

Class Options at NUI Galway

History Major Requirements:

Pre-1800 Options

HI 429.II – The Mid-Tudor Crisis, 1547-60

Prof. Steven Ellis

The module focuses on the English state in the period from the death of Henry VIII (1509-47) through the reigns of Edward VI (1547-53) and Mary I (1553-8) to the start of the reign of Elizabeth I (1558-1603). At a time when kings were expected to rule as well as reign, King Henry was succeeded by his young son, Edward, and on the latter's death, aged only 15, by the two half-sisters, Mary (who defeated an attempt by Lady Jane Grey to pervert the Tudor succession) and then Elizabeth. The absence of a male ruler was thus a major part of the 'crisis', but in addition Edward's reign saw a lurch towards Protestantism, with a Catholic reaction under Mary, and then more Protestantism under Elizabeth. These religious changes sparked popular unrest and rebellion and this was also fuelled by social unrest arising out of inflation and demographic growth. The module will thus assess the nature of the 'crisis', with particular reference to politics, religious developments, socio-economic change, and popular unrest.

HI229 – Medieval Europe, 5th-9th Century

Dr Kimberly LoPrete

This survey introduces students to key actors, events and ideas that shaped culture, politics and religious affairs in the central middle ages—a period that saw great experimentation and expansion followed by the development of legal and administrative structures to centralise monarchs' powers in both 'church' and 'states'. Topics treated in lectures include how lordship shaped knightly, clerical, peasant and burgess communities; papal reform and Christian kingship;

the Norman impact in England and south Italy; 'reconquista' and the first crusade; new religious movements, both orthodox and heterodox; the rise of universities. Lectures are complemented by

the discussion in tutorials of primary sources devoted to such themes as medieval warfare; the relations of kings and prelates; the charismatic religious figures Peter Waldo and Francis of Assisi; the purpose and reach of inquisitors; and legal compilations like the canons of the Fourth Lateran Council (1215), Magna Carta (1215) and the Constitutions of Melfi (1231).

By the end of this module you should be able

To locate recommended reading material in the library

To avoid plagiarism through careful note-taking and citation

To prepare written work which is well-organised and well-presented

To construct coherent and well-informed arguments about Europe, c.1050-1250, in which primary source evidence is distinguished from interpretations of it used by historians in the construction of their secondary historical narratives

To grasp the historical significance to medieval people & modern folk of key events, trends and deeds of historical actors in Europe, c.1050-1250.

Reading:

Required primary sources are in a course booklet to be purchased.

Required background readings are selections from titles like:

Malcolm Barber, *The Two Cities: Medieval Europe, 1050-1320*, 2nd ed. (2004)

C.N.L. Brooke, *Europe in the Central Middle Ages, 962-1154*, 3rd ed. (2000)
J.W. Baldwin, *Scholastic Culture of the Middle Ages* (1997 rpt)
C. Morris, *The Papal Monarchy: The Western Church from 1050-1250* (1989)
C.H. Lawrence, *Medieval Monasticism. . .*, 2nd ed. (1989)
J. Riley-Smith, *The Crusades: A Short History* (c. 1987)

HI204.E – 18th Century Ireland, 1691-1801

Dr Pádraig Lenihan

This course is a survey of Irish history in the period from the articles of Limerick to the Act of Union. It aims to introduce students to salient developments in the spheres of government, society

and the economy while paying particular attention to the identities of the three main religious communities and the ways in which these evolved during the eighteenth century. Topics that will

be explored include the relationship between the Irish political nation and British government; the significance of Catholic Jacobitism; and the political dimension of Protestant Dissent. The course also aims to acquaint students with current historiographical debates on such issues as Penal legislation; Anglo-Irish patriotism; politicisation in the 1790s; and the applicability of 'colonial' and/or 'ancien régime' models in the context of eighteenth-century Ireland.

HI288.E – State and Society in Early Modern Europe, 1555-1685

Dr Alison Forrestal

This course offers a survey of political and economic developments in Central and Western (continental) Europe from the Peace of Augsburg in 1555 to the revocation of the Edict of Nantes

by Louis XIV of France in 1685. Key aspects of the period are examined, for example: economic structures and changes, the consequences of the Protestant Reformation, the Catholic Reformation, the Military Revolution, overseas expansion and developments in sovereignty and government. Particular case studies' such as Council of Trent, the Dutch Golden Age, the decline of Spain and the 'absolute' reign of Louis XIV are placed in representative and comparative contexts.

