regions and communities within Ireland engaged with the Atlantic world or worlds. Historiographical issues regarding Ireland's role within the empire, the slave trade, and the distinctive experience of the Irish colonial experience will be given particular prominence.

LIST II, MT, JS

**HIU34566. Childhood in Modern Global History (Isabella Jackson)**

Assessment: one long essay (100%)



What is childhood? Was it invented? How has the concept of childhood differed across diverse historical, geographical and socio-economic contexts? These are the questions that will preoccupy us in this module. Focusing on the 19<sup>th</sup> and 20<sup>th</sup> centuries, but with reference to earlier periods, and covering Ireland, Britain, Europe and the wider world – including colonial settings and China – we will explore how the experience and perception of childhood changed. We will examine the hypothesis that childhood as a time of innocence, development and play was not a natural category but had to be ‘invented’ and consider different periods and locations as possible candidates for its invention or adaptation. From child labour and children in war to the children of elites and youth culture, we will construct a nuanced picture of male and female childhood from primary and secondary sources. This module will appeal to those with an interest in social and global history and the history of ideas.

## LIST II, MT, JS

### HIU34517, Gender and Sexuality in Early Modern Europe (Linda Kiernan Knowles)

Assessment: Essay 1 40% /Essay 2 60%



How did men and women understand the roles, identities, responsibilities and expectations as dictated by their gender? Could one challenge the accepted norms of one's gender identity? To what extent were the ideals of femininity and masculinity constructed during the early modern period? Was there such a thing as homosexuality prior to the modern age? These are some of the questions this course will address as we examine the gender roles and identities assigned to men and women from the Renaissance to the French Revolution. A product of the early feminist histories of women, gender history now encompasses a wide range of studies, including the study of sexuality, queer theory and men's studies. Throughout this course the student will engage with the historiography of these challenging subjects, examine the concepts of femininity, masculinity, patriarchy and gender as they have changed over time, and question how much gender, as a category of historical analysis, has to offer the historian. We will use a wide range of sources, from the works of early 'protofeminists', to the latest historiographical writings on the future of the discipline, thus highlighting the origins and ongoing relevance of debates on gender rights and relations.

**LIST II, MT, JS**

**HIU34533, Re-Imagining Northern Ireland (Micheál Ó Siochrú)**

Assessment: Essay 1 40% /Essay 2 60%



This module explores the “Troubles” in Northern Ireland from a variety of disciplinary perspectives. The first half of the module traces various dimensions of the history of the conflict: from its origins in the Ulster Plantation of the seventeenth century, through partition in the 1920s, to how historians today engage (or don’t) with more recent developments in Northern Ireland. The range of disciplinary approaches include literature, linguistics, geography, film studies, oral history. Having successfully completed this module, students will have gained a critical understanding of many of the key historical, political, social and cultural dimensions of the “Troubles”. They will also develop an appreciation of the value of interdisciplinary approaches to the study of History.

LIST II, MT, JS

HIU34523 Worlds of Dissent: Dissidents and Resistance in Communist Europe (Molly Pucci)

Assessment: Essay 1 40% /Essay 2 60%



*Lech Wałęsa and the Solidarity Movement in Poland*



*Václav Havel and the Charter 77 signatories*

East European dissidents were the most influential political and moral voices in late communist Europe. In this course, we examine the nature of resistance and dissent to communist rule from the 1960s to the 1980s. We discuss the politics of communist dictatorship and the culture of resistance through dissidents' writings, films, plays, philosophical texts, secret police files, and prison diaries. The focus is the rise of "anti-politics" in Hungary, Charter 77 in Czechoslovakia, the human rights movement in the Soviet Union, and the Solidarity movement in Poland. We ask what made these movements specific to each country, the interconnections between them, and the international context of détente and the Cold War in which they arose. We end by discussing the role of dissidents in bringing down the Berlin wall in the revolutions of 1989 and the paradoxes of power as several (Lech Wałęsa and Václav Havel) went from the fringes of politics to the presidencies of post-communist states.



## LIST II, MT, JS

### HIU34528, Empire, Community, and Culture (Robert Armstrong)

Assessment: one long essay 100%



During the course of the eighteenth century Britain lost one empire and began to acquire another. For most of that century the centre of gravity of the empire had been transatlantic, but even after the break-away of Thirteen Colonies, a diverse American empire remained in British hands – from trading outposts in Hudson’s Bay or French-speaking settlements in Canada to the sugar-rich West Indian islands with their slave plantation economies.

