

# HISTORY

## HISTORY MODULE DESCRIPTIONS 3rd Year

### SEMESTER 1

#### SEMINARS (10ECTS)

##### **HI165 Life in Urban Galway from the Act of Union**

**Dr John Cunningham**

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

Introductory Reading:

John Cunningham, *A town tormented by the sea: Galway, 1790-1914*, (Dublin: Geography Publications, 2004).

William Nolan & Anngret Simms, eds, *Irish towns, a guide to sources*, (Dublin: Geography Publications, 1984).

##### **HI3110 European Warfare 1618-1714**

**Dr Pádraig Lenihan**

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

Introductory Reading:

John A. Lynn, *The Wars of Louis XIV 1667-1714* (London: Longman, 1999).

John Childs, *Warfare in the Seventeenth-Century* (London: Cassell, 2001).

Jeremy Black, *A Military Revolution? Military Change and European Society 1550-1800* (London: Palgrave, 1991).

### **HI439 Vichy France**

#### **Dr Gearóid Barry**

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

Introductory reading:

Richard Vinen, *The Unfree French: Life under the Occupation* (London: Penguin, 2007).

Carmen Calil, *Bad Faith: A forgotten history of family and fatherland* (London: Jonathan Cape, 2006).

Julian Jackson, *France: the Dark Years, 1940-44* (Oxford, Oxford University press, 2003).

### **HI484 Slavery & Emancipation in the American South**

#### **Prof Enrico Dal Lago**

Slavery shaped the economy, society and politics of the American South from the time the first Africans landed in Virginia in 1619 to the release of Abraham Lincoln's Emancipation Proclamation in 1863. This seminar course aims to provide student with the indispensable background for the selection, interpretation and use of the vast range of primary sources available on the history American slavery and for their interpretation within the context of current historiographical debates. Topics treated in the course include: colonial slavery;

slavery and the American Revolution; the “Cotton Kingdom” and the ideology of the master class; the master-slave relationship; slave life and culture; slave resistance and slave rebellion; Abolitionism and the politics of slavery; and the American Civil War and slave Emancipation.

Introductory Reading:

Rick Halpern & Enrico Dal Lago, eds., *Slavery & Emancipation* (Oxford: Blackwell, 2002).

Peter Kolchin, *American Slavery, 1619-1877* (New York: Hill & Wang, 2003).

Ira Berlin, *Generations of Captivity: A History of African American Slaves* (Cambridge, MA: Belknap Harvard, 2003).

### **HI479 Irish Political Thought in the 1930s**

**Dr Mary Harris**

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

Introductory Reading:

Augusteijn, Joost, *Ireland in the 1930s: New Perspectives* (Dublin: Four Courts, 1999)

Cronin, Mike, and Regan, John (eds) *Ireland: The Politics of Independence* (Basingstoke: Macmillan, 2000).

Laffan, Michael, *Judging Cosgrave, the first leader of the Irish Free State* (Dublin: RIA, 2014)

### **HI3121 Famine in Ireland**

**Dr Niall Ó Ciosáin**

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

Introductory Reading:

David Arnold, *Famine: Social Crisis and Historical Change* (Oxford & New York: Oxford University Press, 1988)

Ciarán Ó Murchadha, *The Great Famine: Ireland's agony 1845-52* (London: Bloomsbury, 2011)

Peter Gray, *Famine Land and Politics: British Government and Irish Society 1843-1850* (Dublin: Irish Academic Press, 1999)

### **HI583 Problems in the Use of Popular Print Media in Ireland & Britain, 1900-1960**

**Dr Caitríona Clear**

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

Introductory Reading:

R.Ballaster, M. Beetham, E.Frazer and S.Hebron, *Women's Worlds: ideology, femininity & the woman's magazine* (Macmillan Education, 1991).