HI569 – Aristocratic Women in Medieval Europe 500-1250

Dr Kimberly LoPrete

Through lecture & the discussion in tutorials of primary sources mostly written by women, this module examines the lived experiences & contributions of women to medieval society, politics &

religious life, c.500-1300. Whilst acknowledging the prevailing antifeminism of the age, emphasis is

nonetheless placed on the complex & changing figurings of gender, as well as on the diversity of women's activities within their multiple social roles. Women whose writings and broader contributions are examined in some detail include Dhuoda, Hrotsvita of Gandersheim, Adela of Blois

and Hildegard of Bingen.

Learning Outcomes

By the end of this module, students should be able to:

- Write essays with due attention to spelling, grammar, scholarly referencing and the difference between primary sources and historians' interpretations.
- Summarise the historiography on women's lives in medieval society and evaluate

conflicting views with reference to primary sources.

- Examine historical events and processes related to women in medieval society in terms of their causality, impact, typicality and historical significance.
- Critique widely held myths about women in medieval society with reference to contemporary evidence and established facts.

Reading:

Required primary sources are in a course booklet to be purchased.

Lengthier required secondary readings include:

C.W. Hollister & J. Bennett, *Medieval Europe: A Short History*, 9th ed. (2003), C.W. Atkinson, *The Oldest Vocation: Christian Motherhood in the Middle Ages* (1991), chs. 2 & 4, S.F. Wemple, *Women in Frankish Society* (1981), chs. 1-5, T. Evergates, ed., *Aristocratic Women in Medieval France* (1999), 2 chs, C.N.L. Brooke, *The Medieval Idea of Marriage* (1989) pp. 56-77, 19-43, B.L. Venarde, *Women's Monasticism and Medieval Society: Nunneries in France and England, 980-1215*

(1997), chs. 3-5, C.W. Bynum, *Fragmentation and Redemption: Essays on Gender and the Human*

Body in Medieval Religion (1992) 2-3 essays

Other articles & chapters are required for each unit.

HI358.E – The Tudor Conquest of Ireland

Prof Steven Ellis

This lecture course assesses the various policies pursued by the Tudor monarchs to extend English

rule throughout Ireland. The changing role of Ireland within the English state and the growing importance of Ireland in Tudor policy are also discussed, as also the gradual development and particular manifestations of Irish resistance to Tudor reform. By the 1580s, Tudor attempts to 'civilize' Ireland by shiring the country, plantation, cultural imperialism and religious reform were

sparking off strenuous political and religious opposition both among Gaelic Irish and Old English, leading in turn to the creation of novel forms of Irish nationalist sentiment. Eventually, what Henry

VIII had hoped to achieve 'by sober ways, politic drifts and amiable persuasions' had to be accomplished by military conquest which almost bankrupted the crown. This course assesses why

things went so badly wrong.

Core texts: Ellis, S.G., *Ireland in the Age of the Tudors* (London, 1998)

Lennon, C. *Sixteenth-century Ireland* (Dublin, 1994)

U.S. History Options

HI259.E – The Rise of Modern America, 1865-1996

Dr Enrico Dal Lago

This course will introduce students to the history of the United States from Reconstruction (after the Civil War) to the present. Focusing on the economic, social, and political forces operating during the emergence of the modern American nation, the module will account for the rise of the

United States as a global power and for the strains that that rise imposed upon American society.

Special emphasis will be placed on the 1960s, the Civil Rights Movement, the "New Left", and

the significance of the Vietnam War.

By the end of this module, students should be able to:

- Locate recommended reading material related to The Rise of Modern America in the library
- Avoid plagiarism through careful note-taking and citation
- Present written work on The Rise of Modern America which is well-organised and wellthought out
- Construct coherent and well-informed arguments about The Rise of Modern America

Textbook:

Eric Foner, Give Me Liberty!: An American History, Vol. II (New York, 2005)

Additional Readings:

E. Foner, Reconstruction: America's Unfinished Revolution (1988)

N.I. Painter, Standing at Armageddon: The United States, 1877-1919 (1989)

W. Leuchtenburg, The Perils of Prosperity, 1914-1932 (1993)

D. Kennedy, Freedom from Fear: The American People in Depression and War, 1929-1945 (1999)

W. Chafe, The Unfinished Journey: America since World War II (2003)

Non-Western Options

HI365.E – Native North Americans: From Pre-History to Present

Dr Enrico Dal Lago

This course will introduce students to the history of the transformations brought upon Native North

American culture and society by the contact with Europeans and then with white Americans, between the seventeenth and the twentieth centuries. Beginning with Native North American lifestyles in Precolumbian times, and exploring topics such as Contact and Colonization, Native Americans and European Empires, Indian Removal, the Making of the Western American Frontier,

the Plains' Wars, Assimilation, and Native American Renewal, the course will introduce students to

a multidisciplinary approach to the study of Native North Americans, combining insights from both

history and anthropology.