On the other side of the world, entirely new stories were unfolding. Much of the Indian subcontinent was coming under the sway an immensely powerful trading corporation, the English East India Company. By century’s end, British exploration had led to encounters with a host of Pacific peoples, while the British presence in the African continent was expanding beyond an assortment of forts and trading posts. This module will look at some of the crucial questions concerning the history of the British Empire in this turbulent century from national identities to gender relations, from slavery to piracy. A sense of the sheer scope and diversity of empire will be conveyed. But above all the module will focus on how empire impacted not only upon the British but upon the many peoples they encountered.

**MICHAELMAS TERM. AVAILABLE TO SS SINGLE HONOURS AND MAJORS TAKING 60 ECTS IN HISTORY.**

**HIU34560 The World of the Crusades (Philippa Byrne)**



The 1204 conquest of Constantinople in a fifteenth-century miniature, BnF Arsenal MS 5090

In August 1096, something new happened: armed groups of Christians set off from Western Europe with the aim of ‘liberating’ Jerusalem from Muslim rule. The Christian capture of Jerusalem in 1099 marked the end of the First Crusade, the establishment of the Crusader States, the beginning of nearly two hundred years of Christian occupation of the Holy Land. Over the following centuries, the idea of crusading and the existence of the crusader states would change the political landscape of both Europe, the Levant, and North Africa. Kings, emperors, and popes struggled to work out what crusading meant for their own authority; new religious orders were founded to support the crusading enterprise; and undertaking a crusade became an increasingly important part of noble identity. Nor was crusading limited to the Holy Land, as military actions were launched in Iberia, Egypt, and the Baltic States. Crusading could even be turned against one’s fellow Christians, as they were in the Fourth Crusade and the Albigensian Crusade.

The Crusades remain a contentious topic to this day, and this module invites students to engage with the complexity of the phenomenon of crusading. How can we judge the motivations of crusaders? Given the huge personal and financial costs of crusading, why were so many so keen to make the journey? Should we see the establishment of the Crusader States as forerunners of later European colonialism? Does the term ‘crusade’ have any meaningful coherence at all?

This module will engage with crusading in broad terms, considering not just the military aspects of crusading, but the wider social and political landscape. This will include examining the political and economic problems of the Crusader States; the nature of interactions and accommodations between the different religious groups in the Holy Land; and the role of women in the enterprise of crusading. We will think about both the literary and the material evidence for crusading, and students will be encouraged to draw upon both Christian and Islamic accounts, including William of Tyre's chronicle, Ibn Shaddād's *History of Saladin*, and Geoffrey of Villehardouin's account of the conquest of Constantinople.

**LIST II, MT, SS.**

**HIU34520 Writing the Enlightenment (Joseph Clarke)**

Assessment: Essay 1 40% /Essay 2 60%



In 1783, the influential Berlin magazine, the *Berlinische Monatsschrift*, asked its readers the question: 'What is Enlightenment?' Two and a half centuries later, the debate that question prompted continues.

If historians generally agree that far-reaching intellectual and cultural changes took place across much of eighteenth-century Europe, they rarely agree about the nature of that change or how to interpret it. This module introduces students to some of the major interpretations of, debates about, and approaches to the history of the Enlightenment in eighteenth-century Britain, France, Germany and Italy. It asks students to engage with original sources (in English), alongside the historiography of the Enlightenment, and to come up with their own responses to that still troubling question.

LIST II, MT, SS.

HIU34543. Changing China: Communists, Capitalists and Colonialists in the Early 20<sup>th</sup> Century (Isabella Jackson)



China underwent dramatic changes through the course of the first half of the twentieth century in politics, society and culture. Colonial exploitation at the hands of many different foreign powers fired up a young revolutionary generation who expressed their desire for change in cultural movements and political action. Women and men, students and workers united to oppose imperialism and explore ways of transforming society. The development of a new form of urban capitalism was followed rapidly by the emergence of a Chinese communist movement, which grew from obscure beginnings to govern the country from 1949. Civil war and the Japanese invasion of China in China's long Second World War accelerated some changes and stymied others. This module allows students to explore these trends that shaped the world's most populous country.

**LIST II, MT, SS**

**HIU34519. A module in modern South Asian History.**

Details to be confirmed

LIST II, MT, SS

HIU34503. Race and Ethnicity in American Social Thought since 1940 (Dan Geary)



This module surveys the development of American ideas about race and ethnicity from 1940 to the present day. This is a class in intellectual history and will appeal to students who are interested in the methods of this historical approach. However, we will relate the ideas we encounter to their broader political and social context; in this case, particularly as they pertain to the history of American racism, the struggle for racial equality, and the history of American immigration. The primary readings will be works by American intellectuals who shaped debate on these issues such as Gunnar Myrdal, Kenneth and Mamie Clark, Amy Uyematsu, and Ta-Nehisi Coates.

