

## Module Descriptor

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| <b>Module Title</b>        | <b>Interpretation and Argument: The Writing of History</b>  |
| <b>Module Code</b>         | <b>HY 509</b>   |
| <b>NFQ Level</b>           | 9   |
| <b>Credits</b>             | 10  |
| <b>Module Co-Ordinator</b> | Professor James Kelly   |
| <b>Module Description</b>  | <p>The purpose of this module is to introduce students to the tradition of history writing as it has evolved in Europe and the world since classical times, and in Ireland from the early seventeenth century to the present. This will involve an engagement with the main trends in history writing internationally across two millennia, and in Ireland across four centuries. A pioneering feature of the module is the manner in which the two strands are integrated. Building on a foundation provided by an examination of the classical, Christian and Renaissance engagement with the past, the module thereafter seeks to integrate developments in Ireland and internationally. Thus the Irish dimension of the module will engage with all the major stands of historiography from the establishment of Catholic nationalist tendency in the early seventeenth century through to post revisionism in the twenty-first, and with all the main historians and historical commentators from Geoffrey Keating and John Davies to Diarmaid Ferriter. The international strand will do likewise tracing the evolution of historical practice and thinking through the Enlightenment, the Romanticism, Marxism, the Annales, the New Social History, concluding with the varieties of practice (post modernism, gender, race etc.) that are pursued today.</p> |
| <b>Learning Outcomes</b>   | <p><i>On successful completion of this module the learner will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Identify the main trends in modern international historiography from ancient Greece to the present.</li> <li>2. Identify the main phases, features and primary exponents in the Irish Historiographical tradition from the seventeenth century to the present</li> <li>3. Engage critically with the major phases of historical interpretation in Ireland and to locate them nationally and internationally.</li> <li>4. Locate their historical reading in its historiographical context.</li> <li>5. Engage in historiographically informed analysis both of historical works and of major trends in Irish history.</li> <li>6. Anchor their historical endeavour firmly in its historiographical context.</li> <li>7. Analyse and critique individual works of historiographical significance</li> <li>8. Assess and critique the corpus of work of historical practitioners.</li> <li>9. Possess the historiographical awareness required to participate in and to contribute towards the preparation and presentation of informed and reflective historical interpretation.</li> </ol>  |

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| <b>Assessment Breakdown</b>        |  |                       | <b>%</b>                 |
| Continuous Assessment              |  |                       | 100                      |
| End of Semester Formal Examination |  |                       | 0                        |
| <b>Assessment</b>                  | <b>Type</b>  | <b>% Contribution</b> | <b>Learning Outcomes</b> |
|                                    | Historiographical review (2,500 words)   | 33                    | 1,2,3,4                  |
|                                    | Historiographical essay (5,000 words)  | 67                    | 1,2,3,4                  |
|                                    |  |                       |                          |
| <b>Student Workload</b>            | <b>Description</b>   | <b>Total Hours</b>    |                          |
|                                    | Class lectures   | 24                    |                          |
|                                    | Independent study  | 100                   |                          |
|                                    | Assignment preparation   | 126                   |                          |
|                                    | <i>1 ECTS ~ 25 hours of work</i>   | 250                   |                          |
| <b>Key Readings</b>                | <b>Books/Book Chapters/Journal Articles/Online Resources</b>   |                       |                          |
|                                    | Sorin Antohi, Balazs Trencsenyi, Peter Apor (eds.), <i>Narratives unbound: historical studies in post-communist Eastern Europe</i> (Budapest, 2007)  |                       |                          |
|                                    | Monika Baar, <i>Historians and nationalism: East-Central Europe in the nineteenth century</i> (Oxford, 2010)   |                       |                          |
|                                    | Michael Bentley, <i>Modern historiography: an introduction</i> (London, 1999; e-edition 2005)  |                       |                          |
|                                    | Marc Bloch, <i>The historians craft</i> (Manchester, 1954)   |                       |                          |
|                                    | Ciaran Brady (ed.), <i>Interpreting Irish history: the debate on historical revisionism</i> (Dublin, 1994)   |                       |                          |
|                                    | Ernst Breisach, <i>Historiography: ancient, medieval and modern</i> (Chicago, 1994)  |                       |                          |
|                                    | André Burguière, <i>The Annales School: an intellectual history</i> (London, 2009)   |                       |                          |
|                                    | John Burrow, <i>A history of histories: epics, chronicles, romances and inquiries from Herodotus and Thucydides to the twentieth century</i> (London, 2007)                                      |                       |                          |
|                                    | Bernadette Cunningham, <i>The Annals of the Four Masters</i> (Dublin, 2010)  |                       |                          |
|                                    | Bernadette Cunningham, <i>The world of Geoffrey Keating: history myth and religion</i> (Dublin, 2000)  |                       |                          |
|                                    | James Donnelly, 'The Great Famine and its interpreters, old and new' in Tom Hayden (ed.), <i>Irish hunger: personal reflections on the legacy of the famine</i> (Dublin, 1997)                   |                       |                          |
|                                    | John Gibney, <i>The shadow of a year: the 1641 Rebellion in Irish history and memory</i> (Madison, Wisconsin, 2013)  |                       |                          |
|                                    | Evi Gkotsaridis, <i>Trials of Irish history: genesis and evolution of a re-appraisal 1938-2000</i> (London, 2006)  |                       |                          |
|                                    | Georg G. Iggers, Q. Edward Wang, Supriya Mukherjee (eds.), <i>A global history of modern historiography</i> (2 <sup>nd</sup> ed. London, 2016)   |                       |                          |
|                                    | James Kelly, <i>Sir Richard Musgrave: Ultra-Protestant ideologue</i> (Dublin, 2009)  |                       |                          |
|                                    | Joep Leerssen, <i>Mere Irish and fíor Ghael: studies in the idea of Irish Nationality, its development and literary expression prior to the nineteenth century</i> (Amsterdam, 1986, Cork, 1996) |                       |                          |
|                                    | Patrick Maume, <i>Life that is exile: Daniel Corkery and the search for Irish Ireland</i> (Belfast, 1993)  |                       |                          |
|                                    | Clare O'Halloran, <i>Golden ages and barbarous nations: Antiquarian debate and cultural politics in Ireland</i> (Cork, 2004)   |                       |                          |