Learning Outcomes:

By the end of this module, students should be able to:

- o Summarise the historiography on Native North Americans and evaluate conflicting views.
- o Examine historical events and processes related to Native North Americans in terms of their causality, impact, typicality and significance.
- o Present written work on Native North Americans which is well-organised and well-thought out.
- o Construct coherent and well-informed arguments about the history of Native North Americans.
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Textbook: R. David Edmunds, F. Hoxie, and N. Salisbury, The People: A History of Native America (Boston: Houghton Mifflin 2007)

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Additional Readings:

J. Wilson, The Earth Shall Weep: A History of Native America (1998).

B. Trigger & W. Washburn, eds., The Cambridge History of the Native Peoples of the Americas,

Vol. I: North America (1996)

F. Hoxie & P. Iverson, eds., *Indians in American History: An Introduction* (1998).

C. Calloway, *New Worlds for All: Indians, Europeans, and the Remaking of Early America* (1998)

P. Weeks, *Farewell, My Nation: The American Indians and the United States, 1820-1890* (1990)

Psychology Major Requirements:

PS320 – Memory and Cognition

Module Co-ordinator: Dr. AnnMarie Groarke

Lecturers: Andrea Gibbons BA, MPsychSc; Dr. Chris Dwyer

Module Objectives: To understand theories, basic structure and processes of selected aspects of cognitive psychology.

Description: In this course students will be introduced to models and theories which seek to understand the nature of human memory, problem solving and the interplay of cognition and emotion.

Learning Outcomes

On completion students will be able to:

Describe and critically analyse the various theoretical approaches to the study of human memory

Delineate the characteristics and processes of various memory systems

Demonstrate the ways in which memory can be distorted, with reference to specific research

Describe and analyse the various theories of how emotional information is processed

Discuss the cognitive differences between experts and novices when engaging in problem solving

Understand how the experimental methodology of cognitive psychology contributes to our understanding of memory, problem solving and emotion.

Basic Reading

Baddeley, A., Eysenck, M.W., & Anderson, M.C. (2009) *Memory*. Hove: Psychology Press Other readings will be assigned during the course

PS427 – Forensic, Abnormal, and Clinical Psychology

Lecturers: Dr. John Bogue (Coordinator), Dr. Brian McGuire, Dr. Kiran Sarma

Description: The purpose of this course is to introduce students to three prominent and interrelated areas of psychology: Forensic, Abnormal and Clinical Psychology. The Forensic Psychology component will introduce students to the prominent historical and theoretical aspects of this area before leading into key areas of contemporary applied forensic psychology practice. Abnormal Psychology will afford students the opportunity to examine various psychological disorders in a systematic manner considering such features as diagnosis, aetiology and treatment. An introduction to Clinical Psychology will be provided which aims to familiarise the student with evidence-based approaches to commonly encountered mental health problems in clinical practice.

Module objectives

To familiarise students with the various historical, theoretical, and research issues which have shaped contemporary professional and applied forensic psychology practice.

To provide students with a systematic framework through which selected major psychological disorders are examined in detail.

To familiarise students with contemporary clinical approaches to mental health problems with a particular emphasis on evidence based psychiatric and psychological treatments

Basic Reading:

Holmes, D.A. (2010) *Abnormal, Clinical & Forensic Psychology*. Harlow: Pearson

Supplementary Reading:

Bennett, P. (2006) *Abnormal and Clinical Psychology*. Maidenhead: OUP

Davey, G. (2008) *Psychopathology: Research, Assessment and Treatment in Clinical Psychology*. Chichester: BPS Blackwell

Davies, G., Hollin, C. & Bull, R. (2008). *Forensic Psychology*. Chichester: Wiley

Howitt, D. (2009). *Introduction to Forensic and Criminal Psychology*, 3rd ed. Harlow: Pearson.

PS428 – Social Psychology

Lecturer: Dr. Kiran Sarma

Description: PS428 is a survey course that reviews major areas of inquiry in social psychology.

Topics that will be examined include: stereotyping, prejudice, discrimination, aggression, conformity, obedience, and interpersonal attraction.

Module objectives

To expand students' understanding of the ways in which social psychologists conceptualise and examine important social phenomena

To encourage students to explore social phenomena from an inter-disciplinary perspective

To improve students' ability to critically evaluate psychological research

Recommended Classes:

Gaelic, Irish for Beginners

Service Learning: Introduction to Literacy