LIST II, MT, SS

**HIU34519: History and Fiction (Ciaran O'Neill)**



Can we use fiction to study history, and should we? What can we learn about history by studying the novel? This module involves the study of a range of literary styles in the genre of the short story and novel: contemporary realist fiction, historical novels, children's literature, counter-factual narratives, even dystopian novels of the future. Literary works studied may include such works as Jane Austen, *Northanger Abbey* (1817); Andrew Miller, *Pure* (2011); James Joyce, *Dubliners* (1914); Philip Roth, *The Plot Against America* (2005); George Egerton, *Keynotes* (1893); Kate Grenville, *The Secret River* (2004); Margaret Atwood, *Oryx and Crake* (2003).



HIU34572. Christians and Jews in the Middle Ages (Ruth Karras)



The Jews lived within medieval Christian Europe as separate communities under their own law, but there was also quite considerable economic, social, and even theological exchange between Christians and Jews. This module approaches intercommunal relations from a variety of perspectives. One has to do with everyday life, as Christian wet nurses cared for Jewish children, Jewish merchants sold wine to Christian customers, rabbis advised court intellectual circles on Biblical interpretation, and periodic bursts of ritualized violence punctuated the liturgical year. The second deals with polemic: both groups wrote vehement attacks on each other and their beliefs and practices, but these attacks had different effects on the two groups because Christians dominated the society. A third discusses the use of the Jews as a symbol for Christians: the Old Testament as prefiguration of the New, the Jews as part of salvation history. The fourth deals with moments of extraordinary tension: the Rhineland massacres during the First Crusade, accusations of ritual murder and host desecration, condemnations and burnings of Jewish holy books, and the expulsion of the Jews from various western European countries culminating with Spain in 1492.

**LIST II, HT, JS**

**HIU34570. Sickness and Health in Early Modern Europe (Susan Flavin)**

**LIST II, HT, JS**

**HIU34515, Romance before Romanticism: Life, Love and Death in Ancien Regime and Revolutionary France (Linda Kiernan Knowles)**

Assessment: Essay 1 40% /Essay 2 60%



This module will introduce the student to the private and family life of the ancien régime subject and revolutionary citizen, from the lower classes to the royal court. It will explore marriage, motherhood, fatherhood, childhood and death among others. But it will also introduce the student to the underbelly of the Enlightenment, the sexual underworld of Paris, infidelity and adultery, prostitution and licentiousness. The student will gain an understanding of the quotidian existence of men and women at many levels during this period of intellectual, cultural, religious and political upheaval.

**LIST II, HT, JS**

**HIU34518: Histories of Transylvania: Blood and Soil (Graeme Murdock)**

Assessment: Essay 1 40% /Essay 2 60%



This module engages with a range of narratives about the cultural and political history of Transylvania. It also uses Transylvania as a test case to examine a range of profound processes that have shaped the histories of many regions of Europe. It ranges from the medieval period to the present day. The module will cover historical and political debates over the origins of Transylvania's peoples, medieval myth-making and Vlad Dracul, Transylvania on the border between the Christian and Muslim worlds, Transylvania as a haven of religious tolerance, the role of minorities including German-speakers and Jewish communities in Transylvanian society, Transylvania's place within the Habsburg monarchy, and the impact of liberalism, nationalism, fascism and socialism on modern Transylvanian politics and society. We will also consider travellers' accounts, literature and films about Transylvania and its history, and examine how this land acquired a particular place in Western imagination.

**LIST II, MT, JS**

**HIU34531, German Empires at War, 1914-1945 (Patrick Houlihan)**

Assessment: one long essay 100%



Germany played a primary role in causing the First and Second World Wars, which resulted in mass death and destruction that reshaped the global balance of power. In this module we examine Germany in its national, transnational, and imperial contexts, ultimately seeing the global story of the world wars through the perspectives of a key nation-state and its imperial hegemony.

We will interrogate historical continuities and changes about the world wars and the “interwar” era. Topics will range across the spectrum from high diplomacy to intimate family histories of everyday life. In addition to classic and cutting-edge scholarship, we will study a range of sources including battle plans, bureaucratic memoranda, diaries, and letters, all in English translation. We will end with a discussion of the post-1945 legacies for Germany and the globe.

**LIST II, HT, JS**

**RUU44092, The History of Everyday Life in Communist Eastern Europe (Balazs Apor)**

Assessment: source commentary (20%), essay (80%)



The module explores various aspects of the history of everyday life in Communist Eastern Europe from the establishment of the Soviet Union until the disintegration of the Soviet bloc. The topics to be discussed include sexuality, family and gender relations, consumption, alcohol and drug abuse, leisure, popular culture and music, as well as the effect of the Soviet project on the formation of and representation of identities. The module reflects on these themes from a comparative perspective using examples from the Soviet Union and from the countries of the Soviet bloc in Eastern Europe.