Jennifer Scanlan, *Inarticulate Longings: the Ladies' Home Journal, gender and the promises of consumer culture* (New York: Routledge, 1995)

Linda Korinek, *Roughing it in the Suburbs: reading Chatelaine magazine*. (Toronto: University of Toronto Press, 2000).

Penny Tinkler, *Constructing Girlhood: popular magazines for girls in England* (Pennsylvania: Taylor & Francis, 1995).

### **HI578 Children & the State in Ireland, 1838-2011**

**Dr Sarah Anne Buckley**

This seminar will examine the care of children by the British and Irish State from the 1838 Poor Law Relief Act (Ireland) to the present, concentrating on issues of class, gender and religion. It will assess not only the State's treatment of vulnerable children, but also its agencies and other charitable and voluntary organizations involved in child welfare provision. It will utilize a wide range of primary materials, including state papers, official debates and publications, newspaper articles, court records, case files, records of voluntary and charitable organizations, photographs, films and memoirs. It will address not only the treatment of children, but changing notions of childhood in Ireland during the period. The module will begin with an examination of the Poor Law system and 'poor law children' in the nineteenth century. Following this, attention will be placed on the development of orphanages by religious orders, the foundation and expansion of the industrial and reformatory school systems, the introduction of compulsory education, and the foundation of the National Society for the Prevention of Cruelty to Children (NSPCC). Other topics include Irish nationalism and children's culture, social reformers, legislation on families and on parental rights, institutionalization as a response to children in poverty and to those

outside of the nuclear family, and the relationship between the Catholic Church and the State. The treatment of unmarried mothers and 'illegitimate' children are central to this assessment. Although primarily addressing the 'public' child, the seminar will also look at the 'private' child, concentrating on the development of education, leisure and changing conceptions of childhood in the period. The seminar will conclude with a look at representations of childhood in film, memoir and literature, and a case study of children/childhood in Galway.

Introductory Reading:

Philippe Aries, *Centuries of Childhood* (London : Jonathan Cape, 1962).

George K., Behlmer, *Child abuse and moral reform in England, 1870-1908* (Palo Alto CA: Stanford University Press, 1982) and *Friends of the Family: The English Home and Its Guardians, 1850-1940* (Palo Alto CA: Stanford University Press, 1998).

Donna Birdwell-Pheasant, 'Family systems and the foundations of class in Ireland and England', *The History of the Family*, 3, 1 (1998), 17-34; 'Irish households in the twentieth century: culture, class and historical contingency', *Journal of Family History*, 18 (1993), 19-38.

## LECTURES (5ECTS)

### **HI488 Labour in Irish Society & Politics in Ireland, c. 1760-1960**

#### **Dr John Cunningham**

This module examines the history of labour in Ireland. It analyses the character of rural and urban protest movements representing the working poor; it traces the development of trade unionism throughout the island, with special reference to Dublin and Belfast; it assesses the impact of radical ideologies and the connections with movements in other countries; it investigates the nature of the competition from nationalist and unionist politics; and it discusses the reasons for the stunted political development of Irish labour.

Introductory Reading:

Emmet O'Connor, *A Labour History of Ireland, 1824-2000*, (Dublin: UCD Press, 2011).

Francis Devine (ed.), *A capital in conflict: Dublin city and the 1913 lockout*, (Dublin; Four Courts, 2013).

Donal Nevin (ed.), *Trade Union Century*, (Dublin: RTE/Mercier, 1994).

### **HI337 Nazi Germany**

#### **Dr Róisín Healy**

This module deals with the origins, course, and aftermath of Nazi Germany. It is divided into three sections: the first deals with the origins of Nazism and Nazi government until the outbreak of war in 1939; the second section looks at different groups within society, to see how they responded to Nazism; the last section deals with the war and the Holocaust, as well as efforts to come to terms with the Nazi past in the post-war period. The course will pay special attention to questions that have caused controversy among historians - such as

whether Nazism represented a continuity or discontinuity in German history, the role of ordinary Germans in implementing the regime's racial policies, and the implications of the recent emphasis on their own wartime suffering.