**LIST II, MT, JS**

HIU34571. A module in modern US history

Details to be confirmed

HIU34573 Around the Equator: A Global History of the Tropics (Diogo de Carvalho Cabral)



Part ecological fact, part ideological discourse, the 'tropics' were/are central to Western history writing. The category represents the environmental Other that Europeans – and later North Americans – had to deal with in constructing the modern world, with all its economic, social, racial and cultural asymmetries and inequalities. The module will explore the multiple dimensions of this history from a global perspective, emphasising the intellectual and material creation of a unified and coherent bioclimatic zone that amalgamates parts of the Americas, Africa, Asia and Oceania. After discussing the concept of 'tropicality' – the European gaze on non-European environments – we will journey through some critical aspects of that amalgamation, including colonialism, resource extractivism, and intertropical species transfer and acclimatisation. The last part of the module will focus on two urgent contemporary issues, namely climate change and decolonisation, seeking to discuss the future of the 'tropics'.



## HILARY TERM. SS SINGLE HONOURS AND MAJORS TAKING 60 ECTS IN HISTORY

### HIU34557. Cultures of Violence in the Reformation (Graeme Murdock)

Assessment: Essay 1 40% /Essay 2 60%



The breakdown of religious uniformity in sixteenth-century Europe introduced profound challenges to political authority and social cohesion. In the search for truth and harmony, many states and ordinary Europeans displayed what they regarded as an entirely moral hatred towards purveyors of lies. This extended from violent speech into violent action, with violence sometimes deployed as a purifying ritual in defence of truth.

This module will consider the violent character and consequences of the Reformation in different European societies and in the context of early European imperialism. This will include the study of violent language in speech and print, heresy trials, cults of martyrdom, iconoclasm, the destruction of sites of worship, book-burnings, religious riots, ritual violence, pogroms, and forced exiles. We will consider violent language and behaviour not only between rival Christian communities but also towards Jewish, Muslim, and other communities. We will analyse the role of violence in pursuit of moral and social renewal through disciplinary institutions introduced during the Reformation. We will also analyse violence against women in the context of enhanced patriarchal authority during the Reformation period.

LIST II, HT, SS

**HIU34522, Fear and Loathing on the Campaign Trail: Presidential Elections in American History, 1796-2024 (Patrick Geoghegan)**

Assessment: essay 40% and take-home exam 60%



American presidential elections have frequently been dirty and divisive, and they have shaped and influenced how political campaigns are conducted around the world. In some ways the 2016 and 2020 elections represented something new and unprecedented, in others they shared similarities with campaigns going back to the foundation of the republic. This module takes a thematic approach to presidential elections, analysing and assessing them through a variety of lens. Each week looks at a different theme, and follows the life cycle of a presidential campaign, from primaries through to conventions, the choosing of running mates and third-party candidates, campaign ads and presidential debates, dirty tricks and speeches, all the way up to October Surprises and the impact of the Electoral College.

LIST II, HT, SS

HIU34562      **Dissenting Ireland: From Plantation to Partition (Robert Armstrong)**

Assessment: One long essay



By the nineteenth century perhaps one in ten of the inhabitants of Ireland were identified with communities of religious dissent, neither Catholic nor attached to the established Church of Ireland. Yet theirs remains largely a 'hidden history', or at least one rarely connected to changes and developments impacting on Ireland and the wider world from the seventeenth to the early twentieth century. This module will examine the diverse histories and hugely varying life experiences of the women and men who were part of these communities. The module will centre on case studies, linking these to wider themes and approaches, drawing together social, political, gender, intellectual and religious history. Each case study will draw upon the wealth of primary sources produced by dissenting men and women, from diaries and letters to political tracts and sermons, histories and literary texts. Topics will range from debates on religious liberty to the regulation of sexual and family life; Presbyterian political radicalism and revolutionary action in 1798 to the emergence of popular Unionism; the experiences of French religious refugees or of individuals struggling with, or profiting from, an Irish Industrial Revolution; the excitements of mass religious revival in rural Ireland and the encounter with Darwin's challenge to traditional religious belief. Due attention will be given to Presbyterians, at once numerically dominant in parts of Ulster yet strikingly diverse in their social backgrounds or convictions, but the module will also attend to the rich variety of dissenting communities which contributed to the history of Ireland, not least to small, scattered but often influential groups present across the island, from Quakers to Methodists, Unitarians to the Salvation Army.

## HIU34574 Commodity frontiers: Labour, nature and capital in global history (Katja Bruisch)



Image credit: People with baskets and sacks pick cotton on a plantation. Coloured lithograph after J.R. Barfoot (1840). Wellcome Collection

Things like sugar, cotton, copper, petroleum, or palm oil have become so embedded in our ways of life that we struggle to conceive of a world without them. Their presence is the outcome of a long history of frontier expansion during which the social and ecological costs of economic growth were placed on people and nature at the social and geographical margins of modern capitalism. This module engages with a new body of scholarship on commodity frontiers to think about the intersection of labour, nature, and capital from the early stages of European colonialism until the age of neoliberalism. Classes will feature case studies of labour exploitation and ecological disruption, but also resilience and resistance in places as diverse as Caribbean sugar plantations, central African copper mines, or Indonesian palm oil plantations. Over the course of the term, we will discuss concepts and frameworks through which historians have tried to understand the social and material entanglements of the world economy, such as commodity chains, world ecology, (neo-)extractivism, unequal ecological exchange. The final 5,000-word essay will be a historical exploration of a place or commodity of your choice. Over the course of the term, you will be given research prompts and feedback intended to support you on your journey to the final paper.

LIST II, HT, SS

HIU34568. Rebels and Reformers: The Modern Middle East in Upheaval (Ramazan Hakkı Öztan)

Assessment: Essay 1 40% /Essay 2 60%



Revolutions have deeply shaped the world as we know it today. This module shows how and why by focusing on the modern Middle East, where revolutions were as central to the making of the region as elsewhere. We will start the course by situating the Ottoman Empire within the context of the Atlantic revolutions and the revolutions of 1848, which will be followed by discussions of the constitutionalist revolutionaries who were active from the Balkans to the Arab Middle East throughout the fin de siècle. After introducing the way in which the Wilsonian moment unfolded in the Middle East and the origins of the region's socialist movements, the module will then explore the process of revolutionary decolonization and the context of the Long Sixties. These discussions will provide the crucial background to evaluate the coming of the Iranian Revolution in 1979 and the Arab Spring. By closely studying revolutionary movements and their outcomes in various countries, students will not only gain a deeper understanding of the history of the modern Middle East, but also begin to situate the region within its due global historical context.

## LIST II, HT, SS

### HIU34452, The Republic of Ireland and the Sixties (Carole Holohan)

Assessment: one long essay 100%



The sixties (or long 1960s) has a reputation as a dynamic and vibrant period in which cultural, social and political norms were challenged around the world. The Republic of Ireland with its large rural base, a protected economy and a long history of emigration, had often failed to follow prevailing European patterns of economic and social development, and indeed had no experience of the economic miracles experienced in many post-war societies. From the 1950s, however, economic growth and planning became the central focus of Irish governments, heralding a new national project that involved opening up the economy, courting foreign capital and applying for membership of the European Economic Community. Irish society entered into a period of accelerated modernisation, and economic, social and cultural changes were increasingly internationalist in orientation. By analysing Irish society through a number of different lenses, including popular culture, religion, migration, and welfare, this course identifies changes and continuities in institutions, ideas and the lived experience of Irish people with consideration given to the ways in which gender, class and location affected Irish lives. In Northern Ireland, social, economic and cultural changes similarly had significant effects. The Civil Rights movement used the language and methods of international protest movements, and the course concludes with a focus on a range of protest movements that emerged on the island, with some consideration of the impact of Troubles. Throughout the module we will analyse how historians have assessed both the sixties and the Irish experience of it.

### List III. Available to JS History Majors

#### List III MT

HIU33105      Froissart, Chivalry and Warfare (David Ditchburn)

Assessment: four document commentaries.



The Battle of Crécy, 1346.  
Jean Froissart. *Chroniques*, 15th century.  
BnF MS Arsenal 5187, f.135v.

Jean Froissart (c. 1337–c. 1405) was the author of a fourteenth-century chronicle. He was particularly interested in chivalry and warfare, writing extensively about what subsequently became known as the Hundred Years War. Recognized by contemporaries on all sides of the conflict as a man who recorded the events and experiences of the aristocratic elite, modern historians are as much interested in what he reveals about contemporary mentalities. This module seeks to investigate how and why Froissart wrote his chronicle, addressing topics such as oral history and plagiarism in the process. It will also explore Froissart's concerns with chivalry, warfare and popular revolt —and his comments on women and the lower social orders — in an attempt to assess how accurate or idealised Froissart's portrayal of fourteenth-century society was. Discussion will focus on the Penguin Classics edition of Froissart's *Chronicles*.

## LIST III MT

### HIU31104, Reading the 1641 Depositions (Micheál Ó Siochrú)

Assessment: One essay



The 1641 Depositions (Trinity College Dublin, MSS 809-841) comprise over 8,000 witness testimonies by Protestant settlers from all social backgrounds, concerning their experiences of the 1641 Irish rebellion. The testimonies document the loss of goods, military activity, and the alleged crimes committed by the Catholic Irish insurgents, including assault and murder. This body of material is unparalleled anywhere in early modern Europe and provides a unique source of information for the causes and events surrounding the 1641 rebellion and a unique window into the social, economic, cultural, religious, and political history of seventeenth-century Ireland, England and Scotland. A recent project transcribed all the original depositions in the Trinity College library, making them available and fully searchable online at <http://1641.tcd.ie>.