Introductory Reading:

Joseph Bendersky 2007, *A Concise History of the Third Reich*, Rowland and Littlefield Lanham  
Wolfgang Benz; translated by Thomas Dunlap 2006, *A concise history of the Third Reich*,  
University of California Press Berkeley

Michael Burleigh 2000, *The Third Reich: A New History*, Pan London

### **HI376 Popular Culture in Pre-industrial Europe**

**Dr Niall Ó Ciosáin**

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

Introductory Reading:

Peter Burke, *Popular Culture in Early Modern Europe* (New York: New York University Press, 1978).

Pieter Spierenberg, *The Broken Spell: A cultural and anthropological history of preindustrial Europe* (Newark, NJ: Rutgers University Press, 1991).

## SEMESTER 2

### SEMINARS (10 ECTS)

#### **HI3102 The Irish and Colonial Australasia Dr Laurence Marley**

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

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

#### Introductory Reading:

Patrick O'Farrell, 'The Irish in Australia and New Zealand', in F.X. Martin and W.E. Vaughan (eds), *A New History of Ireland: Ireland Under the Union, I* (Oxford: Oxford University Press, 1989).

Patrick O'Farrell, *The Irish and Australia: 1788 to the Present* (Cork: Cork University Press, 2001) [available on-line, James Hardiman Library].

Richard P. Davis, *Irish Issues in New Zealand Politics, 1868-1922* (Otago: University of Otago Press, 1974).

### **HI3112 The First World War: Transnational Perspectives**

**Dr Gearóid Barry**

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

Introductory Reading:

David Stevenson, *1914-1918: The history of the First World War* (London: Penguin, 2005).

Michael S. Neiberg, *Dance of the Furies: Europe and the Outbreak of World War I* (Cambridge, Mass: Belknap Press, 2011).

John Horne (ed.), *A Companion to World War I* (Chichester: Wiley-Blackwell, 2010).

### **HI3126 Labour Radicalism in the Anglophone World, c. 1900-1939**

**Dr John Cunningham**

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

Introductory Reading:

Ralph Darlington, *Radical Unionism: the rise and fall of revolutionary syndicalism*, (2nd Ed., Chicago: Haymarket Books, 2013).

Jacob A. Zumoff, *The Communist International and US Communism, 1919-1929*, (Chicago: Haymarket Books, 2015).

Manus O'Riordan, *Connolly in America*, (Belfast: Irish Communist Organization, 1971).

## **HI167 Power & Conflict in Northern Ireland, 1963-1972**

### **Dr Mary Harris**

This module explores power struggles in Northern Ireland from Terence O'Neill's accession to power in 1963 to the emergence of civil rights movement and the subsequent outbreak of conflict in 1968. It traces the escalation of the conflict up to the collapse of Stormont in 1972. It considers a variety of strategies for change – political activism, mass demonstrations, propaganda and armed struggles, as well as a variety of government strategies to contain unrest. The seminars will focus on events from the perspectives of various individuals and groups involved, looking at memoirs, radical publications, parliamentary debates, official publications, government enquiries and film footage. It will also examine academic studies and theoretical interpretations of these events.

#### Introductory Reading:

Thomas Hennessey, *Northern Ireland: The Origins of the Troubles* (Dublin: Four Courts Press, 2005).

Niall Ó Dochartaigh, *From Civil Rights to Armalites: Derry and the Birth of the Irish Troubles*, (Cork: Cork University Press, 1997).

Bob Purdie, *Politics in the Streets: The origins of the civil rights movement in Northern Ireland*, (Belfast: Blackstaff Press, 1990).

## **HI569 Aristocratic Women in Medieval Europe, c. 500-1250**

### **Dr Kimberly LoPrete**

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

#### Introductory Reading:

Derek Baker, (ed.), *Medieval Women* (Oxford: Blackwell, 1978).