The depositions vividly document English colonial and 'civilizing' processes in Ireland, which included the spread of Protestantism and the introduction of lowland agricultural and commercial practices, together with the native responses to them. Moreover, they constitute the chief evidence for the sharply contested allegation that the 1641 rebellion began with a general massacre of Protestants and as a result, they have been central to the most protracted and bitter of Irish historical controversies. Propagandists, politicians and historians have all exploited the depositions at different times, and the controversy surrounding them has never been satisfactorily resolved. This module draws on recent research and historiographical debates to engage with a crucial and exciting primary source.



## LIST III MT

### HIU33114 The Early Modern Alehouse (Susan Flavin)



Anonymous, *Peasants in the Tavern*, Netherlands, oil on panel, 17th century (detail)

This module introduces students to the field of ‘drinking studies’ – currently one of the most dynamic areas of research into the early modern period. Historians have come to appreciate that the role alcohol (and other intoxicants) plays in society reflects themes of much broader importance. The regulation of alcohol consumption can tell us, for example, about evolving relationships between the state and its subjects. Studying patterns of alcohol consumption – such as who people drank with, when and how – can shed light on attitudes to gender, class and friendship. Studying drinking therefore provides a ‘lens’ through which to explore many interesting themes in social and cultural history.

Our approach to drinking studies centres on a detailed exploration of one key early modern space: the Alehouse. Focusing on sources including diaries, ballads, legislation, dietetic literature, sermons and depositions, as well as material culture, we will uncover the attitudes of both alehouse patrons, and those who sought to control this core institution. We will consider why authorities saw the alehouse as such a problem and the extent to which they were genuinely subversive. We will critically examine the supposed rivalry between the church and the alehouse. We will also think about drunkenness in this period, and how it was understood within early modern dietetic and cultural frameworks. In more cultural terms, we will work on drinking songs, a source used a lot in recent historiography. Using these, we will think about why people may have gone to the alehouse, and how they behaved when they were there? This will also allow us to think about the rituals of drinking and early modern drinking games, which shed light on interesting issues like ‘compulsion’ and forced sociability in society as well as the performance of gender relations in popular culture. Finally, we will consider the value (and limitations) of trying to reproduce early

modern alehouse culture today. Engaging with new research that recreates historic beers, we will address issues of 'authenticity' and 'taste', while also exploring less traditional and interdisciplinary or 'practice-based' approaches to drink culture and intoxication.

## LIST III MT

### HIU33110, The Madness of Crowds: The South Sea Bubble of 1720 (Patrick Walsh)

Assessment: Two short essays based on primary sources.



Harvard University, Baker Library, Harvard Business School, \_8876\_010

In Autumn 1720 the South Sea Bubble burst. Generally regarded as one of the first great stock-market crashes this was a seismic moment in the early history of global financial capitalism. Drawing on a wide range of primary sources including private correspondence, pamphlets, poems, prints and other printed ephemera the classes in this module will trace the fortunes of the South Sea Company, its slave trading activities, and its investors over the course of a dramatic year which featured economic chaos, speculative fever and fears about plague across Northern Europe. Students will learn how and why investors chose to invest in the South Sea Company and the many other bubble companies that followed in its wake. We will explore the cultural impact of the crash and the anxieties it generated in contemporary Britain and Ireland looking at the commentary of Jonathan Swift, George Berkeley, and William Hogarth amongst others. Attention will also be paid to the post-bubble blame-game, to the role of xenophobia, to the treatment of female investors and to the political fallout of the crisis.

This module does not require or assume any background knowledge of economics or economic history but will draw on interdisciplinary methods and approaches to gain a fuller understanding of the mania that engulfed so many people in 1720.

## LIST III MT

### HIU33102, Images of Empire: Representing Politics in the Age of Napoleon (Joseph Clarke)

Assessment: One essay



From his emergence on the international stage with the Italian and Egyptian campaigns of the late 1790s to his death in 1821 and beyond, Napoleon Bonaparte's career, first as all-conquering general, then as Emperor and finally as exile inspired an unprecedented explosion of visual imagery throughout Europe. From epic canvases of the enlightened hero on horseback and caustic caricatures of a demented 'little Boney' to physical mementos of the Emperor and booty plundered during the wars he waged, these images and objects offer important insights into how contemporaries understood and expressed their experience of revolution and regime change, of conquest and colonisation, of victory and defeat. Surveying the history of the Napoleonic period and its aftermath through its visual and material culture, this module draws upon local and international research collections to explore the interaction between image-making and empire-building in the early 19<sup>th</sup> century and to interrogate the relationship between art and politics in the making of modernity. In so doing, it also asks how historians can bring visual culture to bear upon their study of the past.

## List III MT

### HIU33111, The Repatriation of Roger Casement (Georgina Laragy)

Assessment: Creative option plus reflective essay

Roger Casement (1864-1916) is a key figure in the nationalist pantheon having been executed for treason in Pentonville Prison in England. A sustained campaign for the return of his body to Ireland began in the 1930s and came to fruition in 1965 a year before the 50<sup>th</sup> Anniversary of the 1916 Rising. He was finally laid to rest, not in the location of his choice on the North Antrim coast, but in Glasnevin Cemetery in Dublin. The campaign for his repatriation reflected the vagaries of the Anglo-Irish relationship in the post-independence period. It also speaks to the importance of the dead body in western culture for commemorative purposes.

This List III module will explore firstly, who was Roger Casement, his role as an early campaigner for indigenous rights across European imperial territories in Africa and South America. We will explore the 'Casement Report' (1904), the material recorded during his time in Putamayo (1911) and his speech from the Dock of the Old Bailey in 1916 after he was found guilty of treason. Irish attitudes to Casement are conflicted however because his identity as a gay man mark him as a problematic iteration of Irish sexuality while being a key figure in Irish LGBTQI+ history.

We will examine Casement's legacy in Irish memory; an investigation into the authenticity of his diaries was initiated by Taoiseach Bertie Ahern in in 2000, he was recently commemorated in statue form in Dun Laoghaire, and he was mentioned in Dáil debates as recently as 2021.

Each week we will examine a different source related to the life, death, and afterlife of Roger Casement.

**LIST III MT**

**HIU33115 A module in modern US History**

Details to be confirmed

## List III Hilary Term

### HIU33108, Reading the Queer Middle Ages (Ruth Karras)

Assessment: Three 1000-word assignments



In 1394 'John Rykener, having been detected in women's clothing and calling themselves Eleanor', was arrested in London for 'committing that detestable, unmentionable, and ignominious vice' with John Britby. This case went unremarked for decades despite the printing of a calendar of these records, because the editor summarized it only as 'Examination of two men charged with immorality'. This module takes this case as a starting point and asks: was Eleanor Rykener a trans woman? Was John Rykener a man in drag? Were they genderfluid? Are these terms applicable in the Middle Ages? Did this case even happen or was it all a political satire? We will read comparable cases from elsewhere, recent scholarship on the issue, other sources relating to queer identities in the Middle Ages, and historical fiction focusing on Rykener as a character.

## LIST III HT

### HIU33116. Are we free (to be good)? Reading Erasmus and Luther (Graeme Murdock)

Assessment: one essay.



Lucas Cranach, 'Luther' (c. 1532), and Hans Holbein, 'Erasmus' (1523)