M. Eler & M. Kowaleski, (eds.), *Women and Power in the Middle Ages*, 1st ed. (Athens GA: University of Georgia Press, 1988).

Barbara Newman, *From Virile Woman to WomanChrist* (Philadelphia: University of Pennsylvania Press. 1995).

Theodore Evergates, (ed.), *Aristocratic Women in Medieval France* (Philadelphia: University of Pennsylvania Press. 1995).

C. Meek & C. Lawless, (eds.), *Studies on Medieval & Early Modern Women 4: Victims or Viragos?* (Dublin: Four Courts Press, 2005).

## **HI570 Technology and Social Change c.1830-1930**

**Dr Pádraig Lenihan**

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

Introductory Reading:

Self-Directed Learning: Texts on Blackboard

Ruth Schwartz Cowan, *A social history of American technology*. (New York; Oxford, 1997)

Joel Mokyr, *The Lever of Riches: Technological Creativity and Economic Progress* (Oxford: Oxford University Press, 1990)

## **HI168: Coming to terms with the Nazi Past**

**Dr Róisín Healy**

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

Introductory reading:

Tim Cole, *Images of the Holocaust: the myth of the 'shoah business'* (London: Duckworth, 1999).

Bill Niven, *Facing the Nazi Past: United Germany and the Legacy of the Third Reich* (London, Routledge, 2003).

Peter Novick, *The Holocaust and Collective Memory: The American Experience* (London:

### **HI443: State & People in Ireland, 1820-1845**

**Dr Niall Ó Ciosáin**

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

Introductory Reading:

Theodore M Porter, "Genres and objects of social inquiry, from the enlightenment to 1890" in Theodore Porter and Dorothy Ross (eds), *The Cambridge History of Science* Vol. 7. The Modern Social Sciences (2002), p.13-32.

Gearóid Ó Tuathaigh, *Ireland Before the Famine* (1972), Ch.3, 'The state and the people'.

Philip Harling, *The Modern British State* (2001), Ch. 3, 'The Limits of the Laissez-faire state'

### **LECTURES (5ECTS)**

#### **HI362 Party & Power in 19th and 20th century British History**

**Dr Laurence Marley**

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

Introductory Reading:

Stephen J. Lee, *Aspects of Modern British History, 1815-1914* (London: Routledge, 1994)

K.T. Hoppen, *The Mid-Victorian Generation, 1846-1886* (Oxford : Oxford University Press, 1998)

Martin Pugh, *The Making of British Politics, 1867-1945* (Oxford: Oxford University Press, 2002)

## **HI585 Debates and Controversies in European Women's History, c.1780-1939**

### **Dr Caitriona Clear**

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

### Introductory Reading:

O.Hufton, *The Prospect Before Her: a history of women in western Europe 1500-1800* (London: Harper Collins 1995)

D.Simonton, *A History of European Women's Work, 1700 to the present* (London: Routledge 1998).

B.Smith, *Changing Lives: women in European history since 1700* (Lexington: D.C.Heath 1989).

Faculty of Technology and Bionics. Module Descriptions. Science Communication & Bionics B.A. and. Module code: SCB\_1. Courses:  
Semester: History of Science & Technology (SCB\_1.1) Introduction to Science Communication (SCB\_1.2). From "Public  
Understanding" to "Public Engagement", the presumptions, expectations, and therefore also the activities and job opportunities  
have dramatically changed within the past 20 years. The course provides students with a historical context, and introduces them to the  
relevant structures (scientific institutions and government agencies, civil society and NGOs, schools, etc.) and processes (evidence-  
based policy-making, regulation of technologies, informal science education). 3rd Semester. Module coordinator: Prof. History  
Modules Description. As at February 2017. \* ARS 3 students are not allowed to bid for level 4000 modules in their 3rd year semester 1  
as we would like to give priority to our ARS4 students to read the modules to fulfil their graduation requirements. Home. Undergraduate.  
European Studies. Modules Description. About Us. Introduction.