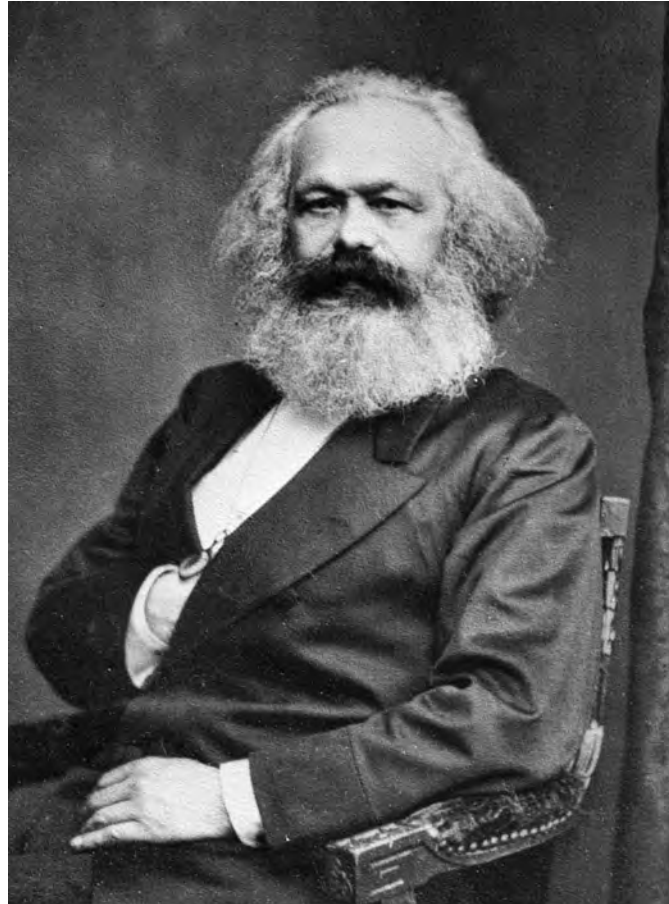
In 1524 Desiderius Erasmus published a short text, *On Free Will*. Erasmus' scholarly reputation was already well-established- not least through one of the greatest achievements of the Renaissance, his 1516 Greek *New Testament*. Erasmus was also well-known for his 1511 satirical attack on European culture and the church, *In Praise of Folly*. Erasmus' text on the freedom of the will was in part an attack on the ideas of Martin Luther. Luther had launched his dramatic career in 1517 with his *Disputation on the Power and Efficacy of Indulgences*, and in 1522 Luther published a German *New Testament*. Luther was quick to respond to Erasmus' challenge and in 1525 published *On the Bondage of the Will*. At the end of his life Luther wrote that he would not object if all his books were burned (the Catholic authorities had attempted to do so)- except for *On the Bondage of the Will* and his *Catechism*. This debate between Erasmus and Luther went to the very heart of what we have come to call the Reformation- the keystone to modern European culture. Erasmus and Luther examined the nature of God and of humanity in concise and clear arguments. Do human beings have free will? Can we choose to be good? The exchange was remarkable for its intellectual significance but also extraordinary as a public debate in the context of the new communications universe of print. Was it right that such texts be made available to Europe's reading public? Who had the authority to decide the truth? Erasmus' conclusion suggested 'as to which side is right, let the reader be judge'. Luther meanwhile concluded that his 'case against free choice is unanswerable'. Erasmus responded with two (rather dull) volumes in reply- which Luther ignored. This module is devoted to a contextualised reading of these two texts on the freedom or bondage of the will, and to analysis of the significance of this debate.



**LIST III HT**

**HIU33110 Reading Marx (Dan Geary)**

Assessment: One essay



This module will offer students a basic introduction to the writings of Karl Marx and will include discussion of selections from *The German Ideology*, *The Communist Manifesto*, *The Eighteenth Brumaire of Louis Bonaparte*, and *Capital*. In addition to understanding Marx's key ideas, students will learn how to place them in their intellectual and political contexts. In addition, students will engage the question of the utility of Marx's ideas for the understanding of history.

## List III HT

### HIU33111 Reading the Boundary Commission Report (Brian Hanley)

Assessment: One essay



In November 1925 a British newspaper leaked details of transfers of population and territory that were to take place between the Irish Free State and Northern Ireland, under the terms of the Boundary Commission. The resulting controversy saw the border, instituted provisionally in 1920, confirmed and the report of the Commission suppressed. (It was not published until 1969.) The promise of major boundary changes had been a factor in enlisting northern nationalist support for the Treaty in 1921; the eventual result was a crushing disappointment for them. The report of the Commission and the resulting compromises can tell us much about nationalist, unionist and British politics in this period, and about global experiences of partition. The centenary of the Commission's report offers us an opportunity to look at the politics of partition anew.

## LIST III HT

### HIU33107, Reading *Chains or Change: Irish Women's Liberation Movement and 1970s Ireland* (Lindsey Earner-Byrne)

Assessment: One essay



While second-wave feminism had been gathering steam in Ireland since the 1960s, the Irishwomen's Liberation Movement literally burst on to the public scene on the 6 March 1971, when it launched its manifesto, *Chains or Change: The Civil Wrongs of Irishwomen*, on the country's most popular television chat show, *The Late Late Show*.

This module is focused on a radical moment in Irish history when the Irish Women's Liberation Movement [IWLM] emerged in 1971. Starting with a close reading of the IWLM's manifesto *Chains or Change: The Civil Wrongs of Irishwomen*, it considers the context and reasons for the emergence of the movement and its impact and legacy on Irish society. The module introduces students to key debates that have shaped the history of the second-wave feminism in Ireland and how it related to radical feminism in an international context.

**HIU33117 The Politics of Justice: The History of the 'Scottsboro Trial' in 1930s America  
(Molly Pucci)**

Assessment: Essay 1 40% /Essay 2 60%



In this module, we will look at historical approaches to political trials in the twentieth century with a focus on the 'Scottsboro Trial,' a major civil rights case in the Depression-era United States. Which historical sources can we use to understand the history of political trials, justice, and law? What makes a trial 'political'? We examine a diverse range of sources including the contemporary press, poetry, theater, legal documents, speeches, and literature from the period, as well as the memory of the case through the Cold War and beyond. We place the case in an international perspective and use it to examine the controversial and contested intersection between contemporary law, race, and politics.

**LIST III HT**

**HIU33113 A module in Modern South Asian